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# Building the systematic teaching of reading across independent schools: 2011-2012: final report

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# Building the Systematic Teaching of Reading across Independent Schools 2011-2012

## Final Report



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Paul Woodley

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## Participating Schools

Australian Islamic College (Kewdale)

Carmel Adventist College (Primary)

Foundation Christian College

Georgiana Molloy Anglican School

Hale School

Karalundi Aboriginal Education  
Community School

Lance Holt School

Methodist Ladies College

Margaret River Montessori School

Penrhos College

Peter Moyes Anglican Community School

Presbyterian Ladies College

Quinns Baptist College

Riverside Community School

St Stephen's School (Carramar)

Telethon Speech and Hearing Centre

Thornlie Christian College

Wesley College (Junior School)

Woodthorpe School

This project is based on the PALL pilot project funded by the Commonwealth Government in 2008. The project was developed in partnership with the Australian Primary Principals Association, Edith Cowan University, Griffith University and the Australian Catholic University.

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# PALL in Independent Schools in Western Australia

## Executive Summary

The PALL project commenced in March 2011 with principals and other school leaders of 19 schools from the Association of Independent Schools in Western Australia, and concluded in November 2012. Participants attended five professional learning modules that centred on the leadership of literacy learning (specifically reading) and carried out activities between modules to connect their learning with practical action in their schools. Supporting these activities was a Mentor, whose task was to assist principals to understand and internalise key messages from the workshops, to implement interventions in reading consistent with the learning undertaken during the modules, and to support leaders as they evaluated the effects of the school's literacy intervention.

A number of methods were implemented to evaluate the project: an extended interview with the project mentor, whose role in the project afforded him a unique insight into the extent to which school leaders responded to the project content; analysis of questionnaires completed by participating leaders, and by a sample of teachers who were integrally involved in the project; analysis of the pre-and post data gained from a Survey of Leaders' Literacy Knowledge and Beliefs; and an analysis of the 17 in-school intervention evaluations.

The major findings were as follows:

1. Leaders found the Leadership for Literacy Learning Blueprint, a research-informed leadership framework, helpful in providing a constant reminder of those aspects of leadership that require constant attention if learning is to improve.
2. Knowledge of the reading Big Six enabled leaders to be much more active in strategy development with their teachers than had been the case in the past. It provided a succinct way to describe the process of learning to read and reinforced the interdependence of each part of the Big Six to teachers. It provided a framework for discussion about what should be taught, to whom and when.
3. The Literacy Practices Guide was a valuable tool for leaders, and was used in a variety of ways. It provided the means by which leaders could access classroom practice with a defined focus. It was used to start professional conversations, to set the scene for professional learning amongst all staff, and to provide data about teaching and to establish accountability. It provided a starting point for the development of 'best practice'.
4. Leaders increased their knowledge about the process of learning to read, the different elements that must combine for this to occur in a timely manner, and the practices that support this most effectively for children who learn at different rates. Leaders need to have sufficient content knowledge to hold professional conversations with staff to develop change. The Big Six framework and the Literacy Practices Guide provided major support in this area.



5. The role of a project mentor was crucial. In the minds of the school leaders the mentor assisted in maintaining momentum over the two-year life of the project.
6. There was an increasing recognition on the part of school leaders of the importance of data, without which it is impossible to develop focussed interventions in literacy in a school. The use of the process of Disciplined Dialogue proved highly effective for AISWA leaders, in that it led to more confident analysis of data and subsequently more confident professional conversations. Many schools have recognised that there is a need for more work with their staff in both data collection and analysis.
7. Instructional leadership is critical if a school is to develop change in literacy learning and achievement. Within the project, those leaders that grasped this and, because of their roles within the school were also able to exercise this, had more impact on classroom practice and generally developed more effective interventions.
8. Recognition by leaders of their school context had a large bearing on whether literacy interventions were successful. Some leaders in the project realised after commencing interventions that significant teacher development was needed for their prescribed intervention, or that there was a level of resistance to change. This then meant they scaled down their intervention goals to a more achievable level.
9. Almost all of the schools in the project indicated that they felt the need to build on what they had done. Some noted this because they did not feel they had entirely succeeded in their intended interventions; some felt that what they had achieved then led to obvious 'next steps'. Some simply had not finished and required more time. Recognising this is an important first step in developing a sustainable approach.
10. The concept of a wave approach was helpful to schools as they planned interventions. Schools grasped the notion of the requirement for 'increased frequency and intensity' of instruction as student need increased, and they demonstrated understanding of the need for small group instruction for Waves 2 and 3, although a number of schools found this difficult to resource.
11. Timely planning of change is a key to improvement in literacy. Change requires teachers and other staff to be appraised of what will happen and why, so they can be collaborative partners in the intervention. To gain opportunities to assemble all staff for prolonged periods can be challenging for leaders and so forward planning is essential.
12. There was, not unexpectedly, some "wash out" effect of learning as information was transferred from leaders to classroom teachers. Discrepancies between teacher and leader responses in the questionnaires shows that leaders need to check that messages they thought had been sent had been actually received.
13. It is not always simple to find ways to involve parents in students' learning. Many schools recognised this and many noted it as an area they needed to further address in 2013 and beyond.

## **1. Background and Context**

The Principals as Literacy Leaders (PALL) project in AISWA schools commenced in March, 2011 and concluded in December, 2012. Project implementation was informed by the results of the original PALL Pilot Project funded by the Commonwealth Government under its *Literacy and Numeracy Improvement in Low SES Communities* initiative. The PALL-AISWA project was developed and delivered by personnel from the Fogarty Learning Centre, Edith Cowan University.

The project allowed for up to three school leaders to attend five professional learning modules that centred on the leadership of literacy learning (specifically reading) and to carry out activities between modules to connect the international leadership and literacy research findings with practical action in their schools. Supporting these activities was a Mentor, whose task was to assist principals to understand and internalise key messages from the workshops, to implement interventions in reading consistent with the learning undertaken during the modules, and to support leaders as they evaluated the effects of the school's literacy intervention. A research program accompanied this in-school work, concentrating on leadership for learning and the nature and effect of reading interventions. This report documents the findings of the research program.

