

# Investing for Success

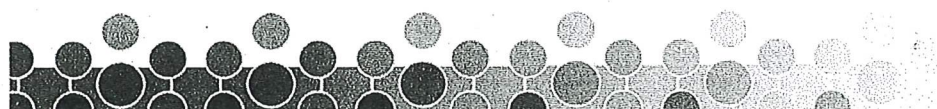
Under this agreement for 2021  
Milton State School will receive

**\$256,837\***

This funding will be used to

Target	Measures
<p><b>1. Mathematics</b></p> <p>Improve student's mathematical proficiencies: understanding, fluency, reasoning, and problem-solving skills, enabling students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.</p>	<p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>NAPLAN Year 3, 2016 – U2B 54.2% - Year 5, 2018 U2B – 47%(same cohort)</li> <li>2018, Year 1 - 6 A – E Results: 53.3% A or B, 90.4% C or above</li> </ul> <p><b>Interim:</b></p> <ul style="list-style-type: none"> <li>2019 Prep – 6 Sem 2 88.14% C or above</li> <li>2020 Prep - 6 Sem 2 90.6% C or above</li> <li>Tracking PAT M Year 2 – 6 – scale score – maintain minimum 12 mths growth</li> </ul> <p><b>Long Term:</b></p> <ul style="list-style-type: none"> <li>Track A – E overall, maintain minimum 12 months growth</li> <li>Maintain a high U2B % for year 3 NAPLAN</li> <li>100% at or above NMS for Yr 3 &amp; 5 - NAPLAN</li> <li>Maintain or Improve 90% C or better in Mathematics</li> <li>Improve in U2B retention NAPLAN from Year 3 – 5 at 50%</li> <li>Track Scale score – PAT M for individual students</li> </ul>
<p><b>2. English</b></p> <p>To engage students in meaningful and connected units of work linked to the Australian Curriculum achievement standard that provide interrelation of the three strands of English. High-yield strategies are deployed based on evidence of student progress and areas for development.</p> <p><i>Writing</i> - To continue 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.</p>	<p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>Y3 - 5 Year 3, 2019 – U2B 64.7%; Year 5, 2016 U2B – 22% (writing)</li> <li>2017 A – E Summative Writing Term 1, Year 2 – 6: A/ B Average 39%, C and above - Average 87.5%</li> </ul> <p><b>Interim:</b></p> <ul style="list-style-type: none"> <li>2019 Prep – 6 Sem 2 87.9% C or above (English)</li> <li>2020 Prep - 6 Sem 2 86% C or above (English)</li> </ul> <ul style="list-style-type: none"> <li>2018 – 2020 Term 1 Tracking Summative writing results A – E's, maintain 12 months growth. <ul style="list-style-type: none"> <li>➤ 2018 – U2B Average Yr 2- 6 U2B 40%, C and Above 87.7%</li> <li>➤ 2019 - U2B Average Yr 2- 6 U2B 47.6%, C and Above 89.3%</li> <li>➤ 2020 - Not available (Covid)</li> </ul> </li> <li>2017- 2021, Y2, 4, 6 student tracking of NAPLAN criteria in non- NAPLAN year levels (writing)</li> </ul> <p><b>Long term:</b></p> <ul style="list-style-type: none"> <li>Maintain or increase to 90% or above English C or above P - 6</li> <li>2017- 2022, Y2 – 6 student tracking of NAPLAN criteria (internal &amp; NAPLAN evidence) - Reading and Writing</li> <li>P- 1 Early start/ Literacy Continuum to inform overall yearly gains</li> </ul>
<p><b>2. Visible Learning Program</b></p> <p>Through precise and personalised teaching and learning, improve student engagement and outcomes by providing a tiered system of support: quality differentiation, targeted and intensive support and programs, with a focus on early intervention, enrichment and professional learning.</p>	<p>Increasing Individual student achievement evidenced in A - E results. Diagnostic data, student samples, feedback according to <i>Milton SS Assessment and Reporting Framework Standards and Targets P- 6 2020</i></p> <ul style="list-style-type: none"> <li>- Shift the distribution of reported grades, particularly moving Ds to Cs and preventative drops for at risk students.</li> <li>- Pre/post assessments Mini/ MacqLit and track reading levels</li> </ul>

\*Funding amount estimated on 2020 data. Actual funding will be determined after 2021 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2021 enrolment data and student learning needs.



