Evidence study report:

Implementing Learning Walls to improve students' Level of Achievement in English at Vincent State School

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Queensland Government

Contents

Evidence study

Implementing Learning Walls to improve students' Level of Achievement in English at Vincent State School

Overview

Context

Vincent State School was established in 1968 as a school for children of military personnel in the newly established suburb of Vincent. Its context changed remarkably when Defence Housing became public housing. Since 2014, the school's Index of Community Socio-Educational Advantage (ICSEA) value has dropped from the bottom 4% of the state in 2014 to 790, the bottom 1% of the state and the bottom 1% of the nation at the end of 2016, rising back to the bottom 3% in 2017. Its Indigenous student population has increased from approximately 50% to 85% and is currently at 71%. The average attendance of students hovers between 80 – 85% with extensive school-funded interventions in place.

School mobility is variable, from a high of 31% in 2015 to 70% in November 2016. Such high movement in student population discounts many comparisons of NAPLAN data, as few students remain enrolled during concurrent Year 3 and Year 5 tests. Student mobility has always been high at the school right from its inception as a school to cater for children of Defence Force personnel.

Rapid school improvement was required and a new leadership team commenced at the school in Semester 2, 2014. The school has undergone significant school renewal with various reviews and audits since Semester 2, 2014, demonstrating rapid improvements in results in Levels Of Achievement (LOA), behaviour, attendance and diagnostic assessment such as age-level reading.

Evidence base

Data

Baseline data in Table 1 documents the very low achievement of the school in students achieving an A, B or C in English, Maths and Science prior to the introduction of Learning Walls as a high-yield strategy for making learning visible in Term 1, 2015. Refer to table 1.

Data in the following semester reporting periods show rapid improvement in students achieving an A, B or C following the whole-school introduction of compulsory Learning Walls for English, Maths and Science in Term 1, 2015, as part of a new pedagogical framework to make learning visible. Goals of 70% of students achieving an A, B or C Level of Achievement increased gradually in 5% increments to 80% over the following years.

Closing The Gap in the Levels of Achievements for English and Maths of Indigenous students and students without Indigenous heritage was achieved for the first time for English and Maths in Semester 1, 2017.

Research
A range of evidence-based research and research papers were used across the period prior to and after Learning Walls were introduced as a whole-school compulsory pedagogical tool. Refer to Table 2.

Professional judgment
The focus has always been on using evidence-based practices. The focus on evidence-based practices was a key element in Kotter's Change Management Theory for credibility. This was required to persuade more teachers to invest in changing their practice by becoming Early Adopters.

Gathering data and tracking process of evidence-based practices and research-based strategies, with reflection, was essential for the integrity of this element of the school's Explicit Improvement Agenda.

Planning and design

Methods

The method used to achieve rapid growth in students achieving an A, B or C for English, Maths and Science is described below. Growth in student achievement was predicted to occur over two semesters. The rapid growth in Levels of Achievement that occurred was not expected to be achieved in just one semester.

1. **Whole-school immersion in Learning Walls, a strategy of the school's Explicit Improvement Agenda**
   The process
   Whole-school immersion is a process that included:
   - professional development,
   - coaching and mentoring,
   - modelling by the principal and knowledgeable others,
   - lesson observations and walk-throughs with follow-up feedback and reflection using artefacts that were school-devised, North Queensland Region-devised and provided by the Department for staff under a Managing Unsatisfactory Performance plan,
   - 'walkarounds'- exploring colleagues' classrooms and providing positive feedback on their Learning Walls,
   - practice, planning and reflection sessions of the use for five-week units structured according to the Teaching and Learning Cycle. This eventually evolved into Fisher, Frey and Hattie's 'Visible Learning for Literacy' and surface, deep and transfer learning from 2014 to 2017.

   The coach
   The 'mentor' (called various titles including Literacy Coach, Pedagogy Coach and Head Of Curriculum - HOC) had weekly timetabled coaching and mentoring sessions with all teachers who were allocated additional non-contact time to participate. This support included assisting the teacher through the Gradual Release of Responsibility model of Modelled, Shared, Guided and In(ter)dependent phases (GRR: M/S/G/I) in preparing, presenting and using-in-class all prescribed elements of the Learning Wall, particularly in alignment with the literacy block components.

   Professional development
   All teachers participated in professional development around planning and implementing Learning Walls commencing in Term 1, 2015. The professional development plan was based on the school principal's self-devised adjustments to the Term 4, 2014, 20-hour-Reading professional development. This was led by North Queensland Regional Office Principal Education Advisor – Australian Curriculum in the Modelled phase of school case management support using the GRR:M/S/G/I action research model of building capacity and an expert teaching team.

   Engagement with the professional development
   This schedule of professional development followed the Gradual Release of Responsibility with fortnightly projects or homework that included experimenting with targeted-activities, gathering data and sharing the successes and artefacts with the whole group. This capability-building 'program' was based on a published

reading about Learning Walls and published articles about the 'Big 6' of reading comprehension. Refer to Table 2.

Building trust for collaboration and breaking down barriers

'Walk-arounds' were scheduled during staff meeting time for all staff to wander through classrooms in groups. The class teacher verbally unpacked their Learning Walls. Visiting staff listened and then gave only positive feedback to the class teacher. In 2016, Vincent State School staff visited the great school down the road, Heatley State School, for a 'Walk-around' to view all classrooms' Learning Walls. Staff reflected on elements of the Learning Walls at a staff meeting. Positive feedback was also provided to the principal of Heatley State School.

Summary of key capacity building elements of the semester program of Professional Development:

a. Research, evidence-based practices for explicit teaching of the 'Big 6' and interventions for the 'Big 6' for reading groups so they could be linked to the English Learning Wall (the curriculum);
b. Co-creating lesson plans and activities for targeted intervention of (Big 6) phonics;
c. Visual plans for 'Learning Walls' (next step from data walls) using research on Learning Walls ('What is a Learning Wall?');
d. Two-week focus (a Short Term Data Cycle) on each of the phases - Modelled, Shared, Guided and Independent reading - using Education Queensland-North Queensland Region-devised anchor charts, creating reading group scripts aligned to Modelled (Figure 1)/Shared (Figure 2)/Guided (Figure 3) /Independent (Figure 4), linking to English C2C and English Learning Walls, upskilling Teacher Aides (weekly, timetabled, paid);

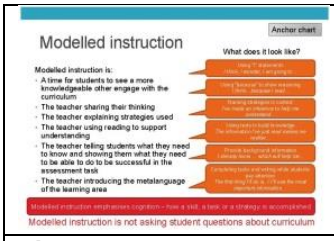	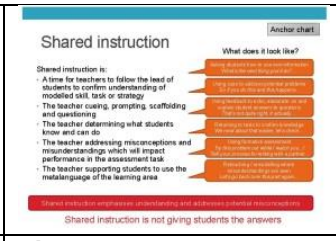	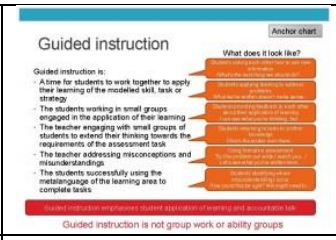	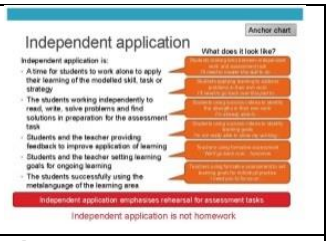
Figure 1	**Figure 2**	**Figure 3**	**Figure 4**

e. Weekly moderation of each other's targeted reading scripts (eg 'Shared' phase) against the anchor charts, so colleagues were providing the feedback to each other, not just the leadership team;
f. Experimentation with different formats for reading groups (one leader just teaches 'Modelled', then this changed to one leader stays with the group and teaches all M/S/G/I reading group lessons); and,
g. Development of our Early Years Reading Project by the 2015-Pedagogy Coach based on the '3 Cueing System' with early adopters teachers in Prep and Year 1. Then this was extended to Year 2 staff in Term 3, 2015. Excellent growth in PM data was achieved. Reading Group scripts were linked to the use of Learning Walls in English and the individual reading needs of each student. This then evolved into what is now known in 2017 as the '4-lesson sequence' for teaching reading, or '4-lesson sequence reading groups'.

2. Modelled phase support (Gradual Release of Responsibility model)

From Semester 1, 2015, all teachers' work was outlined in a principal-devised 'microtimetable' so all staff were accountable and all staff had roles and responsibilities for each 30 minute segment of the school day. Pre-and post-test data was also gathered as part of five-week Short-Term-Data-Cycles. This enabled appropriate support to be funded, staffed, timetabled and observed. Some staff were independently able to move from the Modelled phase through the phases in the following semesters. Others required continued support. Due to staff turnover, there was always someone in the Modelled phase. This is now part of our semesterly induction support schedule for all new teaching staff.

