St Johns Park High School focuses on embedding literacy within each key learning area (KLA). The school also continues to respond to changes in student learning needs. The school has recently reintroduced dedicated literacy classes in response to some decline in performance.

**Tailored teaching**
- Teachers use **four levels of intervention** to support students’ individual needs: whole school; class level; small group; and one-to-one.
- **School-wide reading strategy** (STARS) is embedded across all KLAs and all streams of literacy classes.
- Teachers talk students through their **Individual NAPLAN results** and help them to set focus areas for development.

**Leadership intensity**
- **Literacy co-ordinator** leads curriculum, pedagogy and assessment implementation.
- **Learning and support teachers** develop literacy program content and structure, and follow their specific student through faculties and year levels to improve outcomes.
- **Coordinator, English as an Additional Language/Dialect (EALD) teacher and Language and Support Teachers (LASTs)** each focus on developing resources for, and delivering professional learning to, one specific faculty in the school.

**Data-driven**
- **Data is central to daily practice**: all teachers have full database access, are upskilled in how to use and interpret insights, and data guides their planning.
  - **Strategic use of data through a school data team** led by a Deputy Principal with teachers from each faculty to focus on analytics and building staff capability to use data to inform teaching focus.
  - **Year 7 students sit a diagnostic test** to stream classes, diagnose key issues, and inform program development.

**Professional learning**
- The school emphasises that the best learning occurs in house through research and applied experimentation.
- **Professional learning is a core focus** through research, experimentation and evaluation.
  - The Literacy Coordinator runs **professional learning for teachers** to build capacity in reading across KLAs. Teachers then received release time to embed approach in their programs.

St Johns Park catches up to its peers in Year 9 reading, even though its students often start from a relatively lower base than two nearby partially selective schools.

<table>
<thead>
<tr>
<th>Proportion of students</th>
<th>10</th>
<th>12</th>
<th>4</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Johns Park (Year 7)</td>
<td>53</td>
<td>49</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>Statistically similar schools (Year 7)</td>
<td>29</td>
<td>37</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>St Johns Park (Year 9)</td>
<td>49</td>
<td>49</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>Statistically similar schools (Year 9)</td>
<td>10</td>
<td>12</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

**WHERE TO NEXT?**
Pursue goal of building a strong coaching and collaborative model for staff where each faculty has a professional learning leader.

Continue to upskill staff on the use of data and insights to improve student outcomes.
St Johns Park High School is traditionally a high performer in numeracy. The Numeracy Co-ordinator supports teachers to choose teaching strategies underpinned by student data. The school uses strategies such as direct instruction, so that students can see how specific tasks and building blocks fit into the overall learning objectives.

**LEADERSHIP RESPONSIBILITY AND ACCOUNTABILITY**

- The Numeracy Coordinator builds teacher capacity in explicit numeracy strategies, and takes charge of lifting results of lower achieving groups.
- Strong relationships with feeder schools, including having accelerated program students run a maths olympiad for feeder school students.
- High expectations of all students are promoted by all teachers.

**DATA GUIDED TEACHING**

**EXTENSIVE SUPPORT WITH THE RIGHT RESOURCES**

- Past test paper questions and worked example answers are available for students on the school portal.
- Teachers work through past exams with students to shape their development.
- Mathletics program supports students to develop essential numeracy skills, where students complete 10 tasks per fortnight.

**WHERE TO NEXT?**

St Johns Park continues to adjust teaching for changing student needs. Teachers will include literacy components in numeracy tests to address lower performance in numerical literacy NAPLAN questions.

**CRITICAL SUCCESS FACTORS**

Principal and school leadership view

- Funding through Resource Allocation Model is a key enabler to employing extra staff (i.e. speech therapist), employing staff at higher duties and for investment in professional learning.
- Collaborate with Western Sydney University academic to develop professional learning programs and build capacity.

"The school is located geographically between two partially selective state schools, and is expecting to receive a large number of refugee enrolments. It understands its students’ needs; it has an absolute focus on literacy and numeracy."
Principal

"In numeracy and maths, high teacher quality is the priority, supported by having the right program and plan in place."
Maths Head Teacher

"The whole literacy approach is built on STARS (Strategies to Achieve Reading Success) - 12 strategies for comprehension and clear teaching of the metacognitive processes involved with each strategy."
Literacy Coordinator

**RESOURCES AND LINKS**

- Mathletics http://au.mathletics.com

Developed by Department of Premier and Cabinet in conjunction with Department of Education, with thanks to Fairfield Principal Network. Sources: My School website and information provided directly by schools. Note: the proportion of students in NAPLAN bands does not sum to 100% due to students who were absent or withdrawn from NAPLAN tests.