Investing for Success (I4S)

Targets, initiatives and actions

Queensland
Government

Contents

Baseline and outcome measures of impact

Short–term outcome measures

100% of P-2 students will have screening for speech language assessment and review, and have a specific plan to address speech language deficits.

Students identified and SLP time was prioritised as follows:

Overview of SLP Services Provided

*Below services are a combination of Department of Education and Training Allocated Time and additional Purchased Time from I4S funding

Whole School Services	
Prep	Literacy Classroom Support
Targeted (Small Group) Services	
Prep	Speech Group
Year 3	Speech Group
Year 5/6	Oral Language Group
Specialised (Individual) Services	
	• SLP School Programs • SLP Specialised Intervention • SLP Assessments

100% of classes in P-6 will be working with the THRASS tools to enhance Reading development.

All staff in Primary School upskilled in using THRASS tools to enhance the teaching of reading with outsourced THRASS training and internal modelling of lessons.

100% Teachers engage in a moderation process to guide teaching and learning.
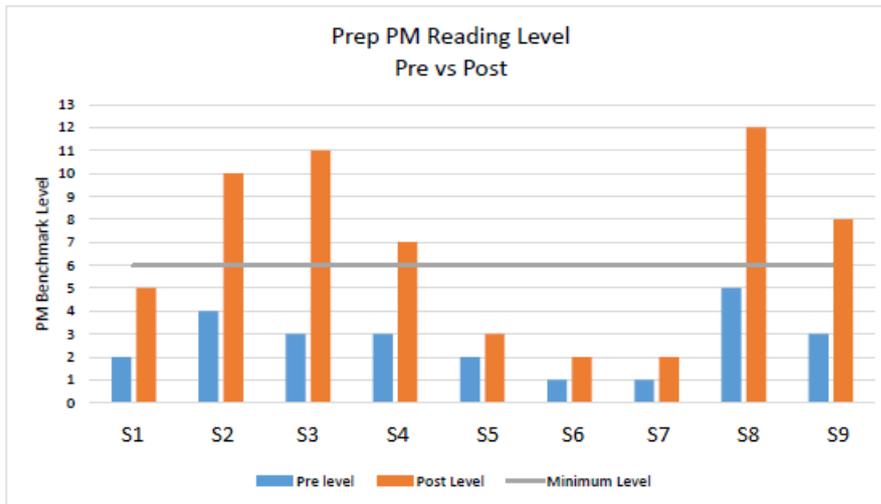
All staff engaged in cluster moderation days in 2017 and informal internal processes undertaken to moderate assessment of and for learning. Further formalised internal moderation processes to be refined in 2018.

Medium to long–term outcome measures

Specific interventions in Prep:

Data Collection:

- PM Benchmark Reading Levels pre- and post- intervention were used as data

Prep PM Reading Level Pre vs Post

	Pre level	Post Level
S1	2	5
S2	4	10
S3	3	11
S4	3	7
S5	2	3
S6	1	2
S7	1	2
S8	5	12
S9	3	8

(Minimum Level: 6; Y-axis: PM Benchmark Level)

Graph 1: Shows individual progress of each student in Prep. The graph contains bars for each student for their pre and post PM Benchmark reading level. The line indicates the minimum reading level that students are expected to achieve.

Targeted individual intervention outcomes:

Data Collection:

- Students were screened using a combination of an articulation assessment and classroom observations.

Results:

The table below explains the speech production skills before and after intervention.

	Before Intervention	After Intervention
Student 1	Mild speech delay (e.g. difficulties with 's', 'r' and 'th')	Mild speech delay (e.g. difficulties with 's')
Student 2	Mild speech delay (e.g. difficulties with 'r' and 'th')	Age appropriate speech skills
Student 3	Moderate speech delay (e.g. difficulties with 'l', 's', 'r' and 'th')	Mild speech delay (e.g. difficulties with 'r')

100% staff engaging with THRASS tools and students in all primary classes have common language in use (ie. 44 phonemes, graphs, digraphs).

100% teachers engaged in cluster moderation days to strengthen teaching, learning and collaboration.

100% staff engaged in Oneschool Unit Planning professional development and trialling Oneschool Unit Planning Tools with further expansion of Unit Planning to include Plan4Me differentiation tool.

Inquiry objectives

Targets

Initiatives that support improved student outcomes

- Teacher aides upskilled in delivering speech language programs independently with tracking document to facilitate conversations with Speech Language Therapist and to assist in measuring the impact of regular speech language intervention.
- Staff engaging in professional dialogue in unit planning and the associated Literacy Continuum links to improve future student tracking.
- Classroom teachers and teacher aides implementing a school wide PM Benchmarking procedure for quality assurances processes. Staff modelling PM Benchmarking and analysing data to inform the teaching of reading.
- Targeted professional development and coaching to deepen teachers' understandings of the Oneschool Unit Planning tool and provide targeted and scaffolded instruction facilitated by Oneschool trainers.
- Build teacher capability in moderating assessment by leading and engaging in Moderation Cluster Day.
- THRASS modelled lessons occurring in house with a common language developed throughout the school.
- THRASS knowledge strengthened through enhanced cluster relationships across schools within the Maranoa Cluster to further deepen knowledge of THRASS to assist in the teaching of reading.
- Build teacher capability to use technology to differentiate and improve learning through the use of the Oneschool Unit Planning Tools.
- Develop a whole school approach to undertaking PM Benchmarking and analysis of the data.
- Revisit, refine and develop the School Reading Framework to ensure a consistent approach to the teaching of reading and the alignment of a cluster Reading Framework.
- Develop teachers' capability to enhance teaching and learning through the application of an improved ICT Network in consultation with a school based technical ICT support person.
- Whole School Reading Framework to be further developed and refined in 2018 to embed practice and build capacity across P-10 to improve student reading competence.

Research

- Fisher, D, Frey, N and Hattie, J: *Visible Learning for Literacy, Implementing Practices that Work Best to Accelerate Student Learning. Corwin Literacy, 2016.*

- Sharratt, L and Fullan, M: *Putting FACES on the data: What great leaders do!* Corwin, Thousand Oaks, CA, 2012.

- Archer, A and Hughes, C: *Explicit Instruction Effective and Efficient Teaching.* The Guilford Press, 2011.

- DDSW: *DDSW Charter for Improvement 2017*