

Wynnum State School

Evidence in progress snapshot

*Great Results Guarantee
(Investing for Success)*

December, 2017



Believe

Achieve

Succeed

Background

Wynnum SS is a primary school of 750 students in the Brisbane bayside suburb of Wynnum. The school has developed a clear improvement agenda, reflected in the school's Annual Implementation Plan. The following AIP strategies have particular relevance for this Snapshot.

- AIP Strategy 2: Embedding explicit *Learning to Read and Reading to Learn* instruction in all year levels through Phonological and Phonemic Awareness, Guided Reading, Thinking Skills for Comprehension, Word Study and spelling skills and Loving Literature
- AIP Strategy 3: Embedding Number, Problem Solving and Fluency in all year levels through core instructional strategies in mathematics, whole number concepts, fraction concepts, fluency, problem solving.
- AIP Strategy 4: Embedding Data in Use

How Great Results Guarantee (Investing for Success) supports this:

- Enhancing teacher capacity in year level teams in curriculum knowledge, pedagogical practices and data analysis to inform planning and target instruction in English (Learning to Read, Reading to Learn) and Mathematics (problem solving, operational concepts and calculation strategies)
- Improving student results in English (target areas of comprehension, spelling, vocabulary including high frequency words) and Mathematics (fluency, problem solving, numeration)
- Developing targeted learning plans for all students achieving below 'C' standard in English and Mathematics in Years 3-6 and targeted extension for underachieving students above 'C' standard and exceptional learners
- Implementing Loving Literature school based literacy initiative
- Increasing percentage of students achieving in NAPLAN Upper 2 Bands

Design/Inputs

- Building teacher capacity in effective pedagogical practise of literacy and numeracy through employing additional staff in literacy and numeracy to mentor Homeroom teachers, including data in use, case management and engage in instructional teaching with students
- Supporting the implementation of guided reading programs in Years 1-6 by employing additional paraprofessional literacy teachers
- Implementing targeted intervention programs through employment of literacy teacher and paraprofessionals
- Building field knowledge and pedagogical practices through professional development

Impact/Outputs – Student improvement

READING

GREEN indicates where 2017 Targets have been met/exceeded.

PM Benchmark Prep-Year 2			NAPLAN		
			NMS	2017 Target	2017 Actual
	2017 Target	2017 Actual	Year 3 Reading	96.5	97.1
Prep	75%*	63%	Year 3 Spelling	94.1	98.1
Year 1	75%	76%	Year 5 Reading	93.4	100
Year 2	87%	60%	Year 5 Spelling	92.8	94.5
PAT-R Years 3-6			U2B	2017 Target	2017 Actual
Year 3	78%	70%	Year 3 Reading	55.5	48.6
Year 4	69%	72%	Year 3 Spelling	46.4	40
Year 5	65%	63%	Year 5 Reading	36.6	41.8
Year 6	61%	67%	Year 5 Spelling	29.8	19.8

MATHS

GREEN indicates where 2017 Targets to Increase the percentage of students achieving a 'C' standard or above have been met/exceeded.

Problem Solving (averaged across year levels)	
2017 Target	2017 Actual
70%	79% (years 1-5)
Numeration (averaged across year levels)	
70%	54% (Years 1-6)
Fluency (averaged across year levels)	
70%	67.5% (Years 1-5)

NAPLAN Numeracy			
NMS		2017 Target	2017 Actual
Year 3	Numeracy	99	100%
Year 5	Numeracy	97.7	98%
U2B			
Year 3	Numeracy	48.3	34.3%
Year 5	Numeracy	28.3	20%

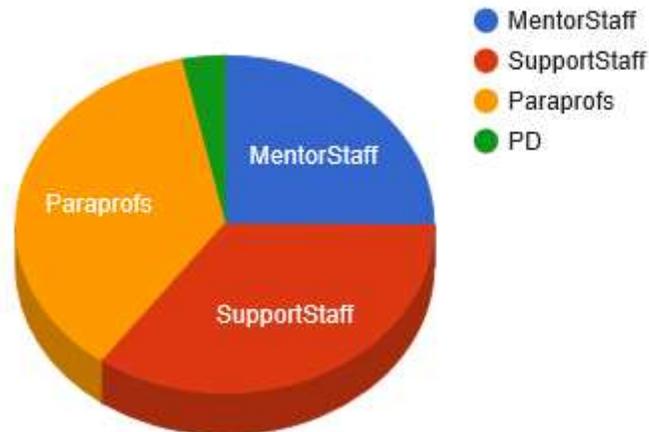
Scalability – Potential to implement

Area	Students	Initiative	Staff
Guided Reading	Prep to Year 6	2x 1 hr blocks timetabled across weeks	Additional paraprofessionals with each class. Three support Teacher working across P-1, 2-3 and 4-6.
GRG Intervention	Prep to Year 3	Additional literacy intervention	Paraprofessionals and Support Staff providing additional small group literacy intervention for 'at risk' readers.
Maths	Prep – Year 6	Data conversations and maths coaching to build teacher capacity. Support to enable and extend within maths curriculum.	Mentor Staff - Maths specialist teachers using mentoring and an instructional coaching approach.

Investment – Creating value

How did we spend \$326,343?

Human Resources



Conclusion

Wynnum SS will build on the success and learnings of 2017 to continue to enable students to achieve their potential across all areas. In regards to I4S funding, the school will continue with the initiatives in maths (number, problem solving, fluency, operations and calculations) and literacy (reading and spelling), that have contributed to improved student outcomes as well as continue to engage in an inquiry approach as to best 'crack the code' in the areas that have not yet shown improved learning growth. Particularly the AIP Strategy 2.1 Phonological Awareness and Phonemic Awareness. In addition, the focus for 2018 will be to develop an evidence-based and consistent whole-school approach to support students to extend beyond the curriculum in these (and other) areas through Homeroom organisation for 'next step learning' and differentiated instruction.