The report is structured in seven parts. Part One describes the research questions, methods and tasks addressed by Edith Cowan University researchers during the course of the project. Part Two presents data and findings from the analysis of the Personal Leadership Profile, which was completed by participating leaders at the beginning and conclusion of the project. Part Three describes the outcomes of an extended interview with the project mentor, whose role in the project afforded him a unique insight into the extent to which school leaders responded to project content, led the implementation of evidence-based reading interventions in their schools, and evaluated their effectiveness. Parts Four and Five discuss data gathered from questionnaires completed by participating leaders, and by a sample of teachers who were integrally involved in the project. Analysis of the pre-and post data gained from the Survey of Leaders' Literacy Knowledge and Beliefs is presented in Part Six. Finally, Part Seven presents an analysis of the 17 in-school intervention evaluations. The report closes with a summary set of conclusions and implications for consideration by AISWA.

## **2. Research Methods and Tasks**

The project had two overarching aims:

- a) To improve literacy outcomes for children by developing the capabilities of primary school principals as effective literacy leaders; and
- b) To develop an understanding of the factors that contribute to effective literacy interventions.

In keeping with these aims, Edith Cowan University was contracted by AISWA to develop a research framework to enable data to be gathered on the impact of the professional learning modules and related follow-up activities; on the efficacy of participants' leadership of literacy

learning; and the effect that this had on student learning and achievement, particularly in reading. The following three questions guided this part of the research:

1. What constitutes successful reading intervention?
2. What classroom factors affect the reading development of students?
3. What school and/or other factors influence the reading development of students?

## **2.1 Research Methods**

To put the research framework into action a suite of data gathering methods was implemented. These methods involved the researchers in the following:

- a) Gathering base line data about leaders' knowledge and ability to apply a series of research validated leadership actions in their schools. This task was undertaken using a Personal Leadership Profile offered to all participating leaders and then, gathering data at the conclusion of the project using the same instrument with all available participating leaders, comparing findings and ascribing possible reasons for major profile changes within the cohort.
- b) Gathering data via a questionnaire and follow-up interview with the mentor about his work with school leaders, his observations of leadership in action and of school strategies in developing interventions based on the Leadership for Literacy Learning Blueprint, and the Big Six model of reading development.
- c) Gathering data via a Principal (Leader) Evaluation Questionnaire administered to all available participating leaders and based on the dimensions of the Leading Literacy Learning framework (LLL Blueprints), to ascertain perceptions of the effectiveness of the project in developing leaders' capabilities in leading learning in their schools.
- d) Through the Teacher Evaluation Questionnaire, gathering similar data from the viewpoint of classroom practitioners, while noting levels of concurrence or divergence between leaders' and teachers' perceptions.
- e) Administering a Survey of Leaders' Literacy Knowledge and Beliefs at the beginning and conclusion of the project. Leaders were asked to indicate their level of agreement with a series of statements along a five-point scale. This provided an indication of their level of knowledge about how reading develops and how it should be taught, and how closely their beliefs about literacy learning and teaching aligned with the research evidence.
- f) Analysing changes in teaching and learning, and movements in achievement for the students targeted by school intervention actions. This analysis was based on school-level intervention evaluation reports, which included student achievement measures related to the focus of each school's intervention.

### **3. Findings from the Analysis of Leaders' Personal Leadership Profiles (PLP)**

This section begins with a description of the instrument and its administration, followed by analysis of changes in leadership practice as reported by those leaders who participated in all aspects of the leadership profiling process.

#### **3.1 The Personal Leadership Profile Instrument**

The Personal Leadership Profile (PLP) is a research instrument originally generated by Griffith University and used for self-assessment by principals of their leadership capabilities. It was developed from an analysis of research findings that link leadership actions to children's learning and achievement (Robinson, 2007, 2009; OECD, 2008; MacBeath and Dempster, 2009; Masters, 2009; Leithwood et al, 2006). The instrument is directly related to the Leadership for Literacy Learning Blueprint (LLL), a framework used in the Principals as Literacy Leaders Pilot (2009-2010). The profile used for this project was based on the original model deployed in the PALL pilot project with the number of items extended from 36 to 40. All items were linked to the dimensions of the LLLB (Dempster et al, 2011; pp 67-68).

At the beginning of the PALL-AISWA project (March, 2011), all participating leaders completed the PLP. Results of their individual self-assessment, compared with those of leaders from all other participating schools for each of the dimensions and items, were then provided to them for reflection and discussion with the mentor.

Towards the conclusion of the project, leaders participated in the same process. This was several months after the introduction of reading interventions in their schools. Upon completion, leaders received a second PLP report showing both sets of results (Time 1 and Time 2). They were then invited to examine their own ratings and to reflect on any changes in their leadership practice. (See Appendix A for a de-identified completed individual report.)

#### **3.2 PLP Data Collection**

Initially, 28 leaders completed the PLP. Each was given a report which, as indicated above, was discussed with their mentor. In October, 2012, near the completion of the second year, and some 9 to 12 months after the introduction of reading interventions in their schools, leaders were asked to complete the PLP a second time. Eighteen leaders forwarded their responses in time for processing. Because a number of these schools did not submit their responses until late in the school year, it was not possible to provide schools with their results in time for discussion with their mentor. Each leader has received a report and has been invited to look critically at these and ascertain, for their benefit, possible reasons for major changes in their perceptions, in comparison with those of their colleagues within the cohort.

#### **3.3 Changes in Personal Leadership Profiles**

While it was not possible to interview the individual participants regarding their perceived shifts within the profile dimensions, it is enlightening to look at movement within the cohort for each dimension. Gains by the cohort of leaders were recorded across the seven dimensions of

the PLP. The results are outlined in the table below. (The scale for each of the dimensions ranged from 1 to 6.)

