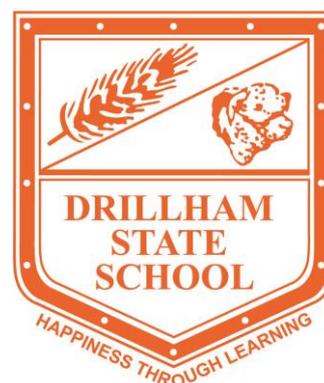


Drillham State School



Evidence in progress snapshot

For
IAS funding

2018



Background

Drillham State School initiatives for 2018 involved implementing playgroup at Drillham and implementing focused and intensive support for students in class and prior to the start of the school day. Funding was used to:

- Develop a strong community partnership with local families through **playgroup** to enhance knowledge of oral language development and on-entry to Prep expectations to assist in a smooth transition of children into Prep. This involved:
 - Employing a teacher aide to conduct playgroup once a week on the school grounds for 0-5 year olds in partnership with Playgroup Queensland.
 - Providing opportunities for emotional, social and physical development for children through participation in playgroup and access to play situations during morning tea, engaging with primary students once a week.
 - Providing the opportunity for 'new' parents to develop community networks through the weekly playgroup, supporting children's development.
- Provide **focused and intensive support** targeted at 'C' students and those requiring additional support in order to improve the quality of their learning against the relevant year-level achievement standard for reading and maths. This included:
 - Employing a teacher aide to provide additional support for 'C' level students and below from 8 am to 11 am, five days a week under the banner of 'Drillham State School Morning Program. The support program provided
 - ✚ one-on-one reading support and individualised programs
 - ✚ additional teacher aide support during group reading sessions
 - ✚ in-class focused support during maths lessons

Design – Line of sight

- The **playgroup** initiative was based on:
 - Community support for playgroup in 2016 & 2017 and parents request for it to continue
 - Lack of other early educational opportunities within the immediate Drillham community.
 - Research supporting oral language development as well as early literacy and numeracy development. (See https://www.qcaa.qld.edu.au/downloads/p_10/qk1g_pd_resource_lit_num_list.pdf)

The outcome was to:

- ❖ Develop skills in participants in readiness for school through activities that supported the early development of oral language, motor skills, socialisation, emotional resilience and a love of books.
- ❖ Build positive relationships with families planning on enrolling at Drillham State School, supporting transition from home to school.
- ❖ Increase parent's awareness in relation to oral language development, phonemic awareness, socialisation and emotional resilience of children.
- ❖ Enhance effective transition of students into Prep.
- ❖ Support Prep students achieving the equivalent of 'C' or above for English and mathematics.
- ❖ Increase parent support and awareness when supporting their child's development.

- The **focused and intensive** support initiative was based on:
 - Maintaining high number of students reading above their age level as a result of previous intense I4S support.
 - Improving comprehension skills to transfer to other learning areas.
 - Relationship of mathematical success to oral language development, reading comprehension & fluency and vocabulary development.

The outcome was to:

- ❖ Achieve 100% of year one and two students reading and comprehending text at or above a 'C'.
- ❖ Achieve 100% of Prep students reading and comprehending at a level comparable to regional benchmarks.
- ❖ Achieve 100% of students in Prep to Year 2 achieving and equivalent of a 'C' or above in maths

Impact – Student improvement

The **playgroup initiative** has provided an opportunity for children in the Drillham area to participate in early development activities that would otherwise not be available to local families. The initiative has:-

- Supported oral language development in children through regular exposure to quality books, nursery rhymes, songs, conversations and text. Children had the opportunity to regularly participate in activities that develop language skills. As the year progressed children became more confident, participated in conversations more, and became more competent at communicating
- Supported children's socialization and emotional resilience as children participated with others during inside & outside play and craft activities; and participated in reading time and oral language activities such as nursery rhymes and songs. As the year progressed there was a significant development of children moving from isolated play, to parallel play to collaborative play.
- Supported children's fine motor and gross motor development through regular interaction of craft activities and outside play using a range of school play equipment. As the year progressed children displayed increased confidence when using equipment, increased coordination as well as cooperation and collaboration.

The true effect of this program becomes evident in the following year (2019). During our transition days this year, all children who attended the Drillham playgroup:

- Showed confidence and familiarity within the school environment.
- Adapted well to routines.
- Generally showed confidence working on their own with increased separation.
- Showed stamina during activities.
- Participated willingly in activities.
- Communicated well with peers and staff.

This initiative supports children's transition to school and oral language development. It enhances early progress for students.



The **focused and intensive support** initiative has enabled the school to continue to implement an intense one on one, specialised, focused support for students. The results display that:

- 66% of Prep students are reading above level, 33% are reading at level.
- 75% of year one and two students are reading above level.
- 1 in 3 year one students have achieved 1000 sight words while 2 in 3 year two students have achieved 1000 sight words.
- 80% of the year two students have achieved level 30 PM or above.
- 91% of year one and two students have achieved a 'C' or higher for mathematics.

Continuation of this initiative has seen all student's improve within the area of individual focus such as oral language development, speech, phonics, phonemic awareness, vocabulary development, fluency and comprehension. The long term positive impact of this program has become evident in year 4 to 6 with students who have been heavily involved in the program improving their A-E data.

Scalability – Potential to implement

The success of the **playgroup** initiative depends on:

- Commitment by families to bring 0-5 year olds regularly to the weekly playgroup.
- Continued commitment of I4S funds to enable a flow on effect into the primary grades.
- The school employing a highly skilled teacher aide from term one to term 4, additional to already allocated hours.
- Supporting teachers to plan the program and activities to enhance learning.
- Access to school facilities and resources such as the modular, play equipment, library facilities, and construction material.
- Regular communication with families.

This initiative is highly valued by the Drillham community and staff, while being enjoyed by children.

The success of the **focused and intensive support** initiative depends on:

- Support and agreement from families for students to participate in the support program.
- Agreement and commitment from three teacher aides to maintain current level of employment.
- Commitment by teachers to support, upskill and guide teacher aides in delivering one on one programs including speech, motor development, oral language development, sight words, vocabulary development, reading and more.
- Regular analysis of data by staff to modify individualised programs for the most effective learning.
- Willingness of students to participate during play time before school.

This initiative has been operating for several years. The school's NAPLAN data, school opinion survey and A to E data is proof that this program is a crucial component of student and school success.

Investment – Creating value

The two initiatives implemented in 2018 were made possible through I4S and school funds and the scope that the I4S funding allows. Funds were allocated to

Playgroup Queensland yearly membership		\$	99.00
Allocate teacher aide support to conduct the school's morning program four days per week. Support students oral language, speech, sight words and reading prior to the commencement of the school day.		\$	15372.00
Implement playgroup once a week during during the term on school grounds for 0-5 year olds in conjunction with Playgorup Queensland. Employ a teacher aide for 3 hours per week to prepare and run the program.			
Allocate teacher aide support in-class to increase individualised support and instruction to groups.			
TOTAL I4S funding \$15 471.00	Initiative costing	\$	15471.00

Conclusion

The two initiatives are reliant on I4S funding. Together the programs are significantly enhancing the skills of children prior to entering school. They are improving student's learning outcomes and overall development, while developing quality community relationships which will support student success in the future.

