

Runcorn Heights State School



Aim High

Evidence in progress snapshot

December, 2018

Background

Our 2018 core priority was improving student's achievement in reading.

Runcorn Heights State School has made significant gains in 2018 by implementing the following strategies:

- Full school review of the Reading Program
- Continued to implement whole school approach to the teaching of Reading
- Expanded the already successful targeted intervention programs which cater for a range of student needs across the school including advanced learners
- Continued implementing early years literacy intervention programs beyond classroom differentiation
- Utilise the HOC/ Master teacher in coaching, observation and feedback sessions to teachers in teaching of reading
- Continued with school processes which allow teachers to engage in a professional learning community (PLT-An extra 1 hr NCT per week to meet with HOC and year level team with a focus on reading)
- Implemented a Prep Oral Language Program
- Implemented Success Criteria as a universal practice in classrooms to allow students to monitor progress
- Regular triangulation analysis of PAT, NAPLAN and other school based achievement data.
- Regular interrogation of Class/School Dashboards to monitor and analyse performance of individuals/whole team and regularly updated data to Reading Data Wall
- Embedded Teacher and Teacher Aide Induction program in school improvement processes and developed a mentoring system to support new and returning staff
- Embedded a beginning teacher induction program
- Reviewed, updated and published the differentiation policy (EAL/D, STLaN, SWD and G&T)
- Refined processes for the recording of personalised learning in OneSchool
- Shared with parents reading data at parent teacher interviews and strategies to improve student's reading
- Prep teachers implemented the Early Start Assessment, analysed data for differentiation and improvement

RHSS Problem of Practice

Increase student growth in reading- 12 months of growth for 12 months of teaching for all students.

Priorities:

1. Leadership/Reading Program constituency
2. Teacher knowledge/PD- pedagogy, Australian Curriculum and practices
3. Assessment/ Data decision making
4. Intervention/Extension
5. Digital Technology- supporting literacy within our classrooms

I4S priorities: Increase the proportion of students achieving the NMS in reading to 100%.

- Increase proportion of students achieving at a C or higher in English to 85%.
- NAPLAN – Year 3 – Reading increase U2B to 60%
- NAPLAN – Year 5 – Reading increase U2B to 45%
- Increase the proportion of Prep student achieving a PM 7 or higher by the end of 2018 to 70%.

Design – Line of sight

Our initiatives include:

- Develop, trial and engage teachers in coaching cycles directly linked to reading – to support embedded practice, new practices and data literacy.
- Continue to release and engage teachers (1 hour per week) in PLT's professional learning around the Australian Curriculum, understanding assessment tasks, data sets and the impact on teaching, planning and assessment.
- Involve all teachers in Action Teams to strategically lead priorities, develop contextually appropriate strategies for Runcorn Heights students and professional learning for all staff members – ensuring that staff understand the purpose, data, decisions and outcomes required. Collaboratively developing practices that are to be embedded across the school.
- Continue to review, develop and implement intervention/extension programs based on identified needs in the area of Reading.
- Teachers to engage with Pedagogy Coach – Digital Technologies to support staff in understanding, engaging students in their learning about digital technologies and their impact on a more positive teaching and learning experiences.
- Teachers, HOC, STLaN, EALD teacher, Deputy Principal and Principal involved in Regional Pillar Days and Collaborative Learning Communities (CLC).
- In Term 4, three teachers involved in the CLC days modelled the 4 phases of reading with teachers through learning walks.
- Use standardised evidenced based assessment to assess student's current performance, plan intervention/enrichment programs, teach to the needs of the students and re-assess students to monitor progress.
- Implement a whole school balanced reading program, staffed by well trained teachers, teacher aides, and supported by STLaN, EALD teachers and SEP staff.
- Employ support staff to deliver evidence based intervention programs. Three trained teacher aides were employed to provide Support-A-Reader to Year 1, 2,3 and 4 students each day. For further details, see the school based report on the Support-A-Reader Program 2018.
- Develop and implement an Oral Language Program in the Prep classrooms. For further details, see the school based report on the Oral Language Program 2018.
- Employ three teacher aides to deliver the Prep Before School Reading Program in order to boost student's reading skills and reach the RHSS reading benchmark of reading level 7 and above. For further details, see the school based report on the Before School Reading Program 2018.
- Introduction of "Blast off "Prep Reading Program.
- Employment of a Pedagogical Coach.
- Pilot BYOD iPad classes – 6 in total, 1 in each year level 1-6.
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Impact – Student improvement

After reviewing our 2018 *Investing for Success* agreement, it is clear that we have made substantial progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students and adjust our initiatives as needed to ensure every student succeeds.

Initiatives implemented include:

- Increasing the proportion of Prep student achieving a PM 7 or higher from 2018 I4S target of 70% to 86% of students achieving at reading level 7 and above.

- As a result of the Prep Before School Reading Program, 89% of the students involved in the program achieved a reading level of 7 or higher by the end of the year.

It is evident that we almost met the I4S target of increasing the number of students achieving the National Minimum Standard to 100% in Reading. (Year 3 Reading at NMS 97% - 2 EALD students were below NMS. Year 5 Reading at NMS 99% - 1 EALD student was below NMS and this student enrolled at RHSS in June 2018).

The number of Year 3 and 5 students in the Upper Two Bands in Reading are 47.5 % and 42% respectively. The following initiatives are in place to support these students: case management process and the implementation of the Rocket Readers program.

Scalability – Potential to implement

RHSS achieved our initiatives by:

- Employing staff to release teachers to work with Master Teacher/HOC on explicit strategies and pedagogy for reading.
- Engage Master Teacher/HOC in facilitating in year level collaborative planning sessions each term in English, Reading and the demands of the Australian Curriculum V8.
- Additional teacher aide hours to support targeted students in reading and oral language in the classroom and with extension and intervention programs.
- Employing a Pedagogical Coach-Digital to lead Digital Technologies agenda in the school, coach identified staff to maximise student learning and teaching and provided targeted professional development to staff to build sustainable practices.
- Providing Professional Development opportunities to improve teacher capacity to improve student performance in Reading.

Investment – Creating value

Employ staff to release teachers to work with Master Teacher/HOC on explicit strategies and pedagogy for reading	\$ 84,163
Engage Master Teacher/HOC in facilitating in year level collaborative planning sessions each term in English and Reading.	\$ 56,813
Additional teacher aide hours to support targeted students in reading/oral literacy in the classroom and within extension and intervention programs.	\$ 180,000
Pedagogical Coach – Digital to lead Digital Technologies agenda in the school, coach identified staff to maximise student learning and teaching and provided targeted professional development to staff to build sustainable practices	\$ 56,895
Providing Professional Development opportunities to improve teacher capacity to student performance in Reading	\$ 36,176

Conclusion

Runcorn Heights State School will continue to implement and embed the many successful strategies that have contributed to adding value to student achievement. The 2019 core priority will continue to be reading. This will be achieved by continuing the strategies above with addition or enhancements below.

- Implement the school review of the reading program
- Continue to improve knowledge of the Australian Curriculum V 8
- Continue upskilling of staff in Digital Pedagogy to enhance the teaching of reading
- Continue to build and consolidate teacher data literacy to ensure data is used effectively
- Continue to engage in learning walks, coaching and mentoring to provide targeted feedback.