Table 1: Mean Cohort Pre- and Post-Responses to Personal Leadership Profile

<b>Dimension</b>	<b>Cohort Mean in March 2011</b>	<b>Cohort Mean in November 2012</b>	<b>Cohort Gain</b>	<b>Gain in Percentage Terms</b>
Professional Development	3.2	4.2	1.0	16.6%
Curriculum and Teaching	3.3	4.2	0.9	15.0%
Strong Evidence Base	3.1	4.1	1.0	16.6%
Shared Leadership	3.4	4.2	0.8	13.3%
Moral Purpose	3.6	4.5	0.9	15.0%
Conditions for Learning	3.9	4.3	0.4	6.7%
Parent and Community Support	3.1	3.8	0.5	8.3%

While each dimension demonstrated growth, it is clear that leaders felt that they had made most gains in the leadership of professional development and in the use of evidence in their schools. Those dimensions that saw least movement were Conditions for Learning and Parent and Community Support, where gains were fairly modest.

Perusal of individual questions allied to the dimensions of the survey show some interesting areas of common movement. In all, there were 25 out of the total of 40 questions where gains of two or more points were made by more than four of the eighteen respondents as captured in the summary below. In a few questions, respondents recorded gains of 50% which reflects quite profound change.

Table 2: Questions attracting gains of 2 or more points by more than four respondents

Dimension	Question Number	Number of respondents with gains of 2+
Professional Development	#1	6
	#17	6
	#13	4
	#28	4
	#37	4
Curriculum and Teaching	#4	7
	#19	4
	#25	6
	#32	5
	#38	6
Strong Evidence Base	#5	3
	#18	8
	#24	7
	#34	6
	#36	6
Shared Leadership	#9	5
	#6	5
	#26	5
	#33	6
	#37	4
Moral Purpose	#7	5
	#12	4
	#23	4
Parent and Community Support	#15	4
	#20	7
	#35	9
Conditions for Learning	There were no common responses by 4 or more participants.	

### Notes and Observations from Table

#### ***Professional Development***

Both questions 1 and 39 related to leaders' involvement in analysing evidence. This was a major thrust of Module 3.

Question 1 had two respondents who recorded growth of 3 points (50%).

#### ***Curriculum***

Five of the seven questions are noted in the above table and one further question had three respondents recording significant growth.

In questions 4 and 32, one respondent recorded growth of 3 points (50%).

Question 4 related to leaders observing classroom lessons. This is gratifying as it is strongly encouraged in the Literacy Practices Guide.

### ***Strong Evidence Base***

Question 18 related to the leadership of systematic data gathering across the school.

Question 24 related to monitoring and planning for teacher development based on evidence.

Questions 18 and 24 both had two respondents recording growth of 3 points (50%)

Questions 34 and 36 related to planning for and monitoring of student learning based on data.

All five questions are featured in the table above.

### ***Shared Leadership***

All five question responses showed significant gains. This is very interesting within the context of AISWA schools, where leadership can be seen as quite hierarchical in some schools.

### ***Moral Purpose***

Generally smaller gains were made in comparison to most other dimensions.

### ***Parent and Community***

Questions 20 and 35 related to the gaining of outside support for the school and related to the wider community, rather than the parent body. Question #35 had three respondents recording growth of 3 points (50%).

### ***Conditions for Learning***

There were no questions that recorded significant gains by four or more participants.

## **3.4 Mentor Comments regarding PLP Results**

The project mentor was given an opportunity to comment on the above findings and made the following observations.

### ***Professional Development***

During the first module, emphasis was placed on Robinson's meta-analysis of research on effective leadership and the effect sizes of five different aspects of leadership. The biggest effect size of the five (0.84), was ascribed in the study to principals being involved in the orchestration of and involvement in the professional learning of teachers. This message was consistently reinforced throughout the project and was well heeded by most school leaders. The two questions that related to developing teachers' capability in evidence collection and analysis demonstrated that there was a level of dovetailing between orchestrating professional development and skilling teachers in the collation and analysis of data.

### ***Curriculum***

Within the project, 20 of the 27 leaders were principals or heads of school in their own right. It appeared that many had struggled prior to the project to develop a strong sense of Instructional leadership. Many of them perceived that they did so through the project. Again, constant reference was made to this during school contact visits.

### ***Strong Evidence Base***

While this area showed strong gains, there remains, in the opinion of the mentor, a marked need for further development in this area. Many schools did widen their evidence base (some were quite narrow at the outset) and the reliance on norm based/standardised tests was diminished but, by the end of the project, there was still a number of schools that did not employ widespread diagnostic assessment to inform teaching of reading. The Literacy Practices Guide proved to be an effective source of qualitative evidence for some schools and there were indications that this support document will continue to be utilised in many schools.

### ***Shared Leadership***

This area saw significant gain with a number of leaders involving staff in decision making. It was particularly noticeable in the area of data analysis. Small schools struggled in the main to find the time and space to involve all staff as much as they may have wished. This was often lamented by leaders in smaller schools.

### ***Conditions for Learning***

It appears that few schools drastically increased resourcing, although some schools did realign human resources within their intervention. Some schools altered timetabling to develop literacy blocks but less than 4 participants noted this in the PLP. It may be presumed that most schools did not see a major need to further develop a safe and orderly climate or to enhance emotional and social supports as relatively little movement was captured here in the survey.

### ***Moral Purpose***

It seems that schools did not develop this aspect of leadership as much as some others. It could be speculated that this is an ongoing process and it was challenging for schools to embed this within the timeframe of the project. It could also be speculated that some leaders saw less need for this dimension to be improved.

### ***Parent and Community Involvement***

There did not seem to be a strong culture in many schools of parent engagement in the education of students and this did not seem to alter significantly through the project. In terms of community involvement, and as noted in the PLP analysis, a number of leaders felt they had made significant growth in accessing outside professional help and in making networking links with other schools. This was gratifying, considering that this was something the presenters/coordinators attempted to foster in the workshops. Of particular note was the session "Sustaining the Change" that was held in September of 2012. This was designed to assist schools in capturing their interventions and it was particularly noteworthy that a high level of collegiality was evident during the session where schools reported on progress made so far. Many leaders exchanged ideas and offered strong collegial support.