3. **Additional coaching roles**
   In 2017, a 0.2FTE (Full-Time Equivalent) Support Teacher: Literacy and Numeracy (ST:LaN) (YuMi Deadly Maths) coaches and mentors all teachers to construct a Learning Wall that aligns with the principles of YuMi Deadly Maths and its RAMR (Reality/ Abstract [Hand/ Mind/ Body]/ Mathematics/ Reflection) cycle. This role was school-funded as it was very expensive for a small school for staff to be released for the frequent professional development required for teachers in *Queensland University of Technology PRIME Futures YuMi Deadly Maths* project. Vincent State School has been a YuMi Deadly Maths School of Excellence for over five years. This position allows the school to continue as a YuMi Deadly Maths School of Excellence without having to pay for release for all teachers to training for three days at a time, twice per year. The school provides free use of its site for all YuMi Deadly training on offer in Townsville in exchange for selected staff to attend free of charge.

4. **Revising and renewing the pedagogical framework**
   The old pedagogical framework was not followed by teaching staff. It was old and out-dated. An action from the School Improvement Unit's audit findings in 2015 was to review the pedagogical framework through a collaborative process. This was carried out over six months. The pedagogical framework was then completed and published with all teachers' input and incorporating all aspects of this project and previous investment in targeted professional development in high yield practices and evidence-based practice. The practices of the framework are now part of the school's Circle of Practice (90% of staff participate in the various stages of the GRR:M/S/G/I). A change in focus in how we interpret C2C documents and plan was a key element of the success in our revised pedagogical framework.

Participants

All teachers plan, design and create Learning Walls and use them in daily practice to make learning visible for students.

All teachers present their planning artefacts and data for all subjects and aspects of the literacy block in Week 2 or 3 of every term to the principal with the support of the HOC and/or Head Of Special Education Services (HOSES). This practice is part of the collaboratively created school pedagogical framework.

All teachers now present the case management artefacts and data around teacher-impact to the principal in Week 7 of every term with the support of the HOC and/ or HOSES. Previously, Week 7 meetings were about English and Maths and marker students (I/EAL/D students and students not achieving English, Maths and reading goals).

Data Collection

Essential (compulsory) elements of the Learning Wall have been a feature from the beginning. The elements of the Learning Wall also had to be presented to the principal at least once per term. Originally, this took the form of a drawing of what the Learning Wall would look like on the walls of our large classrooms. Lesson observations and walk-throughs link to current Learning Walls in some way. The school's data collection over time shows that our students can demonstrate success in assessment when learning is made visible and they can articulate their learning using the 5 Questions for Students. When the Learning Wall is not used, results fall. Refer to Table 4. Table 4 lists the expected elements of the Learning Wall as it has evolved over the years.

Implementation and scalability

Prior to Implementation

Together, the new leadership team spent Semester 2, 2014, scanning and assessing the way the school worked and identifying the barriers to success in order for the (second) acting principal (2015 onwards) to implement a successful Explicit Improvement agenda that would lift Levels of Achievement. This was developed into a visual plan to improve staff articulation of the improvement agenda and its elements.

Due to the school's size, a whole-school implementation model was chosen as there were no cohorts for teachers to work together. The school also joined another cluster school for reading PD in Term 4, 2014, to build relationships between colleagues in two schools with no cohorts.

Whole-staff professional development occurred through an Explicit School Improvement plan. This was chosen by the acting principal to present to staff as the professional development plan for the school. The data about the number of students with temporary hearing difficulties and permanent hearing impairment was a compelling motivation for change. Learning had to be visible. A record of teaching that was visible was required for students with low attendance and students with a background in trauma. If they could not hear the lesson and weren't there to participate in the learning, then at least they could see it when they came to school.

All teachers had timetabled extra Non-Contact Time to meet weekly with the Great-Results-Guaranteed-funded Literacy Coach, paid at HOC level.

Steps for Implementation

Consider the role of Change Management Theory

The marketing of why teachers need to change their practice is vital. The North Queensland Region's focus at the time was 'the moral imperative for all primary students to be literate and numerate graduates'. Evidence was required to convince some staff members. Evidence included research and their students' results.

Altered work conditions

The first step of implementation was devising favourable work conditions to entice staff to become 'early adopters'. Staff were provided with support and coaching. They were encouraged with favourable but compulsory work conditions aligned with Union and Enterprise Bargaining conditions.

At the time, most teaching staff were unable to articulate their way of working in Term 4, 2014, which was why the 2015 acting principal chose an Explicit Improvement Agenda that incorporated compulsory whole-school work practices as the Modelled phase of a Gradual Release of Responsibility plan. This eventually led to a six-month renewal of the school's revised pedagogical framework by 2016. This process fostered the growth of a common language to discuss pedagogy.

The new favourable work conditions included:

1. Additional Non-Contact Time (NCT) in published timetables for everyone up to 3.5 hours/week so all roles and responsibilities were published and therefore accountable for every 30 minute timeslot for every small group of students and their staff during the school day (These were named microtimetables);
2. Smaller classes with an extra teacher school-purchased (classes of 15-24 students);
3. Additional Teacher Aides (to assist in running spelling, STRIVE, reading and numeracy groups in microtimetables so teachers could have small groups organised by ability at the Learning Wall for Australian Curriculum lessons);
4. Beginning teachers worked in a principal-proposed 'Conscious Incompetence' mindset and looked for opportunities to develop their practice;
5. Compulsory Professional Development plan – Literacy Group (20 hours in Semester 1) after a term of voluntary PD in Term 4, 2014, teachers agreed to this proposal for the next semester in the new school year of 2015. This twilight PD Plan was for make-up time in lieu of Professional Development Days over the Easter holidays. The agreement was achieved as staff remembered the success achieved by students after participating in activities for the Term 4, 2014 PD;
6. Practical fortnightly 'homework' from Literacy Group – "You have to plan for these (literacy block) groups anyway, so let's do it in our Twilight PD Literacy Group with assistance from experts and evidence-based practices";
7. Data-based decisions were made that linked to the moral imperative for all students to leave primary school being able to read and count: 49% of students passed English in Semester 1, 2014. Astonishing growth in PM reading levels in Semester 2, 2014 based on intervention plans provided by leadership team showed our plans worked. Refer to Table 3. This was persuasive for some staff members;
8. Timetabled compulsory meetings (Gradual Release of Responsibility model – modelled phase, published in microtimetables) with the Pedagogy Coach in Semester 1, 2015 (as part of additional Non-Contact Time)

for assistance in whole-school planning process using whole-school templates that privileged all aspects of the Learning Wall;

9. 'Planning meetings with the principal' were introduced in Term 1, Week 2, 2015. All teachers were accountable for providing artefacts and evidence of their planning practice for all subjects once a term and for English, Maths and literacy block twice a term. Artefacts required were the Guide To Making Judgements (GTMJ), a unit artefact or overview, Know and Do tables for each Year level in a multi-level class, a completed school-devised Differentiation Planner (showing three levels – above/at/below level), co-constructed success criteria, goals for A, B and C (from GTMJ), reading and writing demands, planned pre- and post-tests, resource artefacts, lesson plans (for beginning teachers), student work book with evidence of learning, plus other options such as Venn diagrams with identified strategies for D-marker students (from Literacy Group);
10. Support included follow-up planning meeting with the principal if evidence not provided – teachers had one week to get the evidence; extra expert support was provided for unsatisfactory performance;
11. Early adopters shared success at staff meetings and weekly awards for goal achievers on assembly with colour pictures in the newsletter;
12. Resistors (teachers who were resistant to changing their practices that were not effective) who complied saw almost immediate growth in students because part of their new practice involved regular checking in with student progress for all five A, B or C learning goals and ticking them off on their Learning Wall. This was checked in walk-throughs and 5 Questions for Students from room-visitors that included the principal, Head of Special Education Services, Pedagogy Coach (HOC) and Assistant Regional Director. Feedback provided to the teacher on the identified focus from the whole-school implementation was from the Explicit Improvement Agenda;
13. Students in resistors' classes did not originally receive learning-goal-achievers-certificates on assembly but students in early adopters' classes did. This was so obvious and this soon changed as more resistor staff put up learning goal data walls and their students started to receive goal achiever certificates each week;
14. Walk-throughs called 'walk-arounds' occurred during staff meetings. Staff looked at each classroom's data walls and Learning Walls and interschool data wall/learning walls and provided positive feedback to their colleagues;

Reflections on the Implementation

Potential barriers to success

The school's high leadership team turnover of staff could have been an issue – a number of staff were in acting roles. However, the objective of 'One Voice' as the focus of the leadership team did not make turnover of staff an impediment to success. The data gathered demonstrated that the pedagogical framework with Learning Walls as its focus worked. Refer to Table 4.

