



Amberley District State School

Literate, Numerate, Curious
'Knowledge is Strength'



"READERS ARE ACHIEVERS"

Investing for Success 2018- READING

Background

In 2018 our school received \$308,000 in Investing for Success funding to support student learning. An analysis of student data directed our focus to reading in the early years and improving student vocabulary acquisition, phonemic awareness and decoding skills. While we believed we needed to place significant emphasis on learning in Prep and Year 1, this emphasis was part of a whole school approach to enhancing reading development.

Design

Specifically our aim was to insure eligible students meet the National minimum standard in Reading and that we increase the number of students who are reading at or above year level standard. As staff expertise is central to growth in student learning we aimed to further strengthen the implementation of cooperative coplanning and case management procedures to support the staff professional learning agenda and enhance inclusive teaching practices.

The funding was used to

- Implement the Early Start literacy assessments in Prep-2 (\$28,000)
- Employ a Speech language therapist for an additional 3 days per week (\$52,000)
- Provide additional teacher aide time to support differentiation of student learning (\$125,000)
- Implement fortnightly data and coaching conversations to focus teacher effort on student attendance, reading, writing, numeracy and social emotional goals (\$60,000)
- Collaborating with the Curiosity and Powerful Learning school network to develop teacher curriculum leadership and pedagogical expertise (\$43,931)

Research was conducted and an agreed framework was established for the teaching of reading.

- Teaching staff and aides engaged in professional learning sessions to expertly implement the frameworks components.
- A multidisciplinary approach where our Speech language therapist and Guidance officer support staff to teach students with exceptional learning needs was implemented.
- A phonics assessment and the Early Start literacy assessments in Prep-2 were used to inform whole class and group intervention.
- Implementation of the Fountas and Pinnell Reading Benchmark Assessment System provided a common assessment Prep - 6.
- A daily approach to reading assessment focused staff on skills students need to learn not the score they have achieved.

- Fortnightly co-planning, case management and coaching for teachers improved practice by providing individualised learning tailored to needs.

Impact – Student improvement

	Beginning Consonants	Final Consonants	Short Vowels	Digraphs	Blends	Long Vowels	Correct	Features
Score Total	7	7	7	3	5	7	14	36
2018 Prep Week 1 Term 4 Average	6.40	5.98	5.65	1.52	3.07	0.75	5.08	24.32
2018 Prep Week 8 Term 4 Average	6.71	6.53	6.29	1.90	4.02	1.35	6.07	27.97
2018 Year One Week 1 Term 1 Average	6.33	6.02	5.32	1.33	2.79	0.62	4.68	22.40

These initiatives have made a significant difference to student outcomes. Comparisons for prep students with previous cohorts indicate higher reading levels at comparable ages and more advanced writing skills and confidence. In term 4 there was a 19% increase in the number of students above the minimum expected prep target and an 18% increase in students reading well beyond the expectation in comparison to previous cohorts. In 2018 the ADSS results for Year 3 and Year 5 NAPLAN Reading were also the highest they have been.



Simon Boyce
Principal