Snapshot report

Under the agreement for 2014
Arundel State School received $338,486

The following strategies have contributed towards the school meeting or exceeding targets:

- Under the leadership of a STLaN, implemented a range of intervention programs, including Reading support across prep, Year 1 and Year 2 classes (22 classes), ELF (phonological awareness), OLEY (oral language) and numeracy support programs.
  
  ELF programs were monitored using the SPAT (Sutherland Phonological Awareness test)
  Results as per effect size (0.4 for normal growth) were Prep – ES-1.3; Year 1 – 1.9; Year 2 – 1.4.
  OLEY programs were monitored anecdotally, with identified students demonstrating significant development.

- Every child entering prep in 2015 has been screened using the DIAL screening process, ensuring a positive productive beginning for students to the next school year.

- Reading intervention for the full range of students in Year 2 was conducted. In class support from teacher aides and withdrawal sessions led by intervention teachers were conducted. Monitoring Year 2 reading progress indicates growth, as demonstrated by effect sizes ranging from 0.4 to 0.8. (0.4 anticipated for 1 year)

- Embedded and strengthened teacher & teacher aide capacity by developing their instructional knowledge and skills to implement a range of programs – from guided and reciprocal reading, OLEY, ELF and speech language support programs.

- The engagement of an additional Speech language Pathologist enabled 103 students to be referred and assessed, with 69 students identified for continued support. Weekly intervention, at a greater frequency and intensity, have resulted in significant progress in language (vocabulary, concepts and oral narrative) and speech. Post assessments have revealed significant improvement of students from severe to moderate/mild and some students to achieve average range. Teacher aides have been trained to provide additional support. Anecdotal data indicates identified students participating more positively in class discussions/activities, conversing more with peers and adults.

- Year 3 Naplan results in reading indicate the following:
  - Significant growth in the reading mean by 18.4 points to be level with national mean.
  - Significant growth in achievement in the upper 2 bands (45.9%) to be level with national mean.
  - 8.9% of students below the national minimum score

Year 3 Naplan results in numeracy indicate the following:
- Growth in the Numeracy mean by 8.7 points to be level with national mean.
- Significant growth in achievement in the upper 2 bands (36.8%) to be level with national mean.
- 4.6% of students below the national minimum score

Each student who is not achieving NMS has an individual plan or a plan is in progress, to ensure continued improvement in numeracy and literacy.

Mick Quinn
Principal