The findings for the dimension 'Parent and Community Involvement' were consistent with previous PALL projects (the Pilot PALL project and the subsequent PALL-DECS projects) with the exception of the gains made by some schools in broadening their community bases. This



outcome was very encouraging and reflects the level of engagement of most AISWA leaders in the project.

### **3.5 Concluding Comments Regarding the Personal Leadership Profile**

The PLP responses suggest that the Leadership for Learning Blueprint was effectively utilised in most areas by leaders as the project progressed and that leaders did consider all dimensions when planning improvement. This did not occur by chance. The mentor made a conscious effort to refer to the Blueprint during many school visits, reminding leaders of the need to “pay constant and ongoing attention” to all dimensions when planning change through interventions.

In the Pilot PALL Project there were significant numbers of principals who regressed in their self-perceptions in dimensions of the project. When questioned about this, they often commented: “I didn’t know what I didn’t know when I commenced the project.” This was also the case for four of the respondents in PALL-AISWA. One principal regressed in all seven dimensions, one in five dimensions, one in four dimensions and one in three of them. This does not indicate that they didn’t actually gain a great deal from the project in terms of leadership, but rather that they became more aware of the complexity of aspects of each dimension.

## **4. Findings from the Mentor Interview**

This section relates to responses made by the project mentor, who worked with all participants throughout the project.

### **4.1 The Role of the Mentor**

The Mentor was appointed for two years to support leaders and schools. In addition to mentoring within the project, he was also involved as the project coordinator and in designing and delivering the leadership component in each of the modules.

Broadly, there were two main phases of the mentor’s role. These were:

- 1) To provide support to leaders during and after the delivery of each of the five professional learning modules;
- 2) To offer on-going support as leaders planned, implemented and evaluated reading interventions for their schools

In delivering these aspects, the mentor’s specific role was seen as:

- To provide support to participants to enhance their leadership capabilities in literacy.
- To help clarify all aspects of the project to improve leaders’ understandings of each module.
- To assist in clarifying and reinforcing the purpose and use of all supporting documents.
- To provide support to leaders through ongoing contact and the provision of additional reading or access to best practice in other schools or systems.

- To provide guidance to leaders within the project so that they were able to understand their context and harness this.

## 4.2 Mentor Data Collection

Data gathered from the mentor involved the use of a structured interview that focussed on aspects of the mentoring work through the following questions:

1. What knowledge, skills and experience do you believe you brought to this role?
2. a) What were your perceptions of the role?  
b) Did these vary as the project developed?
3. Comment on how effective you believe you were in clarifying the project to leaders to help their understanding of it?
- 4) a) What did you see as the most useful aspects of your work  
b) What were the most difficult aspects?

Please comment on how you worked within these.

- 5) What changes do you believe you have seen in leaders' capabilities through the project?
- 6) Are there any changes to the role that you would suggest for improvement?

\*The mentor received a copy of the main interview questions prior to the interview.

### 4.2.1 Knowledge, Skills and Experience of the Mentor

The mentor feels he brought a relatively high level of knowledge, skills and experience to the PALL-AISWA project. Prior to this, he had been a mentor in the inaugural PALL Pilot project (2009/10), had involvement in the PALL DECS (South Australia) project and had also developed and delivered a similar literacy project to a group of eight schools in 2010. Because of this ongoing involvement he felt confident in his knowledge of the aims and directions of the PALL-AISWA project and in the leadership and literacy content. Over the previous years he had built up a bank of pertinent professional reading and support documents. He also felt able to apply his experience of schools' reactions to the projects – the common stumbling blocks and the impact of the demands of a school year, while being acutely aware of the role of context in all schools' operations.

The idea of working with the AISWA group of schools with a wide range of contexts (including socio-economic status) was appealing, given that the original PALL project was heavily focused on schools with low socio-economic status. The mentor felt it would be enlightening to present the project to schools with a much higher ICSEA rating.

In addition to his PALL experience, the mentor also brought 22 years of school leadership to the position, and so was able to draw on a great deal of personal experience when working with school leaders.

With his previous involvement in designing and delivering all aspects of the project, and with the opportunity to undertake professional learning associated with it, the mentor was confident he could (and did) meet the articulated needs of school leaders during all stages of the project.

#### 4.2.2 Mentor's Perception of the Role

Because the mentor was involved in the design and presentation of the leadership aspects of the project, and because he also provided the project coordination, his perspective of the project was somewhat all encompassing. He felt that this was generally an advantage though also felt that there was potential danger of the project strongly reflecting his perspectives. He commented that to counter this, he tried to consistently provide advice that was school centred rather than project centred. In other words, he made a conscious effort to fully consider school and leader context before offering advice and support. He cited the case of the one remote school in the project and its vastly different circumstances as an example of the necessity of such an approach. He also noted in the interview that involvement in other projects had provided some insight into coaching techniques and that this had helped him to "ask questions rather than always provide solutions".

The mentor saw one of his primary roles in the project's first year as "providing the glue between modules". He supported leaders in their understanding and application of key messages from the modules, often using the support documents provided (such as the LLLB and the LPG) to assist with this. He also saw his role as preparing leaders for the next module. In other words he tried to align each school contact with the previous and forthcoming modules.

Often, following a module, schools were given follow-up activities that would reinforce the module's key messages and provide a lead-in to the next. For instance, following Module Two (Literacy Content Knowledge) participants were requested to trial the Literacy Practices Guide (LPG) with some teachers. This activity prepared participants for the next module (Data Gathering and Analysis) as the LPG could be used as a strong source of evidence especially about classroom practice. This made it easier to maintain a common overall approach with all schools, while still considering each institution's context.

Toward the end of the first year of the project, the mentor's role moved towards supporting the school leaders as they planned and implemented their interventions. Emphasis during school visits at this time was on defining the intervention clearly through the effective application of data. Leaders were constantly encouraged to revisit their data sources to ensure they provided the necessary information to allow for effective intervention planning and, later, evaluation.

