



Investing For Success TARGETS and PROGRESS DATA 2020

- ❖ **Target: Ensure all students achieve the National Minimum Standard (NMS) for literacy and numeracy for their Year Level; or have an evidence-based plan, developed by the school, in place to address students' specific learning needs:**

Covid 19 Year 2020 and Data: *National Means Standard* refers to the data collected in NAPLAN in Years 3 and 5. In 2020, NAPLAN Testing did not occur, nevertheless, substantial data was collected across the year to monitor students' progress in literacy and numeracy. Focused assessments targeting specific skills i.e. phonological awareness (Letters and Sounds Assessment) was also gathered. Despite the interruptions in the usual modes of learning face to face, students of McDowall State School still made significant progress and in fact Investing for Success funding was crucial on their return to school to address gaps in learning.

- ❖ **100% of P-6 students scored improvement (using student profiling, screeners and assessment tools to examine how each individual child has improved over 2020).**
- ❖ **85% of each cohort achieved within the average-above average range.**
- ❖ **P-6 Indigenous student achievement, equal, if not better than, non-indigenous students:** *(see English, Maths A-C table below)*

	% English A-C		% Maths A-C	
	All students	Indigenous	All students	Indigenous
Preparatory Year	86	100	94	100
Year 1	89	100	95	100
Year 2	91	100	98	100
Year 3	95	100	95	100
Year 4	91	100	94	100
Year 5	93	100	95	75
Year 6	95	N/A	97	N/A

In the absence of NAPLAN Test data, norm referenced and standardised testing was used to monitor progress. Despite time lost in direct and explicit instruction, overall, students at McDowall State School retained high standards in literacy and numeracy.

RESULTS of MONITORING DATA (norm-referenced/ standardised)

Across the School

Reading

- Preparatory Year: PM Benchmark levels 'At Year Level or Above' exceeded 60% target to reach 79%.
- Year 1: PM Benchmark levels increase in students 'Above Year Level' benchmark from 51% (2019) to 58% (2020). This was further validated with PAT R (ACER Assessment) showing a lift of students achieving 'Above Year Level' 31% (2019) to 43% (2020).
- Years 1-6 PAT R saw an increase in 'At or Above Year Level Standard' to finally achieve the target of 92% of the cohort.

Spelling

- Years 2-6: Exceeded the target of students reaching 'At or Above Year Level Standard' from 95% (2019) to 98% (2020).

Writing

- Preparatory - Year 6: Exceeded the target of students reaching 'At or Above Year Level Standard' from 85% (2019) to 92% (2020).

Mathematics

- Years 1-6: Exceeded the target of 95% students reaching 'At or Above Year Level Standard' to see 96% of the cohort meeting this goal.
- Years 1-6: Exceeded the target of 50% students reaching 'Above Year Level Standard' to see 59% of the cohort meeting this goal.

A Focus on the Early Years

Phonological Awareness

- Preparatory Year teachers initiated a consistent approach to the teaching of phonological awareness by implementing the Letters and Sounds Programme. Funds were expended utilising a Speech Language Pathologist and follow up sessions with Teacher Aides. There were significant improvements seen in the 'Foundations of Early Literacy Assessment' (FELA).
- On entry to school 36% of Preparatory Year students were at benchmark level in contrast to 94% by the end of the year.

Oral Language

- On entry to school 65% of Preparatory Year students had oral language skills within average in contrast to 92% of the cohort by the end of the year. This means that 27% were able to more capably join their peers and access a deeper, more successful engagement within the classroom literacy programme.