

Bunker's Hill State School



Evidence in progress snapshot

Investing for Success 2018

November, 2018



**Queensland
Government**

Background

This initiative aimed to improve student reading outcomes at the school. Reading had been identified as a school improvement target area through school NAPLAN results. These particularly indicated that students were making inconsistent progress in reading from Year 3 to Year 5. The initiative aimed to:

- Ensure every student is reading at a PM Reading Level 4 or higher by the end of the year;
- Increase the number of students achieving the Regional Reading Benchmarks;
- Ensure all Indigenous students achieve the Regional Reading Benchmark for their year level;
- Increase the percentage of Year 3 and Year 5 students achieving the NAPLAN Reading National Minimum Standard;
- Maintain the percentage of Year 3 students achieving in the top two NAPLAN bands in Reading; and
- Increase the percentage of Year 5 students achieving in the top two NAPLAN bands in Reading.

Design – Line of sight

Our Investing for Success initiative included:

- Regular scheduled data meetings and year-level meetings involving all classroom teachers in the school to review student progress, particularly in reading, and plan student support and enrichment;
- Employment of teacher aides, where applicable, to assist with the implementation of support and enrichment programmes;
- Accessing professional development to enhance teacher and teacher aide skills in the teaching of reading;
- Planning and resourcing from this professional development to implement evidence-based high-impact practices in the school; and
- Increasing Speech-Language Therapist support in the school.

Data used to review student progress included student performance on standardised and diagnostic tests, results from spelling revision tests, and student progress on phonics, sight words and other aspects of reading.

Impact – Student improvement

Results of the initiative for 2018 included:

- 244 of 250 students reading at a PM Reading Level 4 or higher by the end of the year;
- 204 of 250 students achieved the Regional Reading Benchmarks;
- 63% of Indigenous students achieved the Regional Reading Benchmark for their year level;
- 97% of Year 3 and all Year 5 students achieved the NAPLAN Reading National Minimum Standard (both percentages increased from 2017);
- 64% of Year 3 students (above target) and 30% of Year 5 students (increased, but below target) achieved in the top two NAPLAN bands in Reading.



Scalability – Potential to implement

Data meetings were conducted throughout the year with all teachers in the school. The Learning Support Teacher attended all data meetings in 2018, which added extra impact in the efficient planning of support programmes for students. While being refined during the process, this initiative has been in place for around five years. The Investing for Success funding has made it possible to schedule these at regular intervals and for all classroom teachers.

Year Level Meetings and Project Meetings to implement learnings from professional development have been in place for two years, and are also being refined to improve their efficiency and outcomes. Teachers have developed their knowledge of, and ability to implement, the Australian Curriculum as a result of these meetings.

Investment – Creating value

In the 2018 calendar year to December, \$60,435 was spent in total on these initiatives. The great bulk of this was spent on salaries and wages for teachers, a speech-language pathologist and teacher aides. The other major expense was professional development activities for all teachers and teacher aides.

Conclusion

The initiative is having a clear, positive impact on student reading development in the school. A future focus for the initiative is to build consistency of practice across classrooms, as well as taking more students to achievement in the higher levels of reading.

Appendix 1: Planned Implementation

(This table is provided as an example only)

| Year/Term/ Week or Date | Activity | Responsible Officer | Duration / Frequency | Outputs | Data collected / evaluated |
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