

# Kingaroy Primary School



Evidence in progress snapshot

*Investing for Success*

November, 2018

## Background

- ✓ Increase the percentage of students from P-6 meeting regional benchmarks in reading from 71% to 75%, increase the percentage of students meeting regional benchmarks in spelling from 66% to 75%
- ✓ Increase the percentage of students from P-6 achieving an 'A' standard in reading from 20% to 30%, Increase the percentage of students from P-6 achieving an 'A' standard in spelling from 21% to 26%
- ✓ Increase the % of year 3 students meeting NMS in reading from 84.3% to 93%, increase the percentage of year 5 students meeting the NMS in reading from 87.3% to 93%

## Design – Line of sight

- ✓ Embed an early years approach (P-2) to reading with a focus of the big six (Oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension)
- ✓ Improve teacher capability through focused professional development to improve student performance through pedagogical practices (reading and spelling) and data analysis
- ✓ Implement a consistent four day a week reading block in each classroom – guided reading instruction to be delivered in small groups by teachers and teacher aides four times a week with a focus on students' needs

## Impact – Student improvement

- ✓ 100% of classroom teachers have implemented a four day reading block with the focus on explicit teaching of reading
- ✓ Guided reading has been targeted with response to student data leading to students improved outcomes
- ✓ Focus of oral language and phonemic awareness in Prep and year 1 have shown an improvement of students reaching term regional benchmarks for reading
- ✓ Intervention plans for students on PM0-3 have been implemented with a focus on oral language and phonemic awareness

## Scalability – Potential to implement

- ✓ Engaging teacher aides to target explicit teaching of students in reading to increase the number of students meeting regional/national benchmarks
- ✓ Employ a skilled Speech Therapist to coordinate the whole school phonemic awareness program and build capacity of P-1 teachers in delivering targeted oral language programs
- ✓ Releasing teachers to coach and observe practices to enhance their capacity and ensure a consistent approach to explicit instruction
- ✓ Employing a wellbeing teacher to instruct and deliver a differentiated curriculum for students at risk of disengaging in the upper years
- ✓ Employing a HOC/Master teacher to work with teachers on their pedagogy and release teachers to coach and observe practices to enhance their capacity and ensure a consistent approach to explicit instruction

## Investment – Creating value

- ✓ Staff have sharpened their focus of understanding student achievement and ensuring lessons are designed to meet the needs of the students
- ✓ Teachers capacity has been built to analyse reading data sets and implement programs to improve student learning
- ✓ Teacher aides confidence has been developed to ensure their ability to deliver high quality small group reading and speech lessons
- ✓ Differentiated curriculum plans have been developed for students at the risk of disengagement leading to student success
- ✓ Consistency of the explicit teaching of reading is evident in classrooms due to engagement of students and the coaching of staff

## Conclusion

- ✓ The value of this intensive program (Building staff capability, consistent approach across the school) is clearly shown in the improved data of students reading the end of year regional benchmark for reading.