The third major phase of mentoring within the project was during the second year when schools were implementing their interventions. This was the phase during which leaders were not attending workshops and so were in danger of losing momentum with regard to the project. Not surprisingly, the mentor found the second year to have significant challenges in helping schools maintain focus on the project when there are so many ongoing demands on leaders. In this phase, rather than having momentum generated by specific workshops, it came

from each school's interventions. This was occasionally challenging, if schools hadn't progressed much since the last contact. Sometimes it was a case of reminding leaders of issues raised during the previous visit. As mentioned before, it became more difficult to access leaders during the second year, because of the immense demands on their time. Notwithstanding these difficulties, the mentor was greatly encouraged by the quality of the interventions, and the ongoing enthusiasm of most leaders in the project.

The final phase of project mentoring was toward the end of the second year when schools were collating intervention data, evaluating the results and writing their reports. In this phase the mentor provided support in terms of redefining the report requirements and assisting leaders in their writing. This phase was problematic because of the increased difficulty in making contact with some of the leaders. Term 4 of any year is usually intense and leaders can find it difficult to undertake an extra task, even though they happily agreed to at the commencement of the project.

#### 4.2.3 Mentor's Work with Leaders

The interview provided the mentor with the opportunity to comment on how effective he felt his work with leaders was in two categories.

A four part scale was used to help answer each question, with the descriptors:

***"To a great extent / to a moderate extent / to a slight extent /not at all"***.

- a) The first category was in the overall development of leaders' capability within the project.
- b) The second category was the mentor's effectiveness in clarifying the PALL project to help improve leaders understanding of it.

With regard to the first category (Development of Leaders Capabilities), in an 'on balance' assessment across all of the schools, the mentor felt that this had occurred **"To a great extent."**

He commented that he felt all participants had drawn from all modules and support documents in the project to develop their skills. He also noted that he did not feel that this was especially well captured in final reports, which often seemed to reflect the pressure leaders were under in other aspects of their work. There was a strong correlation, he felt, between the fidelity with which leaders implemented the project and their subsequent development in leadership of literacy learning. In other words, leaders who "bought in" to the project to a full extent gained most.

The range of experience and the varying roles of leaders within their schools meant that every leader's context was different and presented differing challenges. Leaders had to synthesise knowledge about leadership for learning with a level of content knowledge that would allow them to initiate change in literacy. The role of the mentor in this instance was to clarify this and to assist each leader to plot a way forward, with the assistance of supporting documents.

A major factor in leaders' effectiveness was their ability to align the project to all the other demands in their roles. This is one of the most challenging aspects of the mentor's role: staying fully focused on the project's goals while understanding and empathising with leaders

regarding the demands they face from other quarters. The mentor commented that he felt that while his role was aligned to the project, his work often had to take into account these 'outside factors'. This was more of a challenge with some leaders than it was with others.

c) The second category concerned the extent to which the mentor believed he was effective in clarifying particular dimensions of the project for the leaders and the support documents that were provided. This response was scaled similarly to the previous question.

1. Leading Literacy Learning (using the Leadership for Literacy Learning Blueprint)

***"To a great extent".***

The mentor felt that constant reference to this document led to leaders developing their understanding through the Blueprint. Leaders clearly contextualised the framework and made genuine efforts to address areas of concern and consolidate those dimensions they felt they already used relatively well. As was noted in the section on Personal Leadership Profiles, some dimensions were clearly more strongly grasped (according to the leaders) than others.

2. Developing Content Knowledge

a) Using the Reading Big Six framework

***"To a great extent"***

The mentor described the Big Six as "the rallying cry of the project content". Because it is grounded in research (Report of the National Panel Reading, 2000; National Inquiry into the Teaching of Reading, 2005) and succinctly encapsulates the elements that are required for skilled reading to develop, it is something that the leaders found easy to grasp and 'sell' to their staffs. When discussing interventions, this was one means of gaining better definition. "Is your intervention based on waves; is it based on levels of schooling or is it based on an aspect of the Big Six; or combinations of these?" This was a question the mentor reports having commonly posed to leaders.

The mentor commented that the Big Six framework promoted discussion about appropriate evidence required to meet designated purposes. For example, there is limited value in using a standardised reading test such as PAT-R if the purpose is to ascertain detailed knowledge of students' phonological awareness. By concentrating on aspects of the Big Six and then referring to assessments for each, as outlined in Module 3, the mentor felt he made some ground in fitting assessments to the purposes.

b) Using the Literacy Practices Guide

***"To a great extent"***

Because it is a practical document that allows leaders entry into classroom practices, and because it is a document that can support evidence gathering, professional learning and establishment and consolidation of Shared Moral Purpose, the LPG provides a focal point for much discussion. The mentor felt that this then allowed conversations to be focused and allowed strong insight into contextual factors in the school. The mentor felt that this document was a catalyst for many professional conversations with leaders.

### 3. Analysing and Using Data (including use of the Disciplined Dialogue Framework)

#### ***“To a great extent”***

The mentor indicated that there was a large range of leader responses to this aspect of the project and he found it difficult to ascribe just one descriptor. His judgement reflected a general view. While he was able to reference conversations with leaders about data using the Disciplined Dialogue framework and referring constantly to the 5 Ps of data collection (Purpose, Precision, Plurality, Place and People), between visits, some leaders found it difficult to initiate change by developing more diagnostic processes that would assist in intervention. The mentor used the terms “Prove/Improve” to help leaders better grasp the idea of data gathering and analysis for specified purposes. This, he felt, did assist a number of leaders develop their understandings in this area.

