

Investing for Success

Under this agreement for 2018

Milpera State High School will receive

\$586,811*

This funding will be used to:

Target	Measure
1. Increase/maintain the percentage of students achieving Bandscale 3 at exit to 90% or greater, averaged across the four macro skills of reading, writing, speaking and listening.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Bandscale data for exiting students. • Bandscale improvement (at exit) of $\geq 90\%$ of students achieve Bandscale 3 across all macroskills. <p>Comparison:</p> <ul style="list-style-type: none"> • Entry/exit Bandscale data. <p>Monitoring:</p> <ul style="list-style-type: none"> • Class meetings to monitor student progress each term. • Curriculum moderation meetings. • Parent/teacher meetings. • Progress reports.
2. Provide access to the Number Intervention and Mathematical Support Programs for identified students, presenting the opportunity for students to master the four mathematical operations by the time of exit.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Referrals to programs actioned within one term of identification. <p>Comparison:</p> <ul style="list-style-type: none"> • Distance travelled for each student from diagnostic test to end of Maths Support test. • Percentage of referrals to program within one term compared with 2017. <p>Monitoring:</p> <ul style="list-style-type: none"> • School mathematics semester report, managing referral list, maths teachers and program teacher feedback, pre and post assessment for each program.
3. Enrich teacher pedagogical practice with enactment of a coaching and mentoring process to ensure consistent quality assured practices.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Level of staff involvement aiming for 100%. <p>Comparison:</p> <ul style="list-style-type: none"> • 2017 data. <p>Monitoring:</p> <ul style="list-style-type: none"> • Inclusion in 2018 APDP – two meetings per person during the year. • Regular review of coaching/mentoring participation schedule across three of four terms per staff member, with teacher reflection



	<p>forms submitted at end of program.</p> <ul style="list-style-type: none"> • Coaching and mentoring program feedback from teachers and school leaders.
4. Deepen cross cultural understandings of all staff members who work with traumatised students.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • 100% all staff (teaching and support) participate in professional development workshops. <p>Comparison:</p> <ul style="list-style-type: none"> • Increased growth of cross cultural competence of all staff. • Improvement in staff cross cultural confidence. <p>Monitoring:</p> <ul style="list-style-type: none"> • Coverage of evolving cultural demographic and ability of school staffing to meet the changing needs.

Our initiatives include:

Initiative	Evidence base
1. Targeted intervention strategies for students needing additional support in English language literacy and numeracy, and for those with disabilities, through increased teacher and teacher aide support	<p>Teaching and Learning Branch 2011, <i>Reading to learn in English – Active comprehension strategies</i>, version 1, Education Queensland.</p> <p>Drucker, MJ 2003, <i>What reading teachers should know about ESL learners</i>, The Reading Teacher, Ebsco Publishing, vol. 57, no. 1.</p> <p>Sullivan, P 2011, <i>Teaching mathematics: Using research-informed strategies</i>, Australian Council for Educational Research, ACER Press.</p> <p>Wright, RJ, Martland, J, Stafford, AK & Stanger, G 2006, <i>Teaching Number: Advancing children's skills & strategies</i> (2nd ed.), Thousand Oaks, CA: SAGE Publications.</p>
2. Sustaining the implementation of Joyous Classrooms pedagogies to ensure our students feel safe, secure and accepted, knowing that our teachers care.	<p>Diamond, A 2010, <i>The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content</i>, Early Educ Dev. Vol. 21, no.5, pp. 780–793 doi: 10.1080/10409289.2010.514522.</p> <p>Gibbons, P 2014, <i>Scaffolding Second Language Learning</i>, 2nd Edition.</p>
3. Funding Art, Music and Yoga therapists and Youth Support Coordinator for traumatised students to enhance settlement and language proficiency.	<p>Isis PD, Bush J, Siegel CA ATR-BC & Ventura Y 2010, <i>Empowering Students Through Creativity: Art Therapy in Miami-Dade County Public Schools</i>. Art Therapy, vol. 27, no.2. www.tandfonline.com/doi/abs/10.1080/07421656.2010.10129712</p>



	<p>Sutherland, J, Waldman G, & Collins C 2010, <i>Art Therapy Connection: Encouraging Troubled Youth to Stay in School and Succeed</i>, Art Therapy, vol. 27, no.2. www.tandfonline.com/doi/abs/10.1080/07421656.2010.10129720?src=recsys</p> <p>Gnezda, N 2015, <i>Art Therapy in Educational Settings: A Confluence of Practices</i>. Arts and Teaching Journal, vol. 1, pp.92-102 http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1012&context=atj</p>
4. Provision of professional development workshop to investigate models of coaching and mentoring	<p>Groeschl, S 2003, <i>Cultural implications for the appraisal process</i> in Cross Cultural Management: An International Journal, vol. 10, pp. 67 -79. Doi:10.1108/13527600310797540.</p> <p>Ehrich, L 2013, <i>Developing performance mentoring handbook</i>. Retrieved from http://education.qld.gov.au/staff/development/performance/pdfs/dp-mentoring-handbook.pdf</p> <p>Showers B & Bruce Joyce, B 1996, <i>The Evolution of Peer Coaching</i>, Improving Professional Practice, vol. 53, no.6, pp.12-16.</p>

Our school will improve student outcomes by:

Actions	Costs
<ul style="list-style-type: none"> • Employment of additional staff in the focused areas of: <ul style="list-style-type: none"> ○ workplace reform of two Heads of Department positions at 0.5 per position science and mathematics ○ two teachers to enable curriculum development, professional development and improvement of teaching pedagogies through coaching and mentoring ○ employing 0.5 mathematics teacher for intervention strategies and support ○ employing additional bilingual teacher aides for classroom support in programs of language ○ learning, literacy and/or numeracy and the education of students with disabilities. 	<p>\$35 000</p> <p>\$195 000</p> <p>\$55 000</p> <p>\$40 811</p> <p>\$126 000</p>
<ul style="list-style-type: none"> • Facilitating professional development to all members of staff, eg: <ul style="list-style-type: none"> ○ working with traumatised students ○ deepening cross cultural understanding and staff cultural confidence with PD provided by bilingual aides ○ embedding and sustaining Joyous Classrooms practices 	<p>\$35 000</p>



<ul style="list-style-type: none"> ○ EAL/D pedagogy ○ coaching and mentoring enhancement 	
<ul style="list-style-type: none"> • Range of programs to support emergent student need: <ul style="list-style-type: none"> ○ swimming, school camps, song room, cooking club ○ partially funding therapy services through the school's HEAL centre to ensure student readiness to learn. 	\$100 000



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