

# Investing for Success

Under this agreement for 2018  
Miles State High School will receive

**\$90,935**

This funding will be used to

Target	Measures
1. Improve the writing achievement in Years 7-10 in English, Geography/History and Science.	<p>Baseline Data</p> <ul style="list-style-type: none"> <li>2017 Semester 2, Years 7-10 A-E achievement rating in English, Geography/History and Science.</li> <li>2017 Years 7 &amp; 9 NAPLAN Writing results.</li> <li>2017 Years 7 &amp; 9 NAPLAN Writing Relative Gain (no gain or decrease)</li> <li>2017 Semester 2, Years 6 -11 identified students in English, Geography/History and Science with an achievement level of 'D' or below and or below National Minimum Standard (NMS) for Writing in 2017.</li> </ul> <p>Compare</p> <ul style="list-style-type: none"> <li>2018 Term 1, 2, 3 &amp; 4, Years 7-10 A-E achievement rating in English, Geography/History and Science.</li> <li>2018 &amp; 2019 Years 7 &amp; 9 NAPLAN Writing results.</li> <li>2018 &amp; 2019 Years 7 &amp; 9 NAPLAN Writing Relative Gain.</li> <li>2018 &amp; 2019, number of Years 7 -10 identified in English, Geography/History and Science with an achievement level of 'D' or below and NMS for writing in 2017.</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Recorded PD, observation and coaching and feedback activities to develop effective teacher practice to write One School unit planning, class groupings and individual student notes with differentiated teaching and learning that reflect writing demands and needs for students across KLAs.</li> <li>Week 5 interim data to reflect differentiated teaching and learning for student writing needs for assessment tasks.</li> </ul>
2. Increase students in Years 7-12 Effort and Behaviour in learning across all KLA's.	<p>Baseline Data</p> <ul style="list-style-type: none"> <li>2017 Semester 2, Years 7-12 Effort and Behaviour results.</li> <li>2017 SET Results (PBL).</li> <li>2017 Semester 2, PBL Data Sets for number of incidents per year level and by students.</li> <li>2017 SOS data on management of student behaviour.</li> </ul> <p>Compare</p> <ul style="list-style-type: none"> <li>2018 &amp; 2019 Term 1, 2, 3 &amp; 4, Years 7-12 Effort and Behaviour results</li> <li>2018 &amp; 2019 SET Results (PBL).</li> <li>2018 &amp; 2019 suspension data.</li> <li>2018 &amp; 2019 Term 1, 2, 3 &amp; 4, Years 7-12 PBL Data Sets for number of incidents per year level and by students.</li> <li>2018 &amp; 2019 SOS data on management of student behaviour.</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Recorded PD, observation and coaching, and feedback activities to develop effective teacher practice in "Essential Classroom Practice" and "Essential Skills for Classroom Management".</li> <li>Week 5 interim data to include effort and behaviour results across KLAs.</li> <li>Weekly Recording (table) of behaviour Years 7-12 major, minor and positive.</li> </ul>

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



<p>3. Increase student engagement, and achievement in STEM related subjects.</p>	<p>Baseline Data</p> <ul style="list-style-type: none"> <li>• 2017 Semester 2, Years 7-12 A-E achievement rating in Science, Maths and Digital Technologies (Years 9 &amp; 10 elective subject commenced in 2017).</li> <li>• 2017 Years 7 &amp; 9 NAPLAN in Maths.</li> <li>• 2017 Years 7 &amp; 9 NAPLAN Maths Relative Gain (no gain or decreased).</li> <li>• 2017 Identified students Years 6 -11 identified in Maths and Science with an achievement level of 'D' or below and or below NMS for Maths in 2017.</li> <li>• Track data for 2016 &amp; 2017 of number of students enrolled in Maths B, Chemistry, Physics and Biology, Engineering, Agriculture in Year 11 and 12 and STEM subjects for electives for in Year 9 and 10.</li> <li>• 2015 &amp; 2016 post-school career pathways in STEM related areas.</li> </ul> <p>Compare</p> <ul style="list-style-type: none"> <li>• 2018 Term 1, 2, 3 &amp; 4, Years 7-12 A-E achievement rating in Science and Maths.</li> <li>• 2018 &amp; 2019 Years 7 &amp; 9 NAPLAN in Maths.</li> <li>• 2018 &amp; 2019 Years 7 &amp; 9 NAPLAN Maths Relative Gain (no gain or decreased).</li> <li>• 2018 number of identified students in Years 7 -12 in Maths and Science with an achievement level of 'D' or below NMS for Maths in 2018.</li> <li>• Track data for 2018 &amp; 2019 of number of students enrolled in Maths B, Chemistry, Physics and Biology, Engineering, Agriculture and STEM subjects for electives for in Year 9 and 10.</li> <li>• 2017 &amp; 2018 post-school career pathways in STEM related areas.</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>• Recorded number of STEM related opportunities and activities for students. and teachers in 2018. Include focus on number of hands on practical. opportunities for students to engage in STEM.</li> <li>• Week 5 interim data to reflect teaching and learning needs for students in STEM related subjects.</li> <li>• Recorded active partnerships with further education and industry.</li> </ul>
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## Our initiatives include

