Taroom State School

Evidence in progress snapshot

Title: Investing for Success

December, 2018

Background

Taroom State school's 2018 improvement focus areas were identified through analysis of data and consultation with the school community. The following initiatives were supported with I4S funding.

Writing, Reading & 'Putting Faces on the Data' Initiative:

- Upskill all staff in aspects of writing and reading.
- Development of a whole school approach to the teaching of writing and reading.
- Embed processes for measuring writing improvement through internal moderation of student writing samples with progress mapped to Literacy Continuum Clusters on Bump it up Data Wall.
- Participation in Lyn Sharratt *Leading Learning Collaborative* workshop
- Embed case management practices
- Co-construction of Data Wall to assist with case management identification progesses

STEM Digital Technology Initiative:

- Improve teacher knowledge of coding and programming
- Purchase robotic resources to support programming skills
- Improve daily access to technology in classrooms through the purchase of iPads and training of staff
- Embed digital literacy and pedagogical skills across the school

Early Years Enhancement:

- Continued focus on enhancing a smooth transition to the Prep year through partnership with Taroom Kindergarten.
- Pre-Prep Program Term 4
- Early Start Testing of Prep, Year 1 and Year 2 students.

Design – Line of sight

The initiative around upskilling the whole staff in the teaching of writing and reading was based on:

- Poor results in Year 9 NAPLAN writing
- Lack of improvement in relative gain (writing & reading) for students from Year 5 to 7 and from Year 7 to 9
- Awareness of the need, through classroom walkthroughs and writing samples, to prioritise the teaching of writing across the curriculum from Prep to Year 10
- Inconsistent practices around the teaching of writing and reading
- Reading professional development provided by DDSW region

The 'Putting Faces on the Data' initiative was based on:

- Regionally supported Lyn Sharratt Leading Learning Collaborative PD for school leaders
- The need for system commitment and shared beliefs and understandings that every student can achieve high standards given the right time and the right support.
- The need for staff to share responsibility and accountability, to own student data, and be responsible for the instructional strategies required for the improvement of each individual.

The STEM – Digital Technology initiative was based on:

- The need to upskill teachers in all STEM areas to prepare students for the future
- Promote greater participation by students in STEM subjects across the school

The Early Years Enhancement initiative was based on:

- The belief that providing a Pre-Prep Program enhances Prep readiness.
- The importance of a strong partnership with the local kindergarten.
- Familiarity with Prep students and families prior to the commencement of the Prep year.
- Structured transitions planned in Term 4 in the Early Years phase to facilitate smooth transitions from Prep to Year 2.

Impact – Student improvement

The writing initiative has improved student outcomes by:

- Providing fortnightly professional development through the delivery of practical lessons led by key teacher with the expectation that these modelled lessons are implemented by teachers.
- All students involved in regular writing activities across the curriculum to develop specific writing skills.
- Students receiving regular feedback on writing progress.
- Excellent progress by Early Years' students recognised by cluster schools at moderation.
- Improved relative gain demonstrated in NAPLAN results on School Data Profile.

The 'Faces on the Data' initiative has improved student outcomes by:

- Supporting teachers with an inclusive approach to all aspects of student wellbeing including differentiation, ICPs, G&T, behaviour and wellbeing.
- Building teacher capability in gathering and using evidence to determine the different year level curriculum some students require.
- Implementing challenging but achievable ICPs including extension practices.

The STEM initiative has improved student outcomes by:

- Student involvement in programming and robotics lessons (Blockly and Scratch Programs).
- Year 7 students participation in Regional and State Wonder of Science competition winning Year 9 section at the regional Level.
- Student participation in QMEA and Days of Excellence workshops facilitated by Miles Cluster schools.
- Student achievement through participation in Typing Tournament and Mathletics

The Early Years enhancement initiative has improved student outcomes by:

- Enhancing Pre-Prep students' readiness for the Prep year through the Pre-Prep program.
- Enhancing parent knowledge and understanding of Prep curriculum
- Early Start assessments identifying areas to focus on in Early Years classes.

Scalability – Potential to implement

How was the Writing and Reading initiative implemented?

- All staff involved in fortnightly Writing PD.
- Key teacher released for preparation to deliver Writing PD at fortnightly staff meetings.
- All teachers involved in Regional Reading Centre PD.
- Swivl technology used to capture PD and classroom lessons for Flipped Staffroom.
- Observation and feedback lessons by key teacher.
- Data wall displayed student progress through Literacy Continuum Clusters in area of sentence structure

How was 'Putting Faces on the Data' initiative implemented?

- Key teachers' participation in *Leading learning Collaborative* workshop facilitated by Lyn Sharratt.
- Data analysis to identify students to be case-managed.
- Regular Case management meetings with teachers.
- Student folios/work samples discussed at meetings with strategies implemented, necessary for some good for all.

How was the STEM Digital Technology initiative implemented?

- Key teacher PD.
- Sourcing opportunities for participation in STEM enhancing activities.
- Purchase of online subscriptions and resources.
- Purchase of iPads for each classroom.
- Establishment of a well resourced Digital Technology classroom.

How was the Early Years Enhancement initiative implemented?

- Pre-Prep Program in Term 4.
- Early Start Assessments conducted with Prep students on entry and end of year, Year 1 and Year 2 students at end of year.
- Sharing of Transition Statements initiated by the kindergarten.

Investment – Creating value

Initiatives implemented in 2018 were supported by I4S funding as follows:

2018 School Priority – Writing & Reading Pedagogy, Putting Faces on the Data	**$43 400**
- Key teacher release from class to develop fortnightly PD - Reading Centre PD - Leading Learning Collaborative PD – Lyn Sharratt - Release time for Observation, Coaching and Feedback - Case Management Meetings – Teacher release - Continued development of Flipped Staffroom to demonstrate instructional routines.	
2018 School Priority – STEM (Digital Technologies)	**$41 000**
- Key Teacher release and PD – Digital Technology - Coding, programming and robotics resources - Purschase of iPads - Purchase of online subscriptions	
Ongoing School Priority - Early Years Enhancement	**$20 600**
- Early Years mentor transition program - Pre-Prep program – (0.2 FTE Term 4) - Early Start Assessments (teacher release time) Term 1 and Term 4	
Total I4S Expenditure including $35 000 carried over from 2017	**$105 000**

Conclusion

Pleasing progress has been made in all targeted areas this year. The *Writing and Reading* initiative has enhanced the capabilities of teachers to improve the literacy skills of students. These skills have been developed across subject areas and resulted in a more consistent approach to the teaching of writing and reading.

The Leading Learning Collaborative workshops have resulted in a more inclusive approach to teaching with all teachers displaying learning walls with co-constructed learning intentions, success criteria and modelled examples.

Increased involvement in *STEM* activities especially in the area of Digital Technologies has seen continued success for students. This year the Year 9 students were winners at the Regional Wonder of Science Conference. Furthermore a dedicated Digital Technology lab has been established for use by all year levels, and in 2019 a lead Digital Technology teacher will work alongside primary teachers to upskill and develop their capabilities.

The *Case Management* approach to student achievement will continued in 2019. There will be an increased emphasis on differentiation for students on different level curriculums.

The Prep-Prep Program, implemented as part of the *Early Year's Enhancement* initiative, has been refined and has strengthened the partnership between the kindergarten and school with Prep readiness and enrolments increasing.

Finally, in 2019 Inclusive Education will be a key focus and will fore-front all discussions to ensure that we are doing whatever it takes to welcome, engage to ensure that all students are achieving success. I