

# Investing for Success

**Under this agreement for 2019  
Miles State High School will receive**

**\$86,133.00**

## This funding will be used to

**1. Increase the percentage of students achieving a 'B' standard or above across Key Learning Areas (KLAs) to over 50%.**

Baseline Data:

- 2018 Semester 2, Years 7-12 students achieving a 'B' standard or above across KLAs.
- 2018 Semester 2 individual student achievement data

Compare:

- 2019 Term 1, 2, 3 & 4 Years 7-12 'B' standard or above across KLAs
- 2019 Term 1, 2, 3 & 4 individual student achievement data

Monitoring:

- Teachers' daily lesson summative results and Week 5 Interim Achievement Data to reflect on differentiated teaching and learning strategies for students who are below a 'B' standard of achievement. Writing needs for assessment tasks.
- Teachers and students utilise the Student Tracking Card (TrackEd) to engage in discussions and record goals/strategies in attendance, achievement, effort and behaviour on their Personalised Success Plan (PSP) to improve student achievement.

**2. Continue to increase students in Years 7-12 Effort and Behaviour to achieving a 'B' standard or above to 85% or above.**

Baseline Data:

- 2018 Semester 2, Years 7-12 Effort and Behaviour results
- 2018 School Wide Evaluation Tool (SET) Results Positive Behaviour for Learning (PBL)
- 2018 Semester 2, PBL Data Sets for number of incidents per year level and by students
- 2018 SOS data on management of student behaviour

Compare:

- 2018 & 2019 Term 1, 2, 3 & 4, Years 7-12 Effort and Behaviour results
- 2018 & 2019 SET results (PBL)
- 2018 & 2019 suspension data
- 2018 & 2019 Term 1, 2, 3 & 4, Years 7-12 PBL Data Sets for number of incidents per year level and by students
- 2018 & 2019 SOS data on management of student behaviour

Monitoring:

- Observation of teacher lessons use of the "Behaviour for Learning" magnets in each lesson
- Recorded Professional Development (PD), observation and coaching, and feedback activities to develop effective teacher practice in "Essential Classroom Practice" and "Essential Skills for Classroom Management"
- Week 5 interim data to include effort and behaviour results across the KLAs
- Recorded observations of students complying consistently with the Miles State High School – Conditions for a Positive Learning Environment – Minimum Student Expectations

**3. Increase the percentage of attendance for whole school at 90% or above.**

Baseline Data:

- 2018 Whole School Attendance Data 86.6%
- 2018 Semester 2 individual student attendance rate

Compare:

- 2019 Term 1, 2, 3 & 4 whole school attendance
- 2019 Term 1, 2, 3 & 4 individual student attendance

\* 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 finalised 2019 enrolment data and student learning needs.



**Monitoring:**

- Consistent daily monitoring and action on student individual attendance
- Weekly maintenance by Care Teacher of 'Year Level Attendance Data Board'
- Professional conversations with students arising from information presented on a consistently maintained Miles SHS Data Board (Attendance, Behaviour, Achievement, Reading and Writing Standard) and weekly list of absent students
- Teachers and students utilise the Student Tracking Card (TrackEd) to engage in discussions and record goals/strategies in attendance, achievement, effort and behaviour on their Personalised Success Plan (PSP) to improve students achievement

**4. 100% of students have a completed Personalised Success Plan (PSP) that set personal goals and track progress in attendance, achievement, effort and behaviour, reading and writing.**

**Baseline Data:**

- 2018 Semester 2 individual student attendance data
- 2018 Semester 2 individual KLA achievement data
- 2018 Semester 2 individual student NAPLAN, Progressive Achievement Tests (PAT) Data and Literacy Continuum
- 2018 Semester 2 individual student Qld Certificate of Education (QCE) tracking data
- 2018 Semester 2 individual student Effort and Behaviour data
- 2018 Semester 2 individual NAPLAN and Achievement comparison data

**Compare:**

- 2019 Term 1, 2, 3 & 4 individual student attendance, achievement, effort and behaviour data profile
- Individual students relative gain in NAPLAN
- Individual students twice yearly PAT Data and Literacy Continuum

