



Camp Hill State Infants and Primary School  
Evidence in progress snapshot

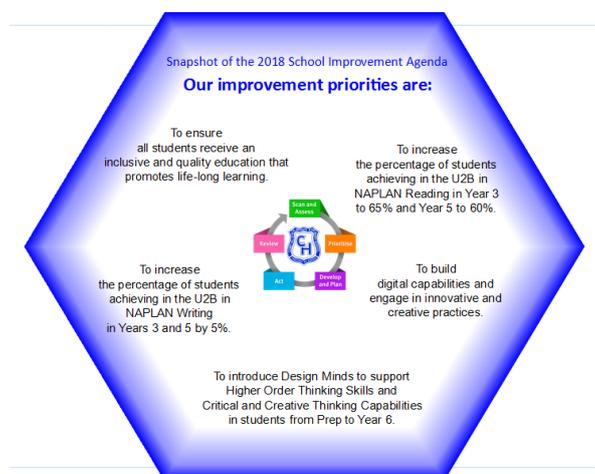
*Investing For Success*

December 2018



# Background

The Camp Hill State Infants and Primary School *School Improvement Agenda* (see below) was the driving force behind the decision-making process for identifying our I4S priorities. These priorities were used as a means of establishing our purpose, and assisted us to select the type of initiatives and strategies that would best meet the needs of identified students to improve student outcomes.



## Design – Line of sight

Collaborative Planning to implement the agreed initiatives was undertaken by the Coach, HOC and Lead STLaN. This included:

- reviewing of school data related to *Early Start* (early literacy skills), NAPLAN (reading and writing) and PM data (reading)
- setting timelines across the year for focused activities e.g. Prep Boost program, Year 2 intensive writing and intensive intervention strategies
- providing explicit focused teaching for Prep, Year 1 and Year 2 students identified as requiring support in order to meet school targets. This teaching was delivered individually, in pairs and in small groups
- using data to measure change (in student outcomes, change in knowledge/capability of staff)
- using *Collegial coaching* through a triad model to support reflective practices on pedagogical initiatives
- consolidating a whole of school approach to the teaching of reading and writing through school designed English units of work based on *Reading to Learn (R2L)* program
- training all new teachers to the school in *R2L* to ensure sustainability of the program
- providing Lead Teachers to build teacher capability in the areas of Literacy; Data Literacy; Digital Pedagogy, Higher Order Thinking and Marzano practices



## Impact – Student improvement

During 2018 we focused on maximising the benefits of this funding to achieve the following long term goals (Prep to Year 2 data) towards improving NAPLAN performances. Our school strategies are showing substantial progress towards our targets, as highlighted.

### Reading

Prep:	Benchmark PM 7 (increased from PM5) 50%	Aspirational PM 10+ 32%
Year 1:	Benchmark PM 16 (increased from PM15) 75%	Aspirational PM 19+ 50%
Year 2:	Benchmark PM 22 (increased from PM19) 54%	Aspirational PM 26+ 40%
Year 3:	NMS 98.3%	U2B 64.4%

### Writing

Year 3:	NMS 97.4% (98% target)	U2B 34.2% (43% target)
Year 5:	NMS 90.8% (93% target)	U2B 13.3% (16% target)

## Conclusion

Our long term goals are to sustain the literacy pedagogical journey within the school and to respond to individual students' needs. Based on our current data the area of Writing has been identified as the prime focus for 2019. We will be introducing a school-wide approach based on individual learning goals and feedback (as per Marzano) and delivered through the development of the *CHSIPS 'I Can Write'* program.