



Mistake Creek State School

Evidence in progress snapshot

Investing For Success 2017

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Queensland
Government

Background

In 2017, at Mistake Creek State School, it was identified that the problem of practice was around improving student literacy to lift the scale score in year three NAPLAN. Our focus was on improving early years literacy through the use of data analysis to identify early intervention for students in the early years.

Design – Line of sight

Data analysed indicated that the MSS for 2016 in literacy (NAPLAN) for year three was 424.8 scale score points (average). A-E data indicated that majority of students were achieving 'C' standard or above in English (83%), with 16% of students receiving below 'C' standard. Triangulation of data was not present across year levels and implementation of Early Start Assessments allowed for further triangulation of data. Intervention for students below a 'C' standard needed to be responsive to student needs, with early identification and teacher support.

The key initiatives implemented were to utilise Early Start Assessments on entry to prep, end of prep, year one and year two. This allowed teaching staff to analyse the data to track progress and identify key areas for targeted intervention in the early years. Building teacher capability in understanding and tracking student data to measure change in student outcomes was a challenge in 2017, due to short-term contracts of teaching staff. In 2017, the data used as measures was utilised to build teacher knowledge of every student and used to develop individual learning goals and support plans for identified students.

Impact – Student improvement

Data analysed indicated that the MSS for 2016 in literacy (NAPLAN) for year three was 424.8 scale score points (average). 2017 NAPLAN results indicate that the average MSS for year three students increased by 46 scale score points, with MSS for year three literacy for 2017 at 471 scale score points. Our MSS data indicates that students at Mistake Creek State School are performing at a statistically similar or above level (average) MSS compared to peers in similar state schools in Queensland.

A-E data from Semester Two, 2017 indicates that in years one – three all students received 'C' standard or above in English with 45% receiving 'B' standard and 55% receiving 'C' standard. This shows an improvement through a 17% increase of students receiving 'C' standard or above in Semester Two, 2017 compared to Semester Two, 2016.



Scalability – Potential to implement

Our initiative was to implement the Early Start Assessment for all students in prep – year two. This was implemented through utilising teacher release time and additional teacher aide time in the classroom. The implementation of the literacy continuum is not yet fully embedded as staff capability in understanding the demands of the curriculum and the literacy continuum first required development in knowledge and understanding.

Upon further analysis of our current students and their needs in data discussions it was noted that a commercial program (Multi-Lit) would not fully meet student needs, therefore the money was instead used to employ a teacher in the classroom to support learners through additional teacher time every day in the classroom. Individual support programs were tracked and monitored by teachers to ensure impact for student learning. These strategies assisted in creating greater access for all students to learning areas in the Australian Curriculum to improve student outcomes, as noted above.

Investment – Creating value

In 2017, Mistake Creek State School spent \$3494.00 on human resources to implement our initiatives to improve student learning outcomes across the school. The impact on student learning with this initiative shows increased student learning and outcomes by 17% in our A-E data and an increase of 46 scale score points in our NAPLAN data.

Conclusion

In 2017, the problem of practice was addressed by developing staff capability in data literacy to identify early intervention required for 'at risk' students. The results from this initiative indicates that it had impact on student outcomes. Implementing human resources had the biggest impact on individual student outcomes and as such the carried forward balance of Investing for Success funds from 2017 will be utilised in 2018 to continue this initiative.

