

Investing for Success

Snapshot report

Under the Investing for Success Agreement for 2018

Nundah State School received

\$317,224

Our full 2018 agreement can be found at:

<https://nundahss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Investing-for-Success-2018.pdf>

Our school initiatives are on track to meet or exceed our targets

During 2018, we focused on maximising the benefits of this funding for our students. After reviewing our 2018 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Initiatives implemented include:

English:

- 100% of English units and all PCC units are refined to include learning intentions and success criteria framed around the Nundah 9 gifts.
- 100% of P-3 Teachers using signature pedagogies in English to great effect honouring intent of processes and adjusting to suit student needs
- 100% of P-3 Teachers observed teaching signature pedagogies to enhance practice using Quality Standards; noting strengths, areas for refinement and adjustments made, and extensions for C+ students
- Data collection formalised through establishment of tracking of cohorts to analyse and inform goals and new spreadsheets: 100% of student goals set from previous units' data (English- receptive and productive) to inform targets and track cohorts
- **A-E Receptive**
 - Year 6:**
 - Goal of 100% from 95% (yr 6) in A-C standard – actual result 99%
 - Goal of 37% from 24% (yr 6) in B standard – actual result 32%
 - Goal to reduce to 22% from 38% (yr 6) in C standard – 34%
 - Year 5:**
 - Goal of 90% from 85% (yr 5) in A-C standard – actual result 94%
 - Goal of 43% in A-B standard from 39% – actual result 57%
 - Goal to reduce level D-E from 14% to 8% - actual result 3%
 - Year 4:**
 - 90% from 78% (yr 4) in A-C standard – actual result 96%
- **A-E Productive**
 - Year 6:**
 - Goal of 100% from 98% (yr 6) in A-C standard – actual result 99%
 - Goal of 28% from 22% (yr 6) in A standard – actual result 31%
 - Goal to reduce to 31% from 42% (yr 6) in C standard – actual 38%
 - Year 5:**
 - Goal of 95% from 87% (yr 5) in A-C standard – actual result 92%
 - Goal of 25% achieved from 10% in A standard – actual result 23%

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Goal to reduce below level D-E to 10% from 12% - actual result – 6%

Year 4:

Goal of 90% from 84% (Yr 3) in A-C standard – actual result 92%

Goal of 25% achieved from 15% in A standard – actual result 16%

○ Probe Reading

Year 4

Goal to maintain 60% in top working beyond dark green (from 60%) - actual result 40%

Goal to aspire to 8% from 4% in working above (light green) - actual result 9%

Year 5

Goal to maintain 55% in top working beyond (from 55%) dark Green –actual result 64% (56)

Goal to aspire to increase 7% (from 1%) in working above light Green – actual result 1% (1)

Year 6

Actual result – DarkGreen – 89%

Actual result – Light – 7%

○ PM Aspirations

for end of prep - 72.4% reaching PM level 5 or above (exceeding regional benchmark)

for end Year 1 – 78.9% reaching regional benchmarks.

for end Year 2 – to achieve 79.6% reaching regional benchmarks

○ NAPLAN - 53% of U2B of year 3 students in Naplan Reading

Mathematics:

- Teacher leaders in Mathematics have begun using diagnostic (Show Me Paper) data each term to adjust class planning, evidenced in data planning conversations.
- Teachers using hands on resources to develop conceptual understandings in Mathematics.
- Most P-3 teachers report increased use of formative assessments to modify teaching and learning in Mathematics.
- Qualitative data from teacher DPP conversations indicate movement in use of materials, formative assessment, more relevant planning and inclusion of investigations and maths inquiry learning.
- Prep teachers incorporating games and hands on activities in mathematics pedagogy

Professional Practice:

- 100% of P- 3 Teachers enhancing or refining their practice in accordance with their individual Professional Development Plans
- 96% of Teachers at his school have opportunities to develop new and better ways of doing their job as opposed to 86.7% in 2017
- 100% staff engage in data analysis sessions identifying pedagogy to support goal setting each semester
- 100% of staff engaged in further learning in the areas of Choice Theory, Neuroscience and Coaching approach.

Successfully engaged in opportunities to learn about cycles of inquiry and models through:

- Connections with schools and ACU
- Alstonville Public School - 2 visits with selection of 9 staff across P-6 + Stream
- STEM – Oakleigh SS, Coomera SS, ACU, Conferences, Aviation SHS, Girls for Tech, Chancellor SC,
- Whole school PLT and staff meetings X 3 around Inquiry and PCC throughout year to build capacity and understanding with staff around Inquiry

Teaching Resilience and Self-Managmeing Gifts

- Parents feels student behaviour is well managed at this school (78.3% Parent - 2017) improved to 85% in 2018

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Our school initiatives are showing substantial progress toward our targets

After reviewing our 2018 *Investing for Success* agreement, it is clear that we have made 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.

Professional Practice:

- Class teachers refer and use Learning Intentions and success criteria related to the Gifts but not necessarily displayed.
- Teachers are starting to refer to gifts during teaching process in different learning areas – maths, science
- Students are starting to understand and articulate their learning intentions and success criteria (via the gifts) as evidenced by learning walks and/or interviews
- Some progress toward goals regarding developing stronger data literacy
- Prep Teachers have worked to introduce the gifts in student friendly ways, including focussed learning episodes, incidental references and regular check ins.
- 100% of P-3 Teachers using personal goals for Reading and Writing
- Most classes have processes in place for students to self-evaluate their writing against Success Criteria. Most classes have implemented versions of peer evaluation and the giving and receiving of feedback.
- In planning English units and all PCC units 100% of teachers included learning intentions and success criteria framed around the Nundah Gifts – In the lesson delivery not 100% achieved with specialists beginning to apply.
- Using L2R strategies to formatively assess– some progress
- Used Coaching approach during data conversations.

Mathematics

- Teachers are aware of the strands and proficiencies in ACARA, leading to more aligned A-E data. Not yet aligned entirely but movement evident.
- Several staff describe needing further professional learning in mathematics pedagogy, especially in including proficiencies, teaching place value/ number and differentiation

English

- **A-E Receptive**
Year 6: 39% from 36% (yr 6) in A s – actual result 28% - down
Year 4: 25% from 17% in A – actual result 15% - down by 2%. Maintain 60% in A-B – actual result 52% - down by 8
- **A-E Productive**
Year 6: 49% from 35% (yr 6) in B standard – actual result 27% - down by 8%

Our school initiatives have shown limited progress toward our targets

During 2018, limited progress was made toward our targeted student outcomes. We will review our initiatives and make adjustments to better focus on maximising the benefits of *Investing for Success* funding for our students.

- Naplan Numeracy results in U2B – Year 3 - falling a little short of the 50% goal and achieving 41.5%
- Oral language and accountable talk
This work was not as a stand alone although evident in some classrooms through Inquiry model and PCC units and individual Collaborative STAR team work
Further work required to achieve 100% of P- 3 Teachers understanding and use the school processes for tracking students' oral language development.
- Area for further improvement - students feel accepted by others at my school **2018 – 86.2%, drop from 90.1% in 2017.**