

Investing for Success

Under this agreement for 2022

Miallo State School will receive

\$57 267*

This funding will be used to

Continue to have every student be included, engaged and achieving academic success and well-being by ensuring all learners:

- Achieve a C or better in English and Mathematics
- Meet or surpass the NAPLAN National Minimum Standard [NMS] in all areas in Year 3 & 5, or have an evidenced-based learning plan [Personal Learning Plan or Individual Curriculum Plan] in place to support their specific learning needs
- Have inclusive, targeted and differentiated practices in place for all students with a disability or not achieving at a C standard

Target	Measures									
<p>All students receive a C or better in English and Maths</p> <table><tr><td></td><td>2021</td><td>2022</td></tr><tr><td>English</td><td>92.2%</td><td>95%</td></tr><tr><td>Mathematics</td><td>94.3%</td><td>95%</td></tr></table> <p>All Year 3 & 5 students reach NAPLAN NMS in all areas or have an evidenced-based plan address their learning needs</p>		2021	2022	English	92.2%	95%	Mathematics	94.3%	95%	<p>Baseline/endpoint: Summative Assessments [English/Maths], National Performance</p> <ul style="list-style-type: none">○ English A-C% Semester 2, 2022○ Mathematics A-C% Semester 2, 2022○ Year 3 & 5 NAPLAN NMS data across all strands 2022 <p>Monitoring: Summative, Diagnostic</p> <ul style="list-style-type: none">○ Moderated English and Maths unit assessments and Marking Guides○ Phonics, high frequency words, reading levels, work samples○ 5-weekly cycles for individual student goals & fortnightly monitoring of individual goals for Tier 3 students○ Literacy continuum movement for identified students: Sem 1 to Sem 2, 2022
	2021	2022								
English	92.2%	95%								
Mathematics	94.3%	95%								
<p>All students engaged, differentiated for and included</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none">○ School Opinion Survey data – student and parent responses○ Improved attendance and behaviour data for case-managed students○ Tiered Intervention Model implementation and outcomes <p>Monitoring:</p> <ul style="list-style-type: none">○ Class observations and walk throughs○ Case Management Meetings○ Student, parent and staff feedback○ Monitoring of individual goals for Tier 3 students○ Classroom Intervention Action Plans [CIAPs]									
<p>Improve percentage of students achieving level of decoding at end of Prep.</p> <table><tr><td>Goal 95%</td><td>DRA Level 3</td></tr></table>	Goal 95%	DRA Level 3	<p>Baseline/endpoint:</p> <p>Reading baseline data from formative [running records, DRA assessments and Heggerty’s phonemic awareness screeners] and summative [marking guide A- E data] assessments</p> <p>Monitoring:</p> <ul style="list-style-type: none">○ Summative English reading assessments/marking guides○ DRA decodable levels data○ Heggerty’s phonemic awareness data							
Goal 95%	DRA Level 3									



**Queensland
Government**

Our initiatives include

- Ensuring a high quality, high expectations program of instruction
- Targeting the building staff capability in:
 - Differentiation [with a focus on Tier 1 and 2 intervention]
 - Creating assessment literate visible learners
 - Deepening their understanding of the Australian Curriculum
 - The Science of Reading [SoR] and decodables
- Full moderation cycle of junctures for identified subjects
- Analysing student data and work samples to inform teaching
- Provision of a tiered intervention program to support identified students
- Implementing an effective school-wide Case Management to build success of identified students requiring support in engagement, well-being, behaviour, literacy or numeracy

Actions	Costs
Purchase Support Teacher for Literacy and Numeracy to provide quality intervention and support teachers in literacy and numeracy instruction 0.5	\$58 500
Purchase teacher to provide hands on science and Wonderlab electives	\$12 000
Purchase of TRS to provide release for provision of collaborative planning cycles for class teachers in pods, supported by the Head of Department Curriculum	\$ 6 500
Purchase decodable readers for P-2 students	\$ 3 526

Evidence-base

'Teaching Children to Read', National Reading Panel, 2000.

'Independent review of the teaching of early reading', Rose, 2006.

'The Big 6 readings', Anne Bayetto.

'Explicit Instruction', Archer & Hughes, 2011.

'Visible Learning and the Science of How We Learn', Hattie, 2014.

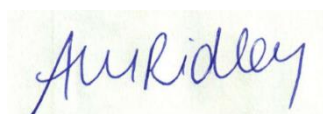
'Early intervention in dyslexia can narrow achievement gap', Davis, 2015.

'Developing Assessment-Capable Visible Learners', Frey, Hattie & Fisher, 2018.

'Reading in the Brain', Dehaene, S, 2019.

Our school will improve student outcomes by

Actions	Costs
I4S Carried Forward	\$ 23 259
I4S 2022	\$ 57 267
Total Expenditure	\$ 80 526



Dr Anet Ridley
Principal
Miallo State School



Michael De'Ath
Director-General
Department of Education