The school's high staff turnover could have been an issue. However, the school started a new induction schedule every term so all new appointed staff, unknown but expected, could participate in a full-term induction. Refer to Table 5.

- The principal formed a Local Consultative Committee and the LCC supported the principal's reasons for three lesson observations with at least three walk-throughs each term. This was presented as the Explicit Improvement Agenda and the moral imperative for all students to leave primary school being able to read and write; and
- Teacher feedback provided early on included, "Walk-throughs and lesson observations aren't focused and we have a different observer," after a semester of accountability for various ingredients of whole-school planning process, the principal adjusted the schedule to a whole-term focus, always linked to the Learning Wall with one observer. An example of a narrow focus of a term's walk-throughs: the reading group session linked to the English learning wall and a term's lesson observations of English with the teacher using the Learning Wall.

Rapid improvement occurred in just one semester in 2015 for the compulsory English, Maths and Science Learning Walls when it was expected to take at least twelve months. Teachers were also expected to experiment with Learning Walls for the remaining subjects. The whole school was involved. Successful practice was observed and

shared amongst colleagues. This also provided impetus for more students to attend and more teachers to become adopters. Suspensions dropped. Attendance increased.

The next challenge was to make the new pedagogy sustainable, especially in the high rate of teacher turnover for various reasons that included interstate moves, promotion, personal reasons and transfers. The School Improvement Unit's audit of the school in 2015 and subsequent 12-month Action Plan supported the school to make this pedagogical framework sustainable.

Scalability
The implementation and scalability is possible in any school. The implementation of Learning Walls for at least one subject has been attempted successfully in many state schools in the North Queensland Region in a whole-school and volunteer-early-adopter models. Refer to Table 7.

Resources and investment

Significant financial resources were invested in this school improvement process. These resources came from the school's existing bank account and concurrent funding from various sources. Refer to Table 8.

Student mobility is between 30% and 70% (the mobility ate increases as the year progresses). Some students at Vincent State School in 2017 have attended up to 12 schools - approximately two-to-five students leaving and enrolling each week. Enrolled students and associated costs per student (*) is mostly accurate based on the average of students attending for each year. Refer to Table 9.

Although this is quite a high cost per student, the investment in experienced staff has supported the rapid improvement in A-C Level of Achievement for all students and for Indigenous students, *Closing The Gap.* Refer to Table 17. In a larger school, permanent staff members included in the staffing allocation model would fill these roles at no additional cost.

Results, findings and impact

The impact of the implementation of Learning Walls had a very high impact on student performance. Students' Levels of Achievement in any subject where Learning Walls were used grew substantially. Due to the whole-school parameters of the implementation of Learning Walls, rapid whole-school growth in Levels of Achievement was achieved. This growth in Levels of Achievement has stabilised over time at 75-85% of students achieving an A, B or C. Refer to Table 1.

The next phase of renewal *maintained* the focus of improving teaching capability that included Learning Walls as a key high-yield strategy during these reviews, audits and plans:

- preparing for a Quadrennial School Review (after a six-month process of collaboration) in 2015;
- a Finance Audit in 2015;
- a School Improvement Unit Review in 2015;
- its accompanying 12-month Action Plan for School Improvement in 2015 through to 2016;
- a new Pedagogical Framework (after a six-month process of collaboration) in 2016; and
- regular reflecting on performance through data on Levels of Achievement. Refer to Table 14.

Data analyses

Semester student enrolment figures are based on the number of students issued with report cards due to the high rate of mobility. This is a credible formula as the target group is students who are issued with a Level Of Achievement.

The Individual student costings figure are calculated on a yearly average of students enrolled in that year per semester.
All Levels of Achievement data analysis originated from various OneSchool reports from 2013 - 2017.

Conclusions

The Level of Achievement data after the first semester of whole-school implementation of Learning Walls can be viewed in Table 10, Table 15 and Table 16. Excluding Year 3-4, which had a teacher on a Managing Unsatisfactory Performance plan, significant growth was evident after the first semester of whole-school implementation of Learning Walls. Indigenous students also responded to this change in pedagogy. Note: Subjects in yellow did not use Learning Walls. There were also long vacancies in teaching positions for Music and Languages that were not filled.

Limitations and learnings

Challenges

1. Resistance from some staff was managed with these strategies:
   - the support for tasks was explained, offered and timetabled;
   - the whole-school templates were provided for success; and
   - resistors who complied were acknowledged in the context of the support and success of their students;
2. Early adopters had great success and early success. This helped to persuade resistors. Refer to Table 11, Table 12 and Table13.

Table 14 maps out the North Queensland Region's school improvement strategies and activities as well as the school's specific strategies that supported the implementation of Learning Walls as a high-yield strategy for school improvement.

Recommendations

Most Literacy and Numeracy financial intervention projects are unsustainable and unaffordable for a smaller school budget, but could easily be absorbed into a larger school budget:

1. Microtimetables (Modelled phase of Gradual Release of Responsibility model);
2. 2FTE teachers (school-purchased);
3. $8000/month on Teacher Aides for Literacy/Numeracy groups from 9:00am to 1:00pm (school-purchased) ;
4. Connectedness Officer for attendance strategy, wellbeing and family connection (school-purchased);
5. Pedagogy Coach for focus on whole-school pedagogy practices (school-purchased after loss of 0.4FTE State Government funding in July, 2015);
6. ST:L&N (school-purchased);
7. scripted reading groups (M/S/G/I) (school-purchased – and Early Years Reading Project uses teachers, not teacher aides);
8. additional NCT (loss of school allocation due to fall in enrolment);
9. additional BST/SEP teacher (mostly school-purchased);
10. ICP class (partly school-purchased);
11. IT teacher (0.2FTE school-purchased);
12. Potential loss of HOSES instrumental in building capacity in differentiation for SWD, a key deficit of resistors;

Sustainable practices developed from financial intervention:

1. Whole-school collaboration in developing a new and authentic pedagogical framework;
2. Building an expert teaching team;
3. Collaborating and sharing our growth and learning as a region;
4. Focussing on what works with a narrow and sharp focus;
5. Having a mandate to remove distractors;

6. Exploring the space within your career where you willingly move from Conscious Competence and Unconscious Competence back to Conscious Incompetence to learn a new skill in a supportive environment within the GRR model.

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To the colleagues, known and unknown, who provided thoughtful feedback on the various drafts on this report.

Appendix

Appendices include Tables 1 – 17.

Table 1

% Level of Achievement of all students achieving an A, B or C, mapped against School Improvement timeline

Key:
Red = below expectations Amber = at/almost reached expectations Green = Level Of Achievement goal achieved

Reporting Period	English: all students	English: Indigenous students	Maths (YuMi Deadly): all students	Maths (YuMi Deadly): Indigenous students	Science: all students	Science: Indigenous students	Whole School Results: all students (No. of all students)	Whole School Results: Indigenous students (No. of Indigenous students)
Semester 1, 2013 (Baseline data)	41.3%	30.8%	59.3%	56.3%	65.8%	62.8%	54.2% (152)	50.7% (78)
Semester 2, 2013 (Baseline data)	52.2%	42.8%	59.7%	52.8%	72.6%	64.8%	63.6% (135)	58.9% (71)
Semester 1, 2014 (Baseline data)	48.6%	42.6%	56.1%	49.4%	57.4%	50%	61.8% (133)	55% (75)
Semester 2, 2014 (Baseline data)	67.7%	58.2%	68.6%	64.3%	59.8%	52.9%	66.1% (122)	62.4% (68)
Semester 1, 2015 (Learning Walls commence)	75.7%	69.5%	77.7%	74.7%	71.4%	63.4%	74.5% (111)	70% (65)
Semester 2, 2015	83.5%	75%	78.7%	70.5%	78.7%	71.8%	83.5% (129)	79.3% (77)
Semester 1, 2016	77.7%	72.4%	76.6%	71.8%	79.1%	74.5%	84.4% (142)	81.9% (100)
Semester 2, 2016	80.8%	77.6%	82.9%	80.7%	78.2%	74.5%	87.8% (136)	86.2% (94)
Semester 1, 2017	82.5%	82.5%	83.1%	80.8%	84%	79.7%	82% (125)	80.7 (87)

Table 2

Year	Focus Research
2014, Semester 2	Konza: 'The Big 6' (Reading Comprehension); Research into practice: Phonological awareness' Ontario Early Reading Strategy: A Guide to Effective Instruction in Reading' Snider: 'The Relationship between Phonemic Awareness and Later Reading Achievement' Collaborative Inquiry – Action Research (reading): North Queensland Region STRIVE and word walls Teaching and Learning Cycle Kotter: Change Management Theory

