



Hamilton SS I4S Snapshot - 2018

Background

- In 2017, five schools including Hamilton State School strategically aligned resources, including I4S funding with the ultimate goal of deepening understanding of the Australian Curriculum, engaging in up to date, high yield pedagogical practices and developing a culture of collective efficacy amongst staff.

Design – Line of sight

- The alignment of schools was driven by a range of data as well as context. All schools involved utilised multi-age resources in order to deliver curriculum as well as having Writing identified as their Explicit Improvement Agenda.
- The schools utilised I4S funding to engaged an executive curriculum coach in order to provide current, on-going and differentiated support and professional development to teachers, teacher aides and parents related to knowledge and implementation of the Australian Curriculum.
- A strategic plan was developed to enhance planning, moderation, assessment and pedagogical practices, as well as develop a culture of collective efficacy within schools and across the cluster schools.

Impact – Student improvement

- Student improvement is measured and evident through a range of tools. Teachers track student through Early Start data, A-E data and the Productive elements of the Australian Curriculum.
- Naplan data is also incorporated into the analysis of student progress.
- Teacher knowledge and confidence teaching the Australian Curriculum has improved through survey data collections.

Scalability – Potential to implement

- The implementation of the current model is into it's second year as direct benefit and buy in of the schools involved as evident in 2017.
- Whilst some staff changes have occurred, the model and strategic rollout remains strong. In addition to this, the benefits expand exponentially as connections through staff and schools grow stronger and ideas and support is shared.
- The plan continues to deepen as elements of the curriculum for example Critical and Creative Thinking and the Cross Curriculum Priorities start to become more of a focus and unpacking units and moderation processes become more familiar.

Investment – Creating value

- For Hamilton State School part of the I4S funding was utilised to engaged our executive coach.
- Our school used the remainder of the funding and to support release time for teachers for moderation and planning days and to work with Executive Coach.

Conclusion

The success of our current model and utilisation of I4S funding and school resources looks to provided refined support and ongoing benefits to the students and staff of the school's involved. Feedback from staff and buy in from schools reflect the effectiveness of the current model.