**Monitoring:**

- Professional conversation of students arising from information presented on a consistently maintained Miles State High School (SHS) Student Data Board (attendance, Behaviour, Achievement, Reading and Writing levels)
- Teachers and students utilise the Student Tracking Card (TrackEd) to engage in discussions and record goals/strategies in attendance, achievement, effort and behaviour on their Personalised Success Plans(PSP) to improve students achievement
- Teacher approach to differentiated teaching strategies in response to student's needs (OneSchool Groups and Individual Student Notes)
- Intensive and focused teaching programs implemented to support student achievement outcomes

## Our initiatives include

**Initiatives:**

- Provide professional development programs that increase teacher' knowledge and understanding of the intent of the Australian Curriculum and QCAA Senior Syllabi and to explicitly articulate and achieve lesson Learning Intent and Success Criteria
- Provide professional development for teachers to provide high impact strategies to increase student achievement outcomes
- Increase teacher's ability to utilise technologies to provide differentiation, focused and intensive teaching strategies to support outcomes in all classroom bands
- Continue to implement a whole school approach to teaching literacy (focus on reading and writing) across learning area
- Continue to implement Tier 1 and Tier 2 PBL to impact on student classroom engagement
- Teachers fully conversant with and utilise TrackEd Data and OneSchool Dashboard to monitor student performance with a view to implementing intervention strategies to increase student outcomes
- Development of and consistently maintained Miles SHS Student Data Board identifying individual student attendance, engagement, achievement, reading and writing
- Implement a school wide student case management approach to identify and support increased attendance, achievement, student engagement, reading and writing

**Evidence Base:**

- Sharrat L. and Fullen M. – Putting Faces on the Data. 2012
- Hattie J. – Visible Learning. 2008
- Archer A. and Hughes C. – Explicit Instruction. 2011
- Sugai G. and Homer R. – Positive Behaviour Intervention and Strategies. 1998
- Department of Education – Whole school approach to differentiated teaching and learning. 2019
- Tomlinson C.A. – How to differentiate Instruction in Academically Diverse Classrooms. 2017
- Department of Education – How to teach reading, online coaching modules, The Learning Place
- Department of Education – How to teach writing online coaching modules, The Learning Place

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## Our school will improve student outcomes by

### Actions:

#### Human Resources

Purchasing additional teacher aide hours: <ul style="list-style-type: none"> <li>Increase support for students with diverse needs though in class support</li> <li>In class support to implement focused and intensive support for students identified as below NMS in writing and reading</li> <li>Implement systematic plan for the collection of student data to Maintain Individual Targeted Needs and Provision Checklist and Student Data Boards</li> </ul>	<b>\$38 865.00</b> <b>(30 hours/week)</b>
Purchasing Teacher Relief Scheme (TRS): <ul style="list-style-type: none"> <li>Continue to build teacher capacity in the explicit teaching of reading and writing through reflection, coaching and feedback with ST:LaN Teacher</li> <li>To build teacher capacity through workshops, observation, coaching mentoring in Essential Skills for Classroom Practices, Essential Skills for Classroom Management</li> </ul>	<b>\$6 750.00</b> <b>(15 days)</b>
ICT Officer: <ul style="list-style-type: none"> <li>To continue to maintain and connect the schools increased technological resources</li> <li>To build teachers confidence in connecting to and utilising technology to develop differentiated strategies to increase student engagement</li> </ul>	<b>\$13 250.00</b> <b>(1 day/week)</b>
Administrative Assistant: <ul style="list-style-type: none"> <li>Provide administrative assistance to support the daily maintain of the MSHS Attendance Management Processes and the leadership team</li> </ul>	<b>\$17 257.00</b> <b>(2 days/week)</b>

### Resources:

<ul style="list-style-type: none"> <li>Increase access to assistive technologies to support differentiated teaching strategies to increase student engagement across Key Learning Areas (KLAs) (iPad, drones, docking stations, Apple Mac Book Pro to configure Apple devices)</li> </ul>	<b>\$10 011.00</b>
<b>TOTAL:</b>	<b>\$86 133.00</b>

### 2018 Rollover Funds

<ul style="list-style-type: none"> <li>Remaining balance from 2018 - Planned expenditure for 2017 – 2018 of</li> <li>Purchase of software to support students tracking (achievement, attendance, behaviour etc), numeracy and Science, Technology, Engineering and Maths (STEM) software</li> </ul>	<b>\$3 845.00</b>
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**Josette Moffatt**  
Principal  
Miles State High School



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

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