	North Queensland Region / Education Queensland: Sharratt and Fullan: Parameters of Successful Schools; Putting Faces on the Data; 5 Questions for Students and 5 Questions for Teachers; Data walls - from display to diagnosis
2015	Learning Walls Hattie: Visible learning STRIVE and word walls (North Queensland Region Speech and Language Pathologists) Konza: 'The Big 6' Gradual Release of Responsibility model: Modelled, Shared, Guided and Independent phases Collaborative Inquiry – Action Research (reading) 3 Queuing System Teaching and Learning Cycle McCarney & Cummins Wunderlich: Pre-Referral Intervention Payne: A framework for understanding poverty Kotter: Change Management Theory North Queensland Region / Education Queensland: Sharratt and Fullan: Parameters of Successful Schools; Putting Faces on the Data; Realization; 5 Questions for Students and 5 Questions for Teachers: Data walls Alignment matrix by principle (pedagogical frameworks) Quality Teaching and Learning / North Queensland Region State Schools edStudio State Schools Strategy 2014 – 2018
2016	Learning Walls Quality Teaching and Learning / High impact practices Gradual Release of Responsibility model: Modelled, Shared, Guided and *Inter*dependent phases and 4 lesson sequence for the teaching of reading Trauma and its impact on learning (various) Teaching and Learning Cycle North Queensland Region / Education Queensland: AITSIL Teaching with a literacy focus Think-alouds State Schools Strategy 2014 – 2018 Sharratt and Fullan: Putting Faces on the Data; Learning Walls Quality Teaching and Learning / High impact practices Language Leaders – EAL/D
2017	Fisher, Frey and Hattie: Visible Learning for Literacy Gradual Release of Responsibility model: Modelled, Shared, Guided and *Inter*dependent phases and 4 lesson sequence for the teaching of reading Bryan: Colourful Semantics Christensen: Reading Link North Queensland Region / Education Queensland: Quality Teaching and Learning / High impact practices Sharratt and Fullan: Putting Faces on the Data State Schools Strategy 2016 – 2020

Table 3

Charting growth of more than 2 PM levels in Reading PM scores in Term 3, 2014

(*Expectation of growth of 2 PM levels per term)

Year Level	Movement	~~Names~~	Total	Total Enrol
Prep	+4		6	
	+3		4	
	+2		1	

	+1		4	
	0		9	24
Year 1	+4		0	
	+3		3	
	+2		2	
	+1		1	
	0		10	16
Year 2	+4		2	
	+3		2	
	+2		4	
	+1		1	
	0		2	11
Year 3	+4		5	
	+3		2	
	+2		3	
	+1		2	
	0		2	
	1 on PM 30			15
Year 4	+4		1	
	+3		2	
	+2		3	
	+1		4	
	0		1	12
Year 5	+4		1	
	+3		1	
	+2		4	14
	+1		6	
	1 on Probe 20		1	
Year 6	+4		1	
	+3		2	
	+2		5	
	+1		8	
	0		1	
	2 on Probe 20			17
Year 7	+4		5	
	+3			
	+2		1	
	+1		1	
	0		1	
	6 on Probe 20		6	14
			31	123
Individual Curriculum Program (ICP) Results – Reading Levels (Students working at least two years below their age level)				
ICP Students in Years 1-3	+ 4		1	

	+3		1	
	+1		1	
	0		4	8
ICP Students in Years 4-7	+ 7		5	
	+5		1	
	+4		1	
	+3		1	8

Table 4		
2015 The Learning Wall:	2016 The Learning Wall:	2017 The Learning Wall:
- Unit title; - Guide To Making Judgment - Know and Do table; - A, B, C, D, E learning goals; - Co-constructed success criteria (with tick sheets for students, sometimes on the wall); - Vocabulary (word wall); (STRIVE); - Model of task; - Growing learning – photos; - Time frame; - WALT/TIB/WILF for unit; - differentiation of the above for students which may include colour-coding, visual symbols, student-friendly GTMJ, large writing, pictures.	- Unit title; - Guide To Making Judgment; - Know and Do table; - A, B and C learning goals taken from the GTMJ; - Co-constructed success criteria; - Vocabulary (word wall); - differentiation of the above for students which may include colour-coding, visual symbols, student-friendly GTMJ, large writing, pictures; - Teacher-constructed exemplar (Semester 2); - Student work samples (Semester 2); - Pre- and post-test data may be incorporated with learning goals.	- Unit title; - Guide To Making Judgment; - Know and Do table; - A, B and C learning goals; - Success Criteria; - Vocabulary (word wall); - Teacher-constructed exemplar; - Student work samples from weak to strong added throughout unit; - differentiation of the above for students which may include colour-coding, visual symbols, student-friendly GTMJ, large writing, pictures; - Pre- and post-test data may be incorporated with learning goals.
…and WALT/TIB/WILF expected for each lesson	…and WALT/TIB/WILF expected for each lesson	…and Learning Intention and Success Criteria of lessons linked to Learning Wall
<u>Student use of the Learning Wall</u>: -Daily frequent use of the 5 Questions for Students to improve student articulation of their learning, including Question 4, Where can you go to for help? (the Learning Wall)	<u>Student use of the Learning Wall</u>: -Daily frequent use of the 5 Questions for Students to improve student articulation of their learning, including Question 4, Where can you go to for help? (the Learning Wall)	<u>Student use of the Learning Wall</u>: -Daily frequent use of the 5 Questions for Students to improve student articulation of their learning, including Question 4, Where can you go to for help? (the Learning Wall)
<u>Observations of the Learning Wall in use</u>: -Growth of the Learning Wall using the Teaching and Learning Cycle in 5 week units (10 week units – Prep);	<u>Observations of the Learning Wall in use</u>: -Growth of the Learning Wall using the Teaching and Learning Cycle in 5 or 10 week units;	<u>Observations of the Learning Wall in use</u>: -Growth of the Learning Wall in progression through the phases of Surface/Deep/Transfer learning in 5 or 10 week units;

-Local Consultative-Committee-approved three-times per term scheduled lesson observations with feedback and follow-up sessions with the principal/observer; -Three-times per term walk-throughs with feedback to the teachers and Leadership Team; -Assistant Regional Director walk-throughs on school visits; and -School visitor walk-throughs to observe Learning Walls in action.	-Three-times per term lesson observations with feedback and follow-up sessions with the principal/observer; -Three-times per term walk-throughs with feedback to the teachers and Leadership Team; -Assistant Regional Director walk-throughs on school visits; and -School visitor walk-throughs to observe Learning Walls in action.	-Three-times per term lesson observations with feedback and follow-up sessions with the principal/observer; -Three-times per term walk-throughs with feedback to the Leadership Team; -Assistant Regional Director walk-throughs on school visits; and -School visitor walk-throughs to observe Learning Walls in action.

Table 5				
Turnover	2014 May - Dec	2015	2016	2017
New leadership team members	First acting principal (June-June Term 2; Term 3 Week 7 – December); Second acting principal (Term 3 Wk 1-7), then acting deputy principal (Term 3 Wk 7 - Dec New acting HOSES (Term 3 onwards)	New transferee becomes Pedagogy Coach (HOC)	New acting HOC from high-performing school (June) -temporary Deputy Principal on Return To Work at Vincent State School (Semester 2)	-Senior teacher becomes ST:LaN (Maths)
Continuing leadership team members	-Head of Curriculum -Mobility Officer/ST:LaN becomes Connectedness Officer /ST:LaN -HOSES (ECDP)	Acting deputy principal appointed acting principal (Jan) -Connectedness Officer /ST:LaN -HOSES (ECDP) -HOSES acting in Cluster role	-Acting principal becomes substantive principal -Connectedness Officer /ST:LaN -HOSES (ECDP) -HOSES (appointed substantive)	-Principal -Connectedness Officer /ST:LaN -HOSES (ECDP) -HOSES
Left leadership team members	-Substantive principal - end Semester 1 -HOC, end Semester 2	-Pedagogy Coach becomes Master Teacher elsewhere (Term 4)	-New transferee becomes Pedagogy Coach (HOC) but discontinued at end Term 1 -temporary Deputy Principal on Return To Work at Vincent State School (Semester 2)	

Table 6				
Primary school turnover	2014	2015	2016	2017 (Aug)
Classes with 1 teacher	3	3	1	3
Classes with 2 teachers	1	2	2	1

Classes with 3 teachers	1	1	2	1
Classes with 4 teachers	1	0	0	0
Classes with 5 teachers	0	0	1	0
Classes with more than 5 teachers	0	0	0	1
Replacements of specialist teachers	0	4	5	5
Unfilled vacancies of specialist teachers	0	3	2	1

