

Investing for Success

Under this agreement for 2017
Milton State School will receive

\$217,907

Our school improvement priorities and objectives are

Visible Learning

- Through precise and personalised teaching and learning, improve student engagement and outcomes by providing a tiered system of support, differentiation, targeted and intensive, with a focus on early intervention and enrichment (Fullan 2006); (Sharratt & Fullan 2012).

Writing Improvement

- To improve writing achievement of P - 6 students by building the capability of teachers to deliver high-quality, responsive writing instruction informed by consistent professional judgements and analysis of students' writing and deepening quality in the feedback loop. The Evidence Base for improvement is determined by the results in NAPLAN from 2013 – 2016 in NMS and U2B achievement results, and decline between Year 3 and 5 in U2B. Through Coaching and student's samples. (*Joyce and Showers, 'Student Achievement through Staff development' 2002; Rogers, 'The Effective Literacy Coach' 2007; QELI Coaching 2011, 'Visible Learning' Hattie 2012*)

The strategies or initiatives and costings are

Initiatives/Strategies	Costs
<u>Visible Learning</u>	
<ul style="list-style-type: none"> • Progress our Visible Learning Program- early intervention and enrichment through employment of feedback consultant and teacher aides and associated learning programs (<i>Hattie, 2006</i>) (<i>Brooks, 2016</i>) 	\$104 907
<ul style="list-style-type: none"> • Increase in teacher and teacher aide support for year one and two classes for extension programs and resources to support intervention and enrichment including online resources and programs, as in class support. 	\$40 000
<u>Writing</u>	
<ul style="list-style-type: none"> • Engage Evidence and Writing coach and Triad Coaching teams to support Professional Learning and improved pedagogy in Writing. • Develop and implement whole school tools, processes and professional learning which support the evidence-informed cycle of explicit teaching of writing. (<i>Cameron & Dempsey, 2013</i>) • Build teachers knowledge and capacity to effectively analysis evidence, calibrate/moderate and plan for evidence informed practice to improve the depth of the feedback loop. (<i>Explicit Teaching and Feedback - Grattan Framework (Grattan Institute, 2015)</i>) 	\$73 000
Total:	\$217 907

Improvement in student outcomes will be measured by

Visible Learning

Precision: increasing Individual student achievement evidenced in A - E results, Diagnostic data, student samples, feedback according to 'MSS Assessment and Reporting Framework Standards and Targets P- 6 201

Writing Improvement

Using Baseline Historical Data: YEAR 3 - 5 RETENTION Year 3, 2013 – U2B 64.1% - Year 5, 2015 U2B – 52.6%, Year 3, 2014 – U2B 41.9% - Year 5, 2016 U2B – 22% and average chronological data trends in U2B to inform writing improvement targets: 2013 - 2016 Year 3: 54.5% - Year 5 33.8%.

- Interim Target: 2017 NAPLAN: U2B - Year 5, >62%, Year 3 >70%, 100% above NMS for Year 3 and 5.
- Long term pre/post measures 2017- 2018 – Year 2 – 6 student tracking of Toolbox indicators (NAPLAN criteria) and P- 1 Literacy Continuum to inform overall yearly gains in Non- NAPLAN year levels.
- Increase in NAPLAN data Relative gain trends 2016 – 2018 3-5 cohort (current Yr4), 2017 – 2019 3 - 5 cohort (Current Year 3) to be at/above like schools.



Paul Zernike
Principal – Milton SS



Jacqui Lynagh
School Council Chair