### 4. Developing Literacy Interventions

#### ***‘To a moderate extent’***

The mentor felt that there was a wide range in school application of this area, and while some schools made profound changes to their teaching and learning of reading, some were less able to do so within the timeframe of the project. As with most change, the precision of the intervention reflected the level of planning. The context of the schools had a major bearing on their work in intervening. A number of schools concentrated on interventions at Wave One, or the whole class level. Much of this work involved engaging teachers in discussions about good practice and putting building blocks for finer grained intervention in place and so it is expected that there will be further gains in intervention in the future. Interestingly, a number of schools from higher socio-economic streams found a need to intervene in the area of withdrawal for intervention. They found, through evidence, that classrooms (especially in middle and upper primary) had a tendency to assess using standardised tests to simply earmark those below a certain standard for remediation through withdrawal lessons. The issues here were twofold. First, there was no ownership by classroom teachers of the withdrawal program and so there was little attempt to meet the needs of the Wave 2 and 3 students once they were returned to the general classroom (which was by far the majority of instruction time). Secondly, a number of schools found that there was potential inaccuracy in using one assessment that effectively sealed a student’s fate in terms of withdrawal. Without confirming evidence and without monitoring during a school year, it seems that some students were in danger of being given a program that did not fully meet their needs. Some schools also found this to be mirrored in the extension program for more able learners. To these schools’ credit, they designed interventions to overcome this issue (even though they may not have chosen to report on this intervention).

The mentor made the point that this project is essentially about change in teacher behaviour in teaching reading. Change does not happen quickly and so a number of schools’ interventions, while not providing highly significant results, did lay very effective groundwork for sustainable change. “A number of leaders said this project had changed their approach and they were really looking forward to being able to consolidate gains starting in 2013”.

## 5. Evaluating Literacy Interventions

### ***“To a moderate extent.”***

As with the development and implementation of interventions, the mentor felt that his work in this area, while providing some highlights, perhaps did not reach the level he would have liked in every school. He ascribed this to a few major factors. Most obvious was the difficulty in getting every school to deliver a report on their intervention work. There was also the issue of some schools struggling to gather data that would allow for ease of evaluation by the time of reporting. A third was that some schools felt that, while they had made progress, this was difficult to evaluate because the intervention was still in progress at the time of reporting. The mentor felt that the project had awakened many leaders to the need to evaluate all interventions and this was a highly positive development. He also commented that in a number of cases, it seemed that the reports did not fully capture the breadth of some interventions. The mentor based this response on what had been observed during visits compared to what was reported upon.

Again, the precision of evaluation seemed to reflect the level of planning involved.

#### 4.2.4 Most Useful and Most Difficult Aspects of the Mentor’s Work

The mentor felt that his previous experience in the role in PALL projects meant that he was in a position to foresee when there would be tension between the project and overall school operations. A difficult period occurred at the end of the first year of the project when schools needed to put processes into place to allow the intervention to commence as early as possible in the new school year. This particularly applies to developing data sources. He stressed that knowing this did not always make it easier to overcome, although forewarning schools and encouraging them to not let the matter drift did provide some alleviation.

The mentor commented that having been a school leader for 22 years helped in developing and projecting empathy for the difficult task of school leadership. It also gave a level of credibility when he critiqued schools’ progress and made suggestions.

It was noted that those schools that did manage to have a consistent approach to mentoring visits did appear to develop better interventions over the life of the project, and the mentor felt highly gratified by what he saw developing in many schools.

The most difficult aspect of the mentor’s work was accessing schools that were not in a position to fully engage with the project at given times. One school did not engage with the mentor at all after April of 2012, preferring to use its own resources. This made it impossible to guide the school and align its intervention activities with the required report. This was reflected in the final report that failed to mention the PALL project at all, even though it fulfilled suggested requirements. From the commencement of the final year, one school did not respond to communication from the mentor at all and withdrew from the project and another two were not available for a mentoring visit until well into second term. The mentor commented that he felt a two-year project required constant momentum to be developed, preferably through a

combination of school leadership and mentor encouragement. It is difficult for the latter to occur if communication is one sided.

A two-year project is also prone to changes in school leadership and this poses challenges for a mentor. This occurred in two schools, one at the end of 2012 and one halfway through 2013. This made mentoring for those schools more difficult. On the positive side, both departing school leaders presented interim reports on their work.

Dealing with such difficulties required “a persistent but pragmatic approach.” The mentor noted that he remained persistent in encouraging schools to re-engage but had also to adopt a pragmatic approach, and recognise that decisions regarding the project are often subject to contextual factors and therefore up to the school and its leaders. It should be noted that, throughout the course of the project, the mentor made 161 visits to schools and facilitated contact by other means another 120 times. There was more contact during the first year (165 overall contacts) than the second year (106 overall contacts) and many of the contacts in the second year were reminders of deadlines for project evaluation.

Finally, the mentor commented that the challenging and difficult aspects of his role paled in comparison to the personal rewards associated with seeing schools grow through the project.

All in all, the mentor felt that the leaders developed significantly over the course of the project, in many cases to a great degree. He felt that this was often evidenced through conversations. Leaders confidently spoke of the Big Six with understanding and were able to interpret this with clarity. They felt empowered by the Leading Literacy Learning Blueprint and many showed that they used this document to good effect in both designing intervention but also in using it as a touchstone when monitoring their development. They spoke often of their use of Disciplined Dialogue and of the positive effects this had in their professional conversations with teachers and other staff.

As noted above, he felt that a number of leaders were still on a learning curve when it came to designing, implementing and evaluating interventions but he did feel that the gains in leaders’ capabilities would stand them in good stead in future intervention actions.

As also noted, he believed that some intervention reports did not fully reflect the substantial growth in the leaders’ capabilities.

#### 4.2.5 Changes in Leaders’ Capabilities noted by the Mentor

As might be expected in projects of this size and duration, the level of change in leaders’ capabilities varied considerably. The mentor noted that, not surprisingly, all leaders who remained with the project, showed growth by its conclusion. He believed that for many, it was a transforming time in their leadership. When asked to identify in what areas the leaders had developed higher capability, he cited:

- a) Consistency of approach to leadership: The mentor felt that the provision of a framework (LLL Blueprint) afforded leaders the opportunity to use the dimensions as touchstones and helped to ensure a greater evenness in approach. The project was about the leadership of learning and there was a focus on a particular learning area. Through this, leaders seemed



able to direct their energies more clearly than may have previously been the case. Many leaders found that their leadership within the project enhanced other aspects of their role.