Table 7	
Quick implementation that occurred at Vincent State School was able to occur successfully due to the school context at the time. These factors are analysed for scalability below:	Impact on scalability
1. Case management of the school – new evidence-based practices had to be introduced to improve the very low percentage of students achieving A, B and C Levels of Achievement	Change Management Theory: the purpose for change must be reasonable.
2. The staff understood that rapid improvement was expected.	The moral imperative: every graduating primary student must be literate and numerate.
3. The staff wanted experts to help them.	A knowledgeable other has credibility
4. The staff understood that for rapid improvement to occur, they required targeted professional development	Professional Development should be linked to the school's current Annual Implementation Plan
5. The staff wanted to be consulted on the number and focus of lesson observations, so a Local Consultative Committee was set up to give them a voice.	An LCC is required for any Band 8 or larger school.
6. Due to the school's falling ICSEA value from bottom 4% to bottom 1% of the state and nation (2014 to 2016) and its Indigenous student population stabilising at between 60% – 85%, grant funding has increased. This context provides funds to purchase exceptional experienced leaders to coach and mentor staff up to 1 Full-Time-Equivalent (FTE) for rapid and sustainable improvements in teacher capability and improvements in students achieving A, B and C Levels of Achievements that would otherwise not be possible at its current banding or loss of funding if government grants (GRG/I4S) ended.	This plan would be cost neutral in larger schools with HOCs and ST:LaNs. Small schools would have to allocate additional funds to purchase staff.

Table 8	
Period	Resources and investment
Semester 2, 2014	*The school came under Regional Office case management from Semester 2, 2014, after a period of difficulty. Regional Office staff, working as coaches and mentors under the Gradual Release of Responsibility model, were able to work with whole-school and selected staff for a number of semesters at no cost to the school. Other additional allocations for staff were provided at various times while the school achieved its12-month Improvement Plan goals.*

	-second acting principal appointed for the first new acting principal on leave (7 weeks) -second acting principal appointed acting deputy principal (School improvement) to support the acting principal (Regional Office additional staffing allocation for 13 weeks)
2015	-0.4FTE Government funding for Literacy Coach (HOC level) in Semester 1 ($0) -0.6FTE Literacy Coach for Semester 1 and Semester 2 Literacy Coach for Semester 2 at HOC level ($76,625) -Additional teacher aides for small group work to support curriculum instruction at the Learning Wall $8000/month ($36,000/ semester) from grants including remainder of National Partnerships grants and 2015 Great Results Guarantee government grant TOTAL: $179,443
2016	-Pedagogy Coach (0.2FTE) for Term 1 $5108 with Investing 4 Success government grant. -Regional Office additional allocation - HOC for 12 months from June 2016 to June 2017 ($0) -Additional teacher aides for small group work to support curriculum instruction at the Learning Wall $8000/month ($72,000) from grants including remainder of National Partnerships government grants and I4S grant TOTAL: $77,108
2017	-Regional Office additional allocation - HOC for 12 months up to June 2017 ($0) -HOC (1FTE) for Semester 2 ($51,917) from 2017 Investing 4 Success grant -Additional teacher aides for small group work to support curriculum instruction at the Learning Wall $8000/month ($36,000/ semester) from various grants -0.2FTE release time for Support Teacher: Literacy and Numeracy (YuMi Deadly Maths) to coach and mentor staff in planning with YuMi Deadly RAMR model and using Learning Wall aligned with RAMR at Senior Teacher level ($9,453/ semester) PREDICTED TOTAL $142,823 Semester 1 = $45,453; Semester 2 = $97, 370

Table 9

Costs per student *				
Prep – Year 6-7	2014	2015	2016	2017
Semester 1		111 (no Year 7)	142	125
Semester 2	122	129	136	Dec 2017 figures
Average no. students	122	120	139	125
Cost per student	-	$1,470	$642	Sem 1: $363 Sem 2: $778 (approx.)

Table 10

A-C LEVEL OF ACHIEVEMENT IMPROVEMENT FROM SEM 2, 2014 TO SEM 1, 2015 (Target: 70% A-C in English; Expectation: 70% A-C in all KLAs)				KEY:	↑beyond 70% A-C	↑ below 70% A-C	↓below 70% A-C	
2015 Level:	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall Semester 1 2015 A-C%
English	67%	↑38% to 86%	↓12% to 74%	↓26% to 56%	↑5% to 80%	↑14% to 89%	↓22% to 60%	73%

Geography	73%	↓12% to 55%	↓36% to 58%	↓14% to 50%	↓8% to 50%	↑14% to 72%	↓4% to 55%	59%
Health								
HPE								
History	53%	73%	↓20% to 58%	↑15% to 70%	↓14% to 44%	↑14% to 72%	↑46% to 64%	62%
Languages								
Mathematics	80%	↑38% to 95%	↓12% to 68%	↓3% to 70%	↓11% to 56%	↑17% to 83%	↑25% to 90%	77%
Music								
Science	80%	↑23% to 86%	↑11% to 84%	↓14% to 50%	↓20% to 38%	↑20% to 78%	↑11% to 64%	68%
Technology	93%	86%	↓5% to 68%	↓4% to 60%	↓39% to 44%	↑6% to 89%	↑3% to 91%	75%
The Arts	86%	59%	↓44% to 37%	↓3% to 70%	↓20% to 63%	↑11% to 94%	↑32% to 91%	71%
Barriers:			3 teachers in Term 1					

Table 11	
Example: Yr 1 teacher (Early Adopter)	
All students	Indigenous students
Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑38% to 86% A-C Maths: ↑38% to 92% A-C	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑42% to 75% A-C Maths: ↑52% to 92% A-C
Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑13% to 48% A-C Prep Maths: ↑3% to 57% A-C Prep	Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: =0% at 33% A-C Prep Maths: ↑1% to 40% A-C Prep 17% achieved PM End-of-year benchmark Prep (↑11% from 6% the previous year)

Table 12	
Example: Yr 4/5 teacher (Compliance)	
All students	Indigenous students
Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑20% to 80% A-C Yr 4 Maths: ↓17% to 56% A-C Yr 4 English: ↑14% to 89% A-C Yr 5 Maths: ↑17% to 83% A-C Yr 5	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑30% to 80% A-C Yr 4 Maths: ↓6% to 64% A-C Yr 4 English: = 0% at 80% A-C Yr 5 Maths: = 0% at 80% A-C Yr 5
Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑10% to 60% A-C Yr 3 Maths: ↑1% to 33% A-C Yr 3 English: ↑13% to 75% A-C Yr 4 Maths: ↓2% to 67% A-C Yr 4	Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑17% to 50% A-C Yr 3 Maths: ↑25% to 25% A-C Yr 3 English: ↑30% to 80% A-C Yr 4 Maths: ↑13% to 80% A-C Yr 4

Table 13	
Example: Yr 3/4 teacher (Resistant to change)	
All students	Indigenous students
Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↓26% to 56% A-C Yr 3 Maths: ↓3% to 70% A-C Yr 3 English: ↓10% to 50% A-C Yr 4 Maths: ↓17% to 56% A-C Yr 4	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↓33% to 67% A-C Yr 3 Maths: ↓17% to 83% A-C Yr 3 English: ↑30% to 67% A-C Yr 4 Maths: ↓6% to 64% A-C Yr 4
Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑27% to 82% A-C Yr 2 Maths: =0% at 73% A-C Yr 2 English: ↑10% to 60% A-C Yr 3 Maths: ↑40% to 73% A-C Yr 3	Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑33% to 100% A-C Yr 2 Maths: =0% at 100% A-C Yr 2 English: ↑17% to 50% A-C Yr 3 Maths: ↑45% to 70% A-C Yr 3 11% achieved PM End-of-year benchmark Yr 2

Table 14 **School Improvement Timeline**	
Period	School Improvement timeline **Bold = strategies linked to Learning Wall**
Semester 1, 2013	Baseline data
Semester 2, 2013	Baseline data
Semester 1, 2014	Baseline data Teaching and Learning Audit – Term 2 Regional case-management of school commences
Semester 2, 2014	Baseline data – commencement of new leadership team Goal: 70% achieving A-C Acting principal (x2); Acting HOSES; Additional Deputy-Principal: School Improvement School Discipline Audit – Term 3 Connectedness Strategy commences – Term 3 Sharratt & Fullan's Parameters of Successful Schools; Putting Faces on the Data Data walls Whole-staff 20hr PD: Big 6 Reading Groups -Term 4 Whole-school Short Term Data Cycles commence Up-to-fortnightly lesson observations and daily walk-throughs Responsible Behaviour Plan for Students
Semester 1, 2015	**Literacy Block + microtimetable commenced for all + small group instruction** **Learning Walls commenced: English, Maths and Science (Term 1)** **20 hrs school-devised PD on Learning Walls (Term 1) and Reading Groups (Term 2) for all teachers using GRR in M/S/G/I and social moderation of Learning Walls and Reading Group scripts** **3 Lesson observations + 3 walk-throughs/term > Learning Walls.** **Planning meetings with principal twice/term start** **Goal: 75% achieving A-C English; 70% others** **New pedagogical practices commenced, focussed on Learning Walls** **Literacy Coach employed for all teachers: weekly coaching through M/S/G/I** 4-lesson sequence for Reading groups commenced (originally 'VSS Early Years Reading Project') Quality Teaching and Learning

