



Background

Kaimkillenbun State School has a number of students with significant barriers to learning, and fall under the broad umbrella of disability, but do not meet EQ criteria for disability verification. Students most affected in 2017 were in the Year 3 and Year 5/6 cohort.

In 2016, our I4S funding has been used to employ an Experienced Senior Teacher (EST) with extensive skills and knowledge in the area of literacy intervention. School funding has been used to secure the ongoing services of a Speech Language Pathologist (SLP) and a Support Teacher Literacy and Numeracy (STL&N) to maintain momentum for programmes and data collection implemented in previous years.

Our 'Big 6' initiative began in 2016 when many of our students were unable to access the curriculum and were making little if any progress in reading. In 2017, Year 5/6 and Year 2 students who are on Individual Curriculum Plans (ICPs) have been included.

Improvement focus and objective/s for this programme for Year 3s have been in line with our sharp and narrow focus in reading, particularly aspects the 'Big 6 of Reading; – Oral language, phonics, phonemics. Year 5s goals have targeted at reading (particularly comprehension and vocabulary development) and writing

Design – Line of sight

Decision-making and planning of your improvement initiative.

- ICP students in Year 2 have been targeted since Year 1 based on little or no progress on Early Start data.
PM Data for end of 2016
Student 1: PM 2
Student 2: PM 2
Student 3: PM 2

ICP students in Year 5, working at 3 years below had received support in the same initiative in 2016 had achieved Cs in English and Maths on a modified C2C programme

PM Data At the end of 2016
Student 4: PM 18
Student 5: PM 27
Student 6: PM 24

Student 7: PM 16

2017 initiative's key activities —Using/implementing the skills and knowledge of an Experienced Senior Teacher for 1 day a week to cooperatively plan and implement literacy and numeracy programmes for students who fall under the broad banner of students with a disability. In doing so, this teacher built capability for Teacher Aides who also work with these students.

This initiative is in the 2nd year and continued for the whole 2017 school year

Data sets used to monitor distance travelled: PM data, A-E data, NAPLAN and Early Start

Impact – Student improvement

PM Data for end of 2017

Student 1: PM 7

Student 2: PM 5

Student 3: PM 15

Student 3 in particular, has shown spectacular growth in writing, reading and confidence this year. All 3 students have made significant gains in their ability to write meaningful texts.

PM Data At the end of 2017

Student 4: PM 23

Student 5: PM 29

Student 6: PM 29

Student 7: PM 20

NAPLAN data for Year 5 students indicates positive gains with more students sitting the test than in Year 3. Gains indicate biggest improvement in Numeracy and Writing where relative gain data indicates a shift from below NMS to Middle 2 bands.

ICP students in Year 5/6, have made 1 years progress in 1 year of teaching. These students are now working 2 years levels below their same aged peers and have achieved Cs or Bs in English with associated improvements in other subjects such as Science and Humanities. Student 6 has moved to Bs and As in Mathematics. Other students are working comfortably at C/B level in Mathematics, on their modified C2C programme.

Confidence and thus behaviour in students 3, 5 and 6 has improved significantly and these students are becoming more independent, can cope with stress more easily and see themselves as successful learners.

Scalability – Potential to implement

- An Experienced Senior Teacher works 1 day a week with targeted students in. 2.5 hours with 5/6 ICP students and 2.5 hours with Year 2 ICP students.
- A Speech Language Pathologist (SLP) spends 2 days a term at the school assessing students, monitoring programmes and upskilling teacher and teacher aides as required.
- A Support Teacher Literacy and Numeracy (STL&N) spends 2.5 hours a week monitoring reading programmes, developing intervention programmes to be implemented by Teacher Aides and gathering data. This teacher also upskills Teachers and Teacher Aides as required.

The necessity to support students with significant barriers to learning who did not meet EQ criteria for a disability verification began in 2016. This was the year we also began our 'Big 6 of Reading' journey. In 2016 we used I4S funding to secure the services of a Speech Language Pathologist (SLP) 1 day a fortnight. Oral Language, phonics and Phonemics programmes were implemented for P-3 students with associated capacity building in classroom teachers and teacher aides.

In addition, we used the expertise of an Experienced Senior teacher (EST) to support 5 ICP students in Year 4 and 5.

In 2017, this initiative of using experts to support students and staff with the 'Big 6 – oral language, phonics and phonemics has continued to build student and staff capability. This year the EST has used a withdrawal programme to support Year 3 students building skills and knowledge supplemented by the SLP and reinforced by the class teacher. The SLP attends 2 days a term to support staff, gather and analyse data, discuss programming with staff and build capacity.

This year in particular, data indicates that this Big 6 initiative, while taking time to gain momentum, is a high yield initiative.

Investment – Creating value

<ul style="list-style-type: none"> • The Experienced Senior Teacher, Support Teacher and classroom teacher cooperatively analyse data and set goals using the Literacy Continuum. • Support Teacher and Speech Language Pathologist cooperatively analysing data set goals using PM Data, OLLEY, POLLEY and Early Start • Experienced Senior Teacher, SLP and STL&N model pedagogies to build staff capacity. 	<p>\$12 060 (I4S) + \$9840 (school funded)</p> <p>\$ 3790 -STL&N + \$2940 - SLP (School funded)</p>
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	Total cost \$28 630
<ul style="list-style-type: none"> • Implementing a regular cycle of observation feedback and coaching. 	Nil
<ul style="list-style-type: none"> • Expertly analysing collected data to identify the appropriate differentiated teaching strategies. 	Nil

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The results referred to in this discussion refer to a process that began with concerns for the many children in the school who have significant barriers to learning who were not able to access the curriculum and were not making progress.

Results of our 'Big 6' Initiative has shown it to be a high yield strategy as all students directly and indirectly involved have made significant gains in Literacy, Numeracy and confidence. Staff capacity and confidence to explicitly teach and implement the variety of programmes and C2C has increased and they can independently implement programmes if it is monitored.

Success can be attributed to staff and expert staff working together on a common goal that is to improve reading results. Expert intervention and mentoring, quality programmes and explicit teaching focussed on the 'Big 6", both in small groups and in the classroom have made the big difference.

With such positive results we will be continuing the 'Big 6" Initiative in 2018.

References

Konza D (2011) Research Into Practice: Understanding the reading process.