- b) Content knowledge necessary for leading learning: The framework of the Big Six, combined with the Literacy Practices Guide led to much greater awareness of the content knowledge and pedagogy required in order for all students to learn to read. Leaders often commented that this, in turn, led to increased credibility with other staff members. It enabled them to have: “the necessary professional conversations.” The mentor did point out that having such conversations was a feature of many leaders’ work in the project though there was still room for more growth with some leaders in this area.
- c) Collection, analysis and application of data: Notable growth was evident in leaders’ realisation of the immutable role data must play in all aspects of school life and, in the case of the project, in developing interventions. As noted previously, there is still capacity for greater precision in data collection for many schools, but strong gains were noted by the mentor in this area. Many schools reported using a ‘Disciplined Dialogue’ process with staff and reported anecdotally that this had a big impact on raising teacher awareness of the use of data, and also ensuring that they tried to use data for appropriate purposes.

Another aspect of data use that the mentor believed showed improvement was the willingness of leaders to use qualitative data to supplement the more commonly deployed quantitative data. This added depth and some richness to their interventions and their evaluation. The mentor felt that it was quite noticeable that use of processes such as surveys and interviews often led to greater collaborative processes in intervention as staff members felt that their opinions were being sought and acted upon.

To some extent he expressed disappointment with some schools’ eventual uptake of the professional learning. What seemed to be understood and accepted following modules did not always translate well into practice when designing interventions. The mentor commented that he felt this might be a symptom of leaders still struggling to implement change. He suggested this may have been because of a lack of definition of common belief (Moral Purpose) in particular schools, or perhaps because of the difficulty in developing staff understanding of the need to establish the *purpose* of data collection and analysis. He commented that alterations to data collection are often a litmus test of change processes within a school. To lead staff to change data collection that has been ingrained in the school’s processes can be difficult. To do it in a timely fashion for a project may have been even more challenging. Some leaders still seemed to find the concept of qualitative data to be a challenge and some leaders still did not totally grasp the need for diagnostic evidence when planning to improve student outcomes.

Nevertheless, the mentor felt that many leaders had made notable gains in their use of evidence and, because leaders seemed to understand the concepts of the module, they would further grow in this area as they continued to develop appropriate interventions. Some leaders demonstrated good use of qualitative data in their reporting of the intervention.

- d) The sharing of leadership: This did not seem to be a ‘natural fit’ for some school leaders given their school contexts. A number of leaders in the project were not the school

principal so were in a chain of command that did not always allow them to make definitive decisions. It can be harder to share leadership if the ultimate decision is not that of the leader involved. Nevertheless, there was a noticeable shift in leaders' ability to involve staff in decision-making throughout the course of the project. This did not always mean formal sharing, but rather a sense of collaborative decision-making that naturally allowed for more staff involvement in these processes.

- e) Leadership of professional learning: A project such as this lends itself to 'action learning' approaches and through these, a number of leaders became far more involved in orchestrating discussion and subsequent actions that led to more 'in-house' professional development and less emphasis on outside agencies. The mentor noted that many leaders found that providing professional learning on data use was of importance within the project. Some asked the mentor to help here, especially in regard to Disciplined Dialogue but most did not. This often thrust the leaders into the role of being the professional learning provider, which was another area in which capabilities were elevated.

#### 4.2.6 Suggestions for Changes to the Role of Mentor

The mentor thought there was much that was positive about the role and its implementation throughout the project. He believed that consideration could be given to having more than one mentor across this number of schools because he would have enjoyed the opportunity to undertake professional conversations about particular circumstances in the project with a colleague on occasions.

Finally, he commented that the project was highly reliant on effective mentoring.

#### 4.2.7 Concluding Comments

The mentor found the role to be typically challenging. He noted that he never stopped being amazed at what he learnt from others. He found the dedication of leaders and their staffs to be quite inspirational, with particular emphasis on those who were in difficult circumstances. Finally, he expressed gratitude to schools for sharing their "PALL journey" with him so wholeheartedly.

## 5. Findings from the Leader and Teacher Interviews

The development of principals' leadership capacities was a prime focus for the project. The project design carried expectations that principals would engage in data-informed discussions with teachers about reading, and use the understandings gained to plan and implement school interventions in order to improve the teaching and learning of reading and ultimately, student achievement. As detailed in the previous part of the report, the design also included ongoing support for leaders by a mentor.

To supplement data about the project gained from the interview with the mentor and data on changes in leaders' Personal Leadership Profiles, (see Parts 2 and 3 above), leaders and teachers were invited to complete a questionnaire. Leaders were asked to provide information about personal changes and change in their schools resulting from their participation in the professional development modules, the support they received, particularly through the work of

the mentor, and their views of successful or effective interventions. Teachers were polled on their involvement in the project's implementation and the extent to which they received enhanced expertise through the actions of leaders in implementing the project.

## 5.1 Data Collection – Questionnaires

### 5.1.1 Leader Questionnaire

All leaders were invited to complete the questionnaire and there were 20 responses received. In general, responses from leaders were highly positive as can be seen in the appendix. There were seven sections in the questionnaire.

1. The first section was around *'Perceptions of the role of the mentor'* and the extent to which *'The support from the mentor improved each leader's understanding of the major aspects of the five modules and their associated support documents'*. Included in this were two specific questions regarding mentor support for their leadership of professional development and for the use of Disciplined Dialogue. The mean response for this section was **3.52** from a possible **4.0**, indicating that leaders felt that the role of the mentor was of high value to them in the project. The most positive responses from leaders were in the areas of *'mentor support for professional learning and leaders'* (**3.9**); *'understanding of the Big Six'* (**3.7**). The lowest rating for mentor support came in the area of *intervention evaluation* (**3.3**). This may well have been because of the timing of the project. The modules on interventions and their evaluation come in the latter stages of the first year and it is often difficult to gain full engagement with leaders as they grapple with the many other aspects of school leadership at that time of year.