	National School Improvement Tool (Hierarchy Triangle) + State Schools Strategy 2014 - 2018
Semester 2, 2015	**3 Lesson observations + 3 walk-throughs/term > Learning Walls.** **Pedagogy Coach (HOC) employed for all teachers for Learning Walls, Reading groups and planning alignment: GRR using M/S/G/I** **Goal: 75% achieving A-C English; 70% others** 4-lesson sequence for Reading groups School Improvement Plan (12 months) (SIU) Quadrennial School Review and Strategic Plan completed **New pedagogical framework in development**
Semester 1, 2016	**New pedagogical framework in action** **New Whole-School Curriculum Plan (multi-level)** **Pedagogical framework review completed** Pedagogy Coach employed for all teachers Term 1 (unsuccessful work model > discontinued) **HOC employed from July Term 2: M/S/G/I for Learning Walls and planning alignment** **3 Lesson observations + 3 walk-throughs/term > Learning Walls.** **Goal: 75% achieving A-C all subjects** 4-lesson sequence for Reading groups Finance audit – Term 2
Semester 2, 2016	**HOC employed from Term 2: M/S/G/I for Learning Walls and planning alignment** **3 Lesson observations + 3 walk-throughs/term > Learning Walls.** **Goal: 75% achieving A-C all subjects** 4-lesson sequence for Reading groups Prep-Yr 6 Responsible Behaviour Plan for Students review
Semester 1, 2017	**HOC employed from Term 2: M/S/G/I for Learning Walls and planning alignment** **3 Lesson observations + 3 walk-throughs/term > Learning Walls.** **Collaborative Inquiry Cycles commence for all** **Goal: 80% achieving A-C English, Maths, Science** 4-lesson sequence for Reading groups <PM30 Reading Link commenced for at/above PM30 Colourful Semantics commenced Prep-Yr 6

Table 15

Original analysis in table-format from 2015

<u>2015 Conclusions</u> – financial intervention via programs successful? <u>Microtimetables</u>; 2FTE teachers; $8000/month on Teacher Aides for Literacy/Numeracy groups; Connectedness Officer; Pedagogy Coach for focus on whole-school pedagogy practices; Support Teacher: Literacy and Numeracy (ST:LaN); Learning Walls; co-constructed success criteria; learning goals; scripted reading groups (M/S/G/I); additional NCT for coaching/mentoring; additional Behaviour Support Teacher/Special Education Program (BST/SEP) teacher; Individual Curriculum Program (ICP) class; IT teacher

STAFF (icon used for de-personal-isation)	SUCCESSES – ALL STUDENTS TARGET: 70+% achieving A-C (Results Year level averages, not class averages)	SUCCESSES – INDIGENOUS STUDENTS TARGET: 70+% achieving A-C (Results Year level averages, not class averages)	Average year overall LOA results (based on OneSchool Year level % A-C): LOA goal achieved/exceeded LOA goal almost achieved LOA goal not achieved/very low	Average year overall Indigenous results (based on OneSchool Year level % A-C):
TEACHER A (ICP teacher for Yr 1/2/3 when ST:L&N,	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑27% to 82% A-C	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑33% to 100% A-C	2015 English 67% 2015 Maths 80% 2014 English 71.5% (+ICP)	2015 English 43% (10% ↑ than 2014 Prep) 2015 Maths 57% (18% ↑ than 2014 Prep) 2014 English 70.5% (+ICP)

Sem 2, 2014) 1FTE Prep TA EYR (Early Years Reading) Project 2015 (later known as 4-lesson sequence)	Maths: =73% A-C ↑14% to 31.25% achieved PM End-of-year benchmark by Term 3 Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: (Prep not at school last year)	Maths: =0% at 100% A-C Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: (Prep not at school last year)	2014 Maths 76.5% (+ICP) 2013 English 51.5% 2013 Maths 52%	2014 Maths 70.75% (+ICP) 2013 English 41.25% 2013 Maths 49%
TEACHER B (on staff from Term 4 2014) EYR Project 2015	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑38% to 86% A-C Maths: ↑38% to 92% A-C Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑13% to 48% A-C Prep Maths: ↑3% to 57% A-C Prep	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑42% to 75% A-C Maths: ↑52% to 92% A-C Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: =0% at 33% A-C Prep Maths: ↑1% to 40% A-C Prep 17% achieved PM End-of-year benchmark Prep	2015 English 86% 2015 Maths 95% 2014 English 87% 2014 Maths 80%	2015 English 75% 2015 Maths 92% 2014 English 86% 2014 Maths 86%
TEACHER C (third teacher in 2015) (On staff from Term 2, 2015) no assessment completed in Term 1 by previous teacher (Eng/ Maths)	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑27% to 82% A-C Maths: =(73% A-C) Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↓13% to 74% A-C Yr 1 Maths: ↓12% to 68% A-C	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑33% to 100% A-C Maths: = (100% A-C) Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↓4% to 82% A-C Yr 1 Maths: ↓22% to 64% A-C 6% achieved PM End-of-year benchmark Yr 1	2015 English 74% 2015 Maths 68%	2015 English 82% 2015 Maths 64%
TEACHER D (not on staff in 2014)	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↓26% to 56% A-C Yr 3 Maths: ↓3% to 70% A-C Yr 3 English: ↓10% to 50% A-C Yr 4	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↓33% to 67% A-C Yr 3 Maths: ↓17% to 83% A-C Yr 3 English: ↑30% to 67% A-C Yr 4	2015 English 53% 2015 Maths 63%	2015 English 73.5% (inc ICP*) 2015 Maths 73.5%

	Maths: ↓17% to 56% A-C Yr 4 Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑27% to 82% A-C Yr 2 Maths: =0% at 73% A-C Yr 2 English: ↑10% to 60% A-C Yr 3 Maths: ↑40% to 73% A-C Yr 3	Maths: ↓6% to 64% A-C Yr 4 Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑33% to 100% A-C Yr 2 Maths: =0% at 100% A-C Yr 2 English: ↑17% to 50% A-C Yr 3 Maths: ↑45% to 70% A-C Yr 3 11% achieved PM End-of-year benchmark Yr 2		
TEACHER E	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑20% to 80% A-C Yr 4 Maths: ↓17% to 56% A-C Yr 4 English: ↑14% to 89% A-C Yr 5 Maths: ↑14% to 83% A-C Yr 5 Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑27% to 82% A-C Yr 2 Maths: =0% at 73% Yr 2 English: ↑10% to 60% A-C Yr 3 Maths: ↑40% to 73% A-C Yr 3	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑30% to 80% A-C Yr 4 Maths: ↓6% to 64% A-C Yr 4 English: = 0% at 80% A-C Yr 5 Maths: = 0% at 80% A-C Yr 5 Cohort Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑36% to 86% A-C Yr 2 Maths: =0% at 100% Yr 2 English: ↑17% to 50% A-C Yr 3 Maths: ↑45% to 70% A-C Yr 3	2015 English 76.3% 2015 Maths 76.3% 2014 English 61.75% 2014 Maths 63% 2013 English 46% 2013 Maths 38.5%	2015 English 64.3% 2015 Maths 75.6% 2014 English 62.5% 2014 Maths 73.75% 2013 English 20.5% 2013 Maths 38.5%
TEACHER F (District Relief Teacher for 2015, but teacher of this class since Term 1, Week 2.)	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑10% to 60% A-C Yr 6 Maths: ↑11% to 90% A-C Yr 6 Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑25% to 50% A-C Yr 5	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: ↑19% to 33% A-C Yr 6 Maths: ↑26% to 83% A-C Yr 6 Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑14% to 14% A-C Yr 5	2015 English 74.5% 2015 Maths 86.5% 2014 English 56.5% 2014 Maths 62.5% 2013 English 47% 2013 Maths 62.75%	2015 English 56.6% 2015 Maths 81.5% 2014 English 36% 2014 Maths 49.5% 2013 English 37% 2013 Maths 57.5%

