Snapshot report
Under the agreement for 2015
Miles State School received $64 490


Our school strategies are on track to meet or exceed our targets

During 2015, we have focused on maximising the benefits of this funding for our students. After reviewing our Great Results Guarantee agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds.

Strategies implemented included:

- Creation of a Curriculum Leadership position to allow closer mentoring of curriculum development, planning, pedagogical practice, assessment and reporting in consultation with classroom teachers and Principal.
- Continued implementation of the Miles SS Pedagogical Framework with emphasis on Explicit Instruction strategies. These skills were developed with new staff through the use of Mentoring Teachers, Curriculum Leader and our Curriculum Coach.
- Continuation of our Levelled Literacy Intervention program (Fountas & Pineell) with targeted students to improve literacy.
- Continuation of whole school implementation of EMMS and JEMS numeracy programs to complement current numeracy strategies.
- Continuation of whole school implementation of the Spelling Mastery Program in conjunction with SWST and C2C spelling programs.
- Implementation of the SCORE reading and comprehension program across classes to identify reading strategies.
- Introduction of the Seven Steps in Writing Framework to enhance writing performance.
- Tracking Benchmark Testing items and graphing for teacher and/or parent consultations to allow ease of comparison and allow for responsive teacher planning.

Our school strategies are showing substantial progress toward our targets

After reviewing our Great Results Guarantee agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our strategies as needed to ensure every student succeeds.

Strategies implemented include:

- Tracking short term, progression point data on a Continua of Learning for all students from Prep to Year 6 against Australian Curriculum Content Descriptors, using school developed ‘I Can’ statements as formative assessments to inform short cycle, responsive teacher planning.