Snapshot report

Under the agreement for 2014
Sunnybank Hills State School received

$501 587

Our full 2014 agreement can be found here: SHSS Great Results Guarantee 2014

Our school strategies are on track to meet or exceed our targets

During 2014, we have focused on maximising the benefits of this funding for our students. After reviewing our Great Results Guarantee agreement, it is clear that we have exceed our targeted student outcomes.

In prep 83% of our students are reading at or above PM Level 5. Our goal was 75% and is an improvement on the 66% achieved in 2013.

In Year 1 90% of students are reading at or above PM Level 15. Our goal was 65% and is an improvement on the 56% achieved in 2013.

In EAL/D our Year 2 students above bandscale 1-3 have increased from 72% in 2013 to 93.5% our exceeding our target of 80%. Our Year 1 students have increased from 45% in 2013 to 90% in 2014 exceeding our target of 60%.

Strategies implemented include:

Implementation of the instruction of reading consistent with research based best practices. The features of our strategy include our interpretation and implementation of research including Report of the National Reading Panel, Implementation of Du Four’s Professional Learning Communities and John Fleming’s model of explicit instruction based on the Four pillars of teacher directed learning, explicit instruction, teacher student relationships, and moving learning from short term to long term memory.

The focus of the strategy was to support teachers to implement an approach to teaching reading that is consistent with research.

The approach focused on a sequential approach teaching of phonics and decoding of texts. The approach has been implemented using a range of resources and elements. These are consistent with the synthetic phonics approach. These have included Speech Sound Pics, Decodable readers (Dandelion readers), Jolly Phonics and Get Reading Right (Scope and sequence and teacher tool kit).
A leadership structure was established this comprised of: Deputy Principal (P-1), STLAN/ Year One coordinator, EAL/D Teacher Prep year level Coordinator (Class Teacher) Pedagogical coach. This group has been responsible for providing teachers with the necessary resources to deliver the approach this has included; strategic documentation; planning and support materials; teaching scope and sequence; core skills warm up drive with warm ups aligned to scope and sequence with videoed examples for teachers to access; Professional development of teachers and teacher aides; and organization of extensive reading materials across two storage areas and 3 year levels accessed by 30 staff.

Reading Resources
In 2015 continue to resource this approach to support its continuity into Year 2 and to meet the demands that have resulted from improved achievement of the students.

Teacher Aides
Teacher aides were employed to provide teachers with four guided reading sessions a week. Teacher aides were trained and resourced to deliver best reading instruction consistent with the approach. They were provided with scripts to follow in the sessions to ensure consistent approach.

Teacher aides were also employed to support in EAL/D element of the Oracy program. Students accessed the Oracy program to become fluent in the spoken language while receiving sequential instruction in the in phonemic awareness and synthetic phonics.

Strength of this approach was the efficient delivery of differentiated reading instruction consistent with classroom pedagogy including warm up, I do, We do, You do and Plough back. Reduced classroom interruptions throughout the day.

In 2015 continue this approach to guided reading groups and incorporate writing into the approach.

Teachers
Teachers were used as a flexible resource released teachers for; Pedagogical coaching; teachers to observe and working with other teachers; feedback conversation with guided reading teacher aides to deliver targeted differentiation based on current student achievement; year level coordinator in prep; support guided reading groups

In 2015 continue to have this flexible resource to support ongoing implementation and refinement of the approach.