	Maths: ↑48% to 79% A-C Yr 5 English: ↑13% to 82% Yr 6 Maths: ↓10% to 65% Yr 6	Maths: ↑44% to 57% A-C Yr 5 English: ↑3% to 70% Yr 6 Maths: ↓28% to 50% Yr 6		
TEACHER G	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: (No Yr 7s in 2015) Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑13% to 82% Yr 6 Maths: ↓10% to 65% Yr 6 English: =0% at 71% Yr 7 Maths: ↑7% to 64% Yr 7	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: (No Yr 7s in 2015) Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑3% to 70% Yr 6 Maths: ↓28% to 50% Yr 6 English: =0% at 71% Yr 7 Maths: ↑7% to 64% Yr 7	2015 English – absent 2015 Maths – absent 2014 English 61.5% – absent in Term 4 69% 2014 Maths 69.5% – absent in Term 4 67% 2013 English 47% 2013 Maths 62.75%	2015 English – absent 2015 Maths – absent 2014 English 58.5% – absent 75% 2014 Maths 80.5% – absent 73.5% 2013 English 37% 2013 Maths 57.5%
(TEACHER H) Transferred as super-numero after Term 1, Week 5.	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: 0% - did not assess Unit 1 Maths: 0% - did not assess Unit 1 Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑10% to 60% A-C Yr 3 Maths: ↑40% to 73% A-C Yr 3 English: ↑13% to 75% A-C Yr 4 Maths: ↓2% to 67% A-C Yr 4	Improvement in LOA from Sem 2, 2014 to Sem 1, 2015 in: English: 0% - did not assess Unit 1 Maths: 0% - did not assess Unit 1 Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑17% to 50% A-C Yr 3 Maths: ↑45% to 70% A-C Yr 3 English: ↑30% to 80% A-C Yr 4 Maths: ↑13% to 80% A-C Yr 4	2015 English – no assessment Term 1 2015 Maths – no assessment Term 1 2014 English 61.75% 2014 Maths 60.5% 2013 English 27.5% 2013 Maths 68.5%	2015 English – no assessment Term 1 2015 Maths – no assessment Term 1 2014 English 53.25% 2014 Maths 62.5% 2013 English 27.5% 2013 Maths 79.5%
(TEACHER I) Retired	Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: ↑13% to 48% A-C Prep Maths: ↑3% to 57% A-C Prep	Improvement in LOA from Sem 1, 2014 to Sem 2, 2014 in: English: = 0% at 33% A-C Prep Maths: ↑1% to 40% A-C Prep	2014 English 41.5% 2014 Maths 55.5% 2013 English 57.5% 2013 Maths 72%%	2014 English 33% 2014 Maths 39.5% 2013 English 47.5% 2013 Maths 66.5%
ICP classes run by HOSeS and BST/SEP (Sem	Rapid improvements in many ICP students' English and Maths			

2, 2014; 2015) and ST:L&N (2014, Sem 2)	results and in PM levels since Sem 2, 2014 introduction of ICP.			

Table 16

% of All students' and Indigenous (Ind) students' A-C Levels Of Achievement (LOA) in Maths/YuMi Deadly Maths in colour-coded semester cohorts

Levels	2015 – Sem 1	2014 – Sem 2	2014 – Sem 1	2013 – Sem 2	2013 – Sem 1
Prep	All Maths 80% Ind Maths 57%	All Maths 57% Ind Maths 40%	All Maths 54% Ind Maths 39%	All Maths 63% Ind Maths 60%	All Maths 81% Ind Maths 73%
Yr 1	All Maths 95% Ind Maths 92%	All Maths 80% Ind Maths 86%	All Maths 63% Ind Maths 50%	All Maths 76% Ind Maths 89%	All Maths 58% Ind Maths 70%
Yr 2	All Maths 68% Ind Maths 64%	All Maths 73% Ind Maths 100%	All Maths 73% Ind Maths 100%	All Maths 32% Ind Maths 0%	All Maths 45% Ind Maths 10%
Yr 3	All Maths 70% Ind Maths 83%	All Maths 73% Ind Maths 70%	All Maths 33% Ind Maths 25%	All Maths 82% Ind Maths 67%	All Maths 77% Ind Maths 75%
Yr 4	All Maths 56% Ind Maths 64%	All Maths 67% Ind Maths 80%	All Maths 69% Ind Maths 67%	All Maths 53% Ind Maths 38%	All Maths 45% Ind Maths 38%
Yr 5	All Maths 83% Ind Maths 80%	All Maths 79% Ind Maths 57%	All Maths 31% Ind Maths 13%	All Maths 88% Ind Maths 80%	All Maths 65% Ind Maths 75%
Yr 6	All Maths 90% Ind Maths 83%	All Maths 65% Ind Maths 50%	All Maths 75% Ind Maths 78%	All Maths 57% Ind Maths 50%	All Maths 56% Ind Maths 50%
Yr 7	-	All Maths 64% Ind Maths 83%	All Maths 64% Ind Maths 83%	All Maths 42% Ind Maths 42%	All Maths 53% Ind Maths 54%
KEY:	All = all students Ind = Indigenous students	Cohorts are colour-coded Green = 70% achieving A-C or above (2015 Goal)	Green = 70% achieving A-C or above (2015 Goal)	Amber = 65% achieving A-C or above (2015 Goal)	Red = Below 65% achieving A-C (2015 Goal)

Table 17						
Mapping cohort progress in improving Level Of Achievement, equal to or greater than 80% A-C						
	2017 Aim 80% achieving A-C	2016 Aim 75%	2015 Aim 70%	2014 Sem 1 No goal; Sem 2 goal 70%	2013	2012
Prep	Prep A-Teacher A; Sem 1 All Prep English 81% Ind Eng 85% All Maths 88% Ind Maths 92%	Prep A-Teacher A; Prep B-Teacher B Sem 1 All Prep English 69% Ind Eng 61% All Maths 76% Ind Maths 70% Sem 2 All Prep English 68% Ind Eng 68% All Maths 84% Ind Maths 79%	Prep A- Teacher C Sem 1 All Prep English 67% Ind Eng 43% All Maths 80% Ind Maths 57% 31.25% achieved PM End-of-year benchmark by Term 3 (↑14% from 2014) Sem 2 All Prep English 83% Ind Eng 70% All Maths 94% Ind Maths 90%	Prep A- Teacher C Sem 1 All Prep English 35% Ind Eng 33% All Maths 54% Ind Maths 39% Sem 2 All Prep English 48% Ind Eng 33% All Maths 57% Ind Maths 40% 17% achieved PM End-of-year benchmark (↑12% from 2013)	Prep A- Teacher C Sem 1 All Prep English 62% Ind Eng 55% All Maths 81% Ind Maths 73% Sem 2 All Prep English 53% Ind Eng 40% All Maths 63% Ind Maths 60% 5% achieved PM End-of-year benchmark	Prep A-Teacher C
Yr 1	1A Teacher U; Teacher W (T2) (CCB) Sem 1 All Yr 1 English 84.5% Ind Eng 94% All Maths 94.5% Ind Maths 94%	1A – Teacher B (S1), Teacher N (T3), Teacher M/Teacher X (T4); 1B Teacher U Sem 1 All Yr 1 English 90% Ind Eng 85% All Maths 90% Ind Maths 85% Sem 2 All Yr 1 English 90.6% Ind Eng 85% All Maths 86% Ind Maths 77%	1A – Teacher B Sem 1 All Yr 1 English 86% Ind Eng 75% All Maths 95% Ind Maths 92% Sem 2 All Yr 1 English 88% Ind Eng 79% All Maths 57% Ind Maths 75%	1A – Teacher A (Sem 1)/ Teacher V (T3)/ 1A – Teacher B (T4) Sem 1 All Yr 1 English 53% Ind Eng 50% All Maths 63% Ind Maths 50% Sem 2 (Term 4) All Yr 1 English 87% Ind Eng 86% All Maths 80% Ind Maths 86% 6% achieved PM End-of-year benchmark	1A – Teacher E Sem 1 All Yr 1 English 26% Ind Eng 30% All Maths 58% Ind Maths 70% Sem 2 All Yr 1 English 29% Ind Eng 44% All Maths 76% Ind Maths 89% 6% achieved PM End-of-year benchmark	1A – Teacher E Sem 1 All Yr 1 English 26% Ind Eng 11% All Maths 45% Ind Maths 22% Sem 2 All Yr 1 English 45% Ind Eng 18% All Maths 52% Ind Maths 29%