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## Our initiatives include

Initiative	Evidence - Base
<p>1. <u>Mathematics</u></p> <ul style="list-style-type: none"> <li>Mathematics Coach to support teachers in teaching Mathematics embedding problem solving strategies.</li> <li>Professional development and coaching with Educational consultant, Ann Baker, to provide professional learning, lesson demonstrations and coaching in classrooms.</li> </ul>	<p>Growth, instructional and triad coaching - (Joyce and Showers 2002, Rogers, QELI, Hattie)</p> <p>Natural Maths: Ann &amp; John Baker <a href="https://naturalmaths.com.au/">https://naturalmaths.com.au/</a></p>
<p>2. <u>English</u></p> <ul style="list-style-type: none"> <li>Engage coach to develop the professional Learning of teachers to improve pedagogical practices that best progress student learning in English</li> <li>Building capacity of teachers in evidence literacy.</li> <li>Focus areas from the Receptive to Productive model are – Close reading, Transformations and Text reconstructions.</li> <li>Develop and implement whole school tools, processes and professional learning which support the evidence-informed cycle of explicit teaching of writing and feedback.</li> <li>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, literacy</li> </ul>	<p>Teacher Quality – Hattie 2015</p> <p>Growth, instructional and triad coaching - (Joyce and Showers 2002, Rogers, QELI, Hattie)</p> <p>Visible Learning for Literacy (Fisher, Frey, Hattie 2016)</p> <p>The writing Book (Sheena Cameron &amp; Dempsey, 2013)</p> <p>Explicit Teaching and Feedback - Grattan Framework (Grattan Institute, 2015)</p> <p>Feedback (Timperley, 2007 )</p>
<p>3. <u>Visible Learning Program</u></p> <ul style="list-style-type: none"> <li>Progress our Visible Learning Program - early intervention and enrichment through employment and training of teacher aides and associated learning programs.</li> <li>Increase in teacher and teacher aide support for early years classes for support programs</li> </ul>	<p>Hattie, 2006</p> <p>Australian Curriculum General Capabilities</p> <p>Student Diversity and Australian Curriculum ( ACARA 2013)</p> <p>Putting Faces on the Data (Sharratt, Fullan 2012)</p>

## Our school will improve student outcomes by

Actions	Costs
<p>1. <u>Mathematics</u></p> <ul style="list-style-type: none"> <li>Employ Mathematics Coach 1 day per week</li> <li>Employ educational consultant, Ann Baker, to provide professional learning and coaching in classrooms</li> <li>Purchase of resourcing to support the implementation of Natural Maths pedagogy</li> <li>Providing release time for planning, WOW time and coaching conversations</li> </ul>	\$57 580
<p>2. <u>English</u></p> <ul style="list-style-type: none"> <li>Employ English Coach 1 day per week</li> <li>Providing release time for planning, WOW time and coaching conversations</li> <li>Provide support and release for teachers to evaluate writing samples and interrogate evidence for responsive teaching.</li> </ul>	\$45 230
<p>3. <u>Visible Learning Program</u></p> <ul style="list-style-type: none"> <li>Progress our Visible Learning Program- early intervention and enrichment through employment of inclusion coach, consultants, specialists, teacher aides and associated learning programs and resources.</li> <li>Increase in resources including teacher and teacher aide support for early year's classes to support intervention and enrichment including online resources and programs.</li> <li>Purchase of resources to support intervention and enrichment including online resources, programs and flexible learning environments</li> </ul>	<p>\$154 027</p> <p><b>TOTAL: \$256 837</b></p>

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Milton State School



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School Chair Council  
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