Evidence in progress snapshot

Boonah State High School

April, 2019

Background

Boonah SHS vision is that every student succeeds and receives the support they need to belong to the school community, engages in learning and experiences academic success (State School Strategy 2018 to 2022 and BSHS Strategic Plan 2017 to 2021). The Department of Education's (DoE) Inclusive Education Policy supports our shared vision and the right for students of all social, cultural, community and family backgrounds, and of all identities, and all abilities to receive high quality education. Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices. As we continue our journey towards a more inclusive education system, we are guided by the nine core features for inclusive education (United Nations and adopted by DoE).

Design – Line of sight

The decision-making and planning of the improvement initiative by Boonah State High School, includes:

- Increase the % of Year 7 and 9 students achieving Upper 2 bands in Reading and Writing to 25%.
- Increase the % of Year 7 and 9 students achieving Upper 2 Bands in Numeracy to 25%
- Develop Individual Curriculum Plans (ICPs) for students in need of an ICP.
- Increase the % of Year 7 to 12 students achieving an A, B, or C in all subjects to 95%.
- Provide educational access with differentiated support for ALL students through an integrated model (including G&T)
- Improve teacher capability through focused coaching, mentoring or PD to ensure 'Every Student Succeeding.
- Provide teaching and learning that is inclusive of indigenous perspectives and support attendance, engagement, achievement and transitions for indigenous students.

Impact – Student improvement

UPPER 2 BANDS	2018-Target	2018-Actual	2019-Target
Improvements in % in U2B			
Yr 7 Reading	*25.0*	17.7	*25.0*
Yr 7 Writing	*25.0*	7.1	*20.0*
Yr 7 Numeracy	*25.0*	20.2	*25.0*
Yr 9 Reading	*25.0*	29.3	*25.0*
Yr 9 Writing	*25.0*	8.1	*20.0*
Yr 9 Numeracy	*25.0*	20.6	*25.0*

STUDENT ACHIEVEMENT	2018-Target	2018-Actual	2019-Target
Students achieving a 'C' or better	95.0	90.4/89.8	95.0
Students achieving an 'A'	25.0	18.5/20.6	25.0

CLOSING THE GAP	2018-Target	2018-Actual	2019-Target
Attendance	95.0	89.3	95.0
NAPLAN (R,W,N)	No Gap	Yr7 W=19	No Gap
Students achieving 'C' or better	95.0	89.2	95.0
Students achieving 'A'	25.0	26.0	25.0

- In 2018 additional support staff were employed:
    - Learning and Engagement Head of Department
    - Wellbeing Head of Department
    - Cultural Liaison Officer
    - Master Teacher
    - 4 Education Support Officers
- These staff were employed to: deliver whole of staff PD/workshops; provide 1 on 1 coaching; coordinate parent engagement; manage in-class support personnel; develop, document, monitor implementation of ICPs; develop and implement co-teaching models.

Scalability – Potential to implement

The initiative was implemented, including:

- Continuing to implement the whole school approach to teaching literacy (especially reading/writing) and numeracy - across all learning areas. (Archer and Hughes, Hipwell)
- Continuing to build teacher capability in explicit teaching of reading/writing and numeracy and consolidating, reflecting and monitoring through coaching and feedback. (Archer and Hughes, Fullan and Hattie)
- Continuing to refine the whole school model of focused, intensive teaching for students requiring additional support (attendance, effort, behaviour, achievement) to demonstrate outcomes and achieve success. (Giorcelli)
- Providing PD for staff (leadership, teachers, non-teachers) to increase capacity to drive the school's improvement agenda.
- Using a continuous process in focus areas to assess students' current performance, teach to the needs of the students and monitor improvement. Tracking and monitoring overall student progress in Years 7 - 12. Strengthening the case management approach and providing targeted intervention and support to

students at risk of not obtaining a C (Years 7 - 12) and QCE (Years 11 &12). (Hattie, Marzano, Archer &Hughes, Fulllan)

Investment – Creating value

Resources to support the explicit improvement agenda (reading, writing, numeracy)	$10 000
PD for staff in the teaching or support of initiatives (reading/writing/numeracy, data literacy, thinking, curriculum and pedagogy).	$10 000
Additional support staff to: deliver whole of staff PD/workshops; provide 1 on 1 coaching; coordinate parent engagement; manage in-class support personnel; develop, document, monitor implementation of ICPs; develop and implement co-teaching models	$130 000
Teacher aide support to deliver small group, targeted instruction to students in reading and numeracy.	$80 000
A cultural liaison officer to keep closing the gap for indigenous students and embed indigenous perspectives	$17 772

Conclusion

A continuous process in focus areas is required to assist students current performance, teach to the needs of students and monitor improvement. Tracking and monitoring overall student progress in Year 7-12 is imperative. Strengthening the Case Management approach and providing support for students at risk aligns with the Departments Inclusive Education Policy.