Yr 2	2A – Teacher R; 2B – Teacher S (T1) Teacher Q (1/2 T2) 3 other teachers (½ T2) (CCD) Sem 1 All Yr 2 English 75% Ind Eng 75% All Maths 73% Ind Maths 64%	2A – Teacher U; 2B – Teacher L (T1) Teacher M (T2) Teacher S (S2) Sem 1 All Yr 2 English 65% Ind Eng 50% All Maths 48% Ind Maths 29% Sem 2 All Yr 2 English 88% Ind Eng 85% All Maths 92% Ind Maths 93%	2A – Teacher E (T1) Teacher U (T2-4); 2B – Teacher B Sem 1 All Yr 2 English 74% Ind Eng 82% All Maths 68% Ind Maths 64% Sem 2 All Yr 2 English 100% Ind Eng 100% All Maths 100% Ind Maths 100%	2A – Teacher H Sem 1 All Yr 2 English 55% Ind Eng 67% All Maths 73% Ind Maths 100% Sem 2 All Yr 2 English 82% Ind Eng 100% All Maths 73% Ind Maths 100% 11% achieved PM End-of-year benchmark (↑5% from 2013)	2A – Teacher H Sem 1 All Yr 2 English 50% Ind Eng 30% All Maths 45% Ind Maths 10% Sem 2 All Yr 2 English 42% Ind Eng 11% All Maths 32% Ind Maths 0%	2A – Teacher I Sem 1 All Yr 2 English 14% Ind Eng 9% All Maths 14% Ind Maths 9% Sem 2 All Yr 2 English 48% Ind Eng 45% All Maths 38% Ind Maths 45%
Yr 3	3A – Teacher S (T1) Teacher Q (1/2 T2) 3 other teachers (½ T2) (CCD); 3B - Teacher P (CCE) Sem 1 All Yr 3 English 80% Ind Eng 81.5% All Maths 74.5% Ind Maths 75%	3A – Teacher L (T1) Teacher M (T2) Teacher S (S2) Sem 1 All Yr 3 English 72% Ind Eng 69% All Maths 61% Ind Maths 62% Sem 2 All Yr 3 English 77.8% Ind Eng 79% All Maths 76% Ind Maths 79%	3A – Teacher K (T1-3); Teacher O/Teacher P (T4) Sem 1 All Yr 3 English 56% Ind English 67% All Maths 70% Ind Maths 83% NAPLAN Similar to NMS – numeracy (90%) Below National Minimum Standard (NMS) – spelling (45%); writing (70%); reading (72%)' grammar & punctuation (72%) Above the State mean for Indigenous results in grammar and punctuation, numeracy, reading and writing; **B**elow in spelling Sem 2 All Yr 3 English 69% Ind Eng 67%	3A – Teacher H; 3B – Teacher E Sem 1 All Yr 3 English 50% Ind Eng 33% All Maths 33% Ind Maths 25% Sem 2 All Yr 3 English 60% Ind Eng 50% All Maths 73% Ind Maths 70% NAPLAN Similar to NMS – numeracy (85%) Below NMS – spelling (53%); writing (69%); reading (50%)' grammar & punctuation (60%)	3A - Teacher J Sem 1 All Yr 3 English 46% Ind Eng 38% All Maths 77% Ind Maths 75% Sem 2 All Yr 3 English 55% Ind Eng 33% All Maths 82% Ind Maths 67% NAPLAN Similar to NMS – numeracy (84%); grammar & punctuation (84%) Below NMS – spelling (76%); writing (69%); reading (69%)	3A – Teacher G Sem 1 All Yr 3 English 28% Ind Eng 6% All Maths 28% Ind Maths 6% Sem 2 All Yr 3 English 37% Ind Eng 25% All Maths 37% Ind Maths 17%

			All Maths 62% Ind Maths 67%			
Yr 4	4A – Teacher P (CCE) Sem 1 All Yr 4 English 75% Ind Eng 80% All Maths 92% Ind Maths 100%	4A – Teacher T Sem 1 All Yr 4 English 86% Ind Eng 80% All Maths 100% Ind Maths 100% Sem 2 All Yr 4 English 100% Ind Eng 100% All Maths 88% Ind Maths 83%	4A – Teacher K (T1-3), Teacher O/Teacher P (T4); 4B – Teacher H Sem 1 All Yr 4 English 80% Ind Eng 80% All Maths 56% Ind Maths 64% Sem 2 All Yr 4 English 60% Ind Eng 50% All Maths 75% Ind Maths 64%	4A – Teacher E Sem 1 All Yr 4 English 62% Ind Eng 50% All Maths 69% Ind Maths 67% Sem 2 All Yr 4 English 75% Ind Eng 80% All Maths 67% Ind Maths 80%	4A - Teacher J; 4B – Teacher I Sem 1 All Yr 4 English 30% Ind Eng 13% All Maths 45% Ind Maths 38% Sem 2 All Yr 4 English 47% Ind Eng 38% All Maths 53% Ind Maths 38%	4A - Teacher J ; 4B – Teacher H Sem 1 All Yr 4 English 61% Ind Eng 67% All Maths 71% Ind Maths 72% Sem 2 All Yr 4 English 68% Ind Eng 74% All Maths 75% Ind Maths 79%
Yr 5	5A – Teacher T Sem 1 All Yr 5 English 88% Ind Eng 80% All Maths 80% Ind Maths 71%	5A – Teacher T; 5B -Teacher P Sem 1 All Yr 5 English 92% Ind Eng 100% All Maths 100% Ind Maths 100% Sem 2 All Yr 5 English 90% Ind Eng 83% All Maths 82% Ind Maths 86%	5A – Teacher H; 5B Teacher I / Teacher J; 5C - Teacher K (T1-3)/Teacher O/Teacher P (T4) Sem 1 All Yr 5 English 89% Ind Eng 80% All Maths 83% Ind Maths 80% NAPLAN Similar to NMS – numeracy (94%) Below NMS – spelling (70%); writing (35%); reading (76%); grammar & punctuation (58%); Below the State mean for Indigenous results in spelling, grammar and punctuation,	5A – Teacher J Sem 1 All Yr 5 English 25% Ind Eng 0% All Maths 31% Ind Maths 13% Sem 2 All Yr 5 English 50% Ind Eng 14% All Maths 79% Ind Maths 57% NAPLAN Below NMS – spelling (46%); writing (50%); reading (40%); grammar & punctuation (53%); numeracy (66%)	5A – Teacher I; 5B – Teacher J Sem 1 All Yr 5 English 30% Ind Eng 17% All Maths 65% Ind Maths 75% Sem 2 All Yr 5 English 81% Ind Eng 80% All Maths 88% Ind Maths 80% NAPLAN Below NMS – spelling (60%); writing (65%); reading (84%); grammar & punctuation (65%); numeracy (57%)	5A – Teacher H ; 5B – Teacher F Sem 1 All Yr 5 English 57% Ind Eng 71% All Maths 57% Ind Maths 50% Sem 2 All Yr 5 English 53% Ind Eng 71% All Maths 59% Ind Maths 57%

			numeracy, reading and writing Sem 2 All Yr 5 English 94% Ind Eng 100% All Maths 81% Ind Maths 88%			
Yr 6	6A – Teacher T Sem 1 All Yr 6 English 82% Ind Eng 83% All Maths 85% Ind Maths 75%	6A – Teacher P Sem 1 All Yr 6 English 88% Ind Eng 89% All Maths 89% Ind Maths 90% Sem 2 All Yr 6 English 69% Ind Eng 60% All Maths 71% Ind Maths 73%	6A Teacher I T1, T3/ Teacher J T1-T3; 6B – Teacher H Sem 1 All Yr 6 English 60% Ind Eng 33% All Maths 90% Ind Maths 83% Sem 2 All Yr 6 English 83% Ind Eng 67% All Maths 57% Ind Maths 38 %	6A – Teacher J; 6B – Teacher I Sem 1 All Yr 6 English 69% Ind Eng 67% All Maths 75% Ind Maths 78% Sem 2 All Yr 6 English 82% Ind Eng 70% All Maths 65% Ind Maths 50%	6A – Teacher A & Teacher D Sem 1 All Yr 6 English 56% Ind Eng 50% All Maths 56% Ind Maths 50% Sem 2 All Yr 6 English 71% Ind Eng 50% All Maths 57% Ind Maths 50%	6A – Teacher A; 6B – Teacher F Sem 1 All Yr 6 English 31% Ind Eng 29% All Maths 63% Ind Maths 56% Sem 2 All Yr 6 English 57% Ind Eng 63% All Maths 63% Ind Maths 61%
Yr 7			-	7A – Teacher I Sem 1 All Yr 7 English 54% Ind Eng 50% All Maths 64% Ind Maths 83% Sem 2 All Yr 7 English 71% Ind Eng 83% All Maths 64% Ind Maths 83%	7A – Teacher A & Teacher D Sem 1 All Yr 7 English 32% Ind Eng 23% All Maths 53% Ind Maths 54% Sem 2 All Yr 7 English 47% Ind Eng 42% All Maths 42% Ind Maths 42%	7A – Teacher A Sem 1 All Yr 7 English 52% Ind Eng 38% All Maths 68% Ind Maths 54% Sem 2 All Yr 7 English 52% Ind Eng 43% All Maths 52% Ind Maths 50%