1. Improve the writing achievement in Years 7-10 in English, Geography/History and Science:
  - Develop teachers' knowledge and understanding of writing demands of the P-10 curriculum and QCAA senior syllabus documents.
  - Develop teachers' knowledge and understanding of the Literacy Continuum particular focus on "Aspects of Writing".
  - Professional development to build teachers capacity to teach writing across KLA through the online module "How to Teach Writing" and the teaching practice of Modelled, Shared and Guided writing.
  - The role of a Writing Coach to support and develop effective teacher practice in writing through observation and coaching and feedback activities.
  - The role of Literacy Coordinator to develop and implement a writing program to support the development of writing skills of students in Years 7-9 during a weekly literacy lesson.
2. Increase students in Years 7-12 Effort and Behaviour in learning across all KLA's:
  - Increased allocation of time for regional PBL Coach support Miles State High School in 2018.
  - Develop teachers' knowledge and understanding of PBL Tier 1, "Essential Skills for Classroom Practice" and "Essential Skills for Classroom Management".
  - Review and implementation of Miles SHS Responsible Behaviour Plan.
  - Weekly collation and reflection of student incidence reports.
  - Support and develop effective teacher practice in student management through observation and coaching and feedback activities.
  - The development of the "RISE Centre" delivering the provision of resources to support teacher and student engagement in reflective practice for student behaviours and management.

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



- Development of Individual Student Provision Checklist to support case management of students (Wellbeing, Student Management, Attendance and Curriculum).
  - Introduction and implementation of iAIM Increasing Activity and Intelligent Minds.
  - Resources to assist in increasing student activity and movement to assist in student engagement, health and wellbeing.
3. Increase student engagement, and achievement in STEM related subjects:
- Maintain Miles SHS STEM Coordinator.
  - Implement Miles SHS STEM Strategic Plan 2017-2020.
  - Development of a Miles SHS Agriculture Strategic Plan to increase engagement and post school future pathways in agriculture industries.
  - Purchase of resources that increase the engagement of students in STEM curriculum and future pathway opportunities (3D Data, Drones, 3D Printing).
  - Transform current furniture manufacturing processes to incorporate innovative technologies to increase student engagement and future career pathway skills through a school based furniture making enterprise.

### Our school will improve student outcomes by

<p><b>Human Resources</b></p> <p>Purchasing additional teacher hours:</p> <ul style="list-style-type: none"> <li>• Develop a MSHS Agriculture Strategy</li> <li>• Writing Coach, Literacy Coordinator, Junior and Senior Year Level Coordinators and Stem Coordinator</li> </ul> <p>To build teacher capability through observation, coaching, mentoring and workshops in Essential Skills for Classroom Practices, Essential Skills for Classroom Management, PBL, Writing and STEM pedagogies diverse learners</p> <ul style="list-style-type: none"> <li>• Develop, implement and maintain Individual Student Provision Checklist</li> </ul>	<p><b>\$ 4,400</b> (\$440 x 10 days)</p> <p><b>\$42,082</b> (.55 FTE)</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Purchasing of resources to support the implementation of strategic plans for writing, STEM , Positive Behaviour for Learning and BL, Increasing Activity and Intelligent Minds ( iAIM )</li> </ul>	<p><b>\$44,453</b></p>
<b>TOTAL</b>	<b>\$90,935</b>
<p><b>2017 Rollover Funds</b></p> <p><i>Remaining balance from 2017 - Planned expenditure for 2017-2018 of \$37,544</i></p> <p><i>To continue to purchase additional teacher aide hours to:</i></p> <ul style="list-style-type: none"> <li>• <i>Support the development and implementation of the Positive Behaviour for Learning and the RISE Centre</i></li> <li>• <i>Increase support for students with diverse needs</i></li> <li>• <i>Support the individual diverse needs of student identified as requiring support through the Individual Student Provision Checklist</i></li> </ul>	<p><b>\$37,544</b></p> <p>(6 TA days)</p>



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