

Withcott State School



Evidence in progress snapshot

Withcott I4S

November, 2018



Queensland
Government

Background

The initiative:

- Withcott is a Band 7 school with approximately 220 students.
- We developed a whole school approach to teaching comprehensions and to support the teaching of literacy across all learning areas – of Close Reading (a repeated reading program)
- Close Reading gave students a daily opportunity to work with a challenging text to improve strategies to manage comprehension in an individual, similar to a NAPLAN situation.
- We had a compelling reason to focus on reading in the Upper 2 Bands as the better readers did not have the opportunity to excel and our U2B data did not reflect the potential of the students.
- We focussed on the whole school and planned so that the targeted reading approach could run all year long.

Design – Line of sight

Describe the decision-making and planning of your improvement initiative, including:

- Data from 2016 & 2017 was analysed to look for trends- lack of U2B
- Research was conducted to validate the concept of Close Reading and its effect size (0.67).
- A whole school timetable, step by step procedure, staff professional development and physical & human resources strategically placed.
- Every child, teacher and teacher aide was involved to create a whole school program of comprehension support.
- Timelines were created and testing points allocated and data used to inform each subsequent term of teaching.

Impact – Student improvement

Student improvement:

- Whilst to see the true value of this reading initiative, we would need to wait for 4th Term reading data to come in and 2019 NAPLAN results, we have seen a positive trend in the percentage of students who have reached the regional benchmark with still one term to go.

| Year level | Percentage who have reached Benchmark by end of Term 3 |
|------------|---|
| Prep | 61% |
| Year 1 | 66% |

| | |
|--------|-----|
| Year 2 | 88% |
| Year 3 | 60% |
| Year 4 | 80% |
| Year 5 | 74% |
| Year 6 | 80% |

Scalability – Potential to implement

Implementation:

- Every student, teacher and teacher aide was involved in implementing this process.
- We started the implementation from week 1 Term 1 for Years 2-6 and from Term 3 for Prep-1 students.
- We were able to implement the process simply through a pedagogical shift and some minor resources sourcing. The majority of our resources are human resources.
- Teacher observations and feedback has focussed on the pedagogical shift for teachers and student education to re-establish classroom processes.
- Practices across classes to establish like ability groups for skill building required teachers to analyse data and aim lessons appropriately.
- The ability to use real world literature enabled the content to be informative and relevant to the C2C topics and interests of the students. This assisted with engagement.

Investment – Creating value

- resources required for the initiative:
 - Physical resources included increased photocopying costs.
 - human resources – Teacher organisation and Teacher aide support.
 - process supports – Hoc & principal support
- the costs in relation to the improvement:
 - Physical resources \$1044.83
 - Human Resources \$70493.17
 - Total received \$71538.00



Conclusion

This process is easy to sustain with the appropriate funding for the human resource aspect. The individualised nature of this approach is heavy in the HR area but effective and worth continuing.

References

Repeat Reading Strategy- Close Reading- Effect size 0.67- Fisher Frey Hattie, Visible Learning for Literacy, 2016

