

# Investing for Success

Under this agreement for 2019

Miallo State School will receive

**\$71 594\***

## This funding will be used to

Target	Measures
1. All students to reach National Assessment Program – Literacy and Numeracy (NAPLAN) National Minimum Standard (NMS) in all areas or have an evidenced-based Individual Curriculum Plan (ICP) or Clinical Information Access Program (CIAP) to address their learning needs.	<ul style="list-style-type: none"> <li>○ Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Year 3 and 5 NAPLAN NMS data across all strands from 2018-2019.</li> <li>○ 100% students reach NMS, or have ICP, Individual Learning Plan (ILP) or Clinical Information Access Program (CIAP) in place by April 2019.</li> <li>○ Literacy continuum movement: Semester 1 to Semester 2, 2019</li> <li>○ Norm-referenced diagnostic assessments Semester 1 to 2, 2019</li> </ul> </li> <li>○ Comparison:               <ul style="list-style-type: none"> <li>○ NAPLAN NMS data compared to National and previous 2 years</li> <li>○ Distance travelled in levels [PM] or sets [Probe] compared to peers.</li> </ul> </li> <li>○ Monitoring:               <ul style="list-style-type: none"> <li>○ Assessment data in a 5-weekly cycle for identified students; and fortnightly monitoring of SMART goals for Intervention students.</li> <li>○ Teacher planning [CIAPs] documents and lesson observations.</li> <li>○ Number of students on Intervention Programs and length of time on program.</li> <li>○ P – 10 Literacy continuum monitoring [identified students]</li> <li>○ Monitoring of individual goals for ICP/ILP students.</li> </ul> </li> </ul>
2. Increase of Mean Scale Score (MSS) for students in Year 3 Spelling, G&P	<ul style="list-style-type: none"> <li>○ Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Year 3 Spelling and Grammar and Punctuation (G&amp;P) MSS to upward trend</li> </ul> </li> <li>○ Comparison &amp; Monitoring:               <ul style="list-style-type: none"> <li>○ Past three years MSS data</li> </ul> </li> </ul>
3. Increase of students in Year 5 Upper 2 Bands (U2B) in Spelling and Writing	<ul style="list-style-type: none"> <li>○ Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Year 5 U2B students from 49% to 55% in Spelling</li> <li>○ Year 5 U2B students from 33% to 40% in Writing</li> </ul> </li> <li>○ Comparison:               <ul style="list-style-type: none"> <li>○ NAPLAN U2B % compared to Nation</li> </ul> </li> <li>Monitoring:               <ul style="list-style-type: none"> <li>○ Student membership into extension programs</li> <li>○ A-E data</li> </ul> </li> </ul>
4. Provide extension opportunities for our high-performing students.	<ul style="list-style-type: none"> <li>○ Baseline:               <ul style="list-style-type: none"> <li>○ Year 1-6 – 61% B or better in English</li> <li>○ Year 1-6 – 58% B or better in Maths</li> <li>○ Year 1-6 – 68% B or better in Science</li> </ul> </li> <li>○ Comparison:               <ul style="list-style-type: none"> <li>○ Improve on baseline percentage A-B data</li> <li>○ Year 3-5 Relative Gain of high performing students on par with Nation</li> <li>○ Tracking of Progressive Achievement Tests (PAT) scale scores with Hattie's effect size</li> </ul> </li> <li>○ Monitoring:</li> </ul>

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



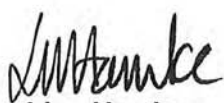
- Monitor baseline A-E data through School Data Profiles
- Student membership into extension programs
- Excel differentiation tracking tool

### Our initiatives include

Initiative	Evidence-base
1. Provide intensive intervention program to identified lower students, to meet their own SMART goals.	<ul style="list-style-type: none"> <li>○ 'Independent review of the teaching of early reading', Rose, 2006.</li> <li>○ 'Early intervention in dyslexia can narrow achievement gap', Davis, 2015.</li> </ul>
2. Implement school spelling extension program and focus professional development and coaching and feedback on Writing warmups in the upper school.	<ul style="list-style-type: none"> <li>○ 'Explicit Instruction', Archer &amp; Hughes, 2011</li> <li>○ 'Visible Learning and the Science of How We Learn', Hattie, 2014.</li> </ul>
3. Provide differentiated curriculum to meet students at their point of need, including extending high-performing students.	<ul style="list-style-type: none"> <li>○ 'Gifted and Talented', Walsh &amp; Juratowitch.</li> <li>○ Diane Heacox</li> <li>○ Carol Ann Tomilson.</li> <li>○ 'Explicit Instruction', Archer &amp; Hughes, 2011</li> <li>○ 'Visible Learning and the Science of How We Learn', Hattie, 2014.</li> </ul>

### Our school will improve student outcomes by

	Actions	Costs
1	5-weekly data cycles and fortnightly monitoring of SMART goals to inform teaching	
	Purchase additional teacher aide support for literacy/numeracy across P-6	\$28 000
	Purchase additional teacher aide time to provide intensive learning support to identified students, under guidance of STLaN. T1 Week 2 to T4 Week 7.	\$30 000
2	Implement 'Extension spelling @ Miallo' for beyond WTW students in Yrs 4-6	
	Collaborative differentiation/data meetings with HOC Term 1 and 3 [½ day session each nominated term X 8 teachers]	\$4 500
	Focus on coaching and feedback for Writing explicit lessons and Writing warm ups across school	
3	Provide targeted professional learning in differentiation supported by planning, modelling, observation and feedback processes [TRS for peer collaborative planning for Sem 1 and Sem 2 – ½ day session each Sem x 10 teachers]	\$3 600
	Implement 'Extension spelling @ Miallo' for beyond WTW students in Yrs 4-6	
	Provide extension programs for identified students [GTF; Online learning subjects; School of Astrophysics and Astronomy; Literature circles; diagnostic assessments; etc] – funds for resources and subscription fees	\$3 494
	Fund AMC competition and ICAS assessments for identified extension students	\$2 000



**Lisa Hawke**  
A/Principal  
Miallo State School



**Tony Cook**  
Director-General  
Department of Education

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.