The questionnaire invited responses along a four point continuum of ***'Not at all; To a slight extent; To a moderate extent; and To a great extent'***. Within the first section just 14 responses across all the questions were situated in the first two columns and, of these, half were from the one leader who did not engage with the mentor at all from April of the first year. This meant that 146 of the total of 160 responses were *'to a moderate or a great extent'*, indicating a very high level of satisfaction for the role. When asked about the effectiveness of the role of the mentor, one leader commented: "Has been at the other end of emails and phone calls with support and resources. Mentor has always been accessible at all times and been a great 'sounding board'." Another commented: "Guiding through the whole project duration. Meaningful discussions - steering in the right direction." A third said: "Being able to provide individualised support in various contexts. I felt we were all at different stages but were catered for effectively."

2. The second area was *'Use of the Literacy Practices Guide'*. The mean response to the four question areas was **3.26**, again indicating that leaders rated this support document highly. Further anecdotal evidence indicates that it will continue to be used by a number of leaders in 2013 and onward. The aspect of the LPG that leaders found most useful was in *'promoting a discussion about classroom practice'* (mean of **3.5**). The least useful aspect of the LPG was supporting leaders in *'the set-up of classroom environments that facilitate student learning'* (**2.9**).

3. In the area of leaders' *'Knowledge of Literacy Learning and Teaching'*, a mean of 3.32 from the nine sections showed that leaders felt they had gained considerably from the professional learning in this section. The aspect *'learnt more about how children learn to read'* had a very healthy mean of 3.7 as did *'promoted more explicit teaching of reading strategies at classroom and individual levels'* which received a mean rating of 3.5. In keeping with comments in other parts of this report, *'encouraging conversations with parents about student literacy development'* was the lowest ranked with a mean of 2.9. Of the 180 possible responses to this section, just 28 were in the *'Not at all'* or *'to a slight extent'* columns. Comments from leaders in this section, when asked to highlight a significant aspect of the project in improving their professional knowledge, provide some insight into their responses.

"This project has definitely helped our staff appreciate the significance and value of every aspect of literacy teaching and the fundamental link between oral language skills and literacy. The Big Six clarified the area as a whole forum, and promoted self reflection. This in turn has led to more effective teaching strategies and tools being used."

"Restructuring the way in which we classify students at risk. Using the 3 waves has been highly influential and has completely transformed our intervention model."

"The Big Six gave me a common framework for disciplined dialogue with and between staff and with parents (& newsletter) as well as being helpful in designing interventions."

4. With regard to *'Leading Literacy in Data'* the mean across the 3 question areas was 3.36 with the all three questions being evenly responded to. With regard to *'school actions to enhance data gathering and analysis'*, one principal wrote:

"We've now a very comprehensive document that outlines the different types of data collection for each year level. We are now working on the next level of identifying better diagnostic testing to really determine the strengths and areas for development of each child."

Another said: "(We are) Using data to not only identify children at risk but also using diagnostic data to dig deeper.

And another commented: "Disciplined dialogue with staff members led to staff wanting to set up a literacy policy."

5. In section five, leaders were asked about their work in *'Leading Literacy Interventions'* and responded across the three questions with a mean of 3.32. The most favourable area of response was leaders' indication that they had *'provided additional resources to support literacy teaching'*. This is not surprising as it is a simple and pragmatic first step to indicate support for the initiative. One respondent to the questionnaire felt that they had grown in leadership such that:

"I have been encouraged and have learned a great deal about how to lead. I have found out how important it is to have disciplined dialogue with staff and not just a chat."

6. *'Evaluation of Intervention and Future Planning'* was the penultimate section surveyed in the questionnaire. This was the section responded to least positively, with a mean of 2.80

across the 3 questions. This is in keeping with aspects of the mentor interview. Of particular note were the questions about *'shared development of evaluations with staff'*, which returned a mean of 2.7 and *'analysis of outcomes to determine the efficacy of the interventions with staff'* (mean of 2.6). Based on this, the blueprint dimension of Shared Leadership requires further attention by leaders.

7. Finally, leaders were asked about Project Outcomes. Responses were positive with an overall mean of 3.33. Leaders felt that they had developed in both *'leadership of learning'* and *'their knowledge of how children learn to read'* (both with means of 3.5). They were also well pleased with the way their school had *'developed a capacity to support students' reading development'* which returned a mean of 3.6 out of 4.0. The questions that attracted the least positive response was whether leaders had noted improved student attitudes to literacy learning. This returned a mean of 2.9. This question would bear further investigation because it is not totally clear from this response whether leaders did not notice changes in attitudes or whether attitudes did not improve.

#### 5.1.2 - Teacher Questionnaire

This questionnaire offered an opportunity for teachers to comment on what the project has meant to them and their practice. In a number of sections of the survey the content of questions was very similar (sometimes word for word) to enable comparison between leaders' and teachers' responses.

There were 28 respondents to the teacher questionnaire. One criterion for selection of teachers to respond to the survey was that they had an integral involvement in the project. The selection of teachers to respond in each school was the responsibility of the leaders.

1. The first section was about gains made in *'Knowledge of Literacy Learning and Teaching'* corresponding to the third section of the leaders' questionnaire. The mean for this section across all areas was 2.91, slightly below that of the leaders at 3.32. Most of the teacher responses showed a mean of 2.8 or 2.9. The most highly correlated response of leaders and teachers was to the question of *'using more explicit teaching of reading strategies in class and with individual students'*. This recorded a mean of 3.3 in contrast to the leaders' mean of 3.5 for the same question. It is encouraging to note this concurrence, as explicit teaching was a major 'message' throughout the project. The lowest rated survey item in this section was concerned with *'parental involvement'* and, again, this mirrored that of the leaders. Teachers returned a mean of 2.7 for this question and leaders a mean of 2.9. This shows consistency with a number of school reports and also with the returns on the Personal Leadership Profile around Parent and Community Support.

One teacher commented succinctly: "Used more explicit teaching of reading strategies at class and individual levels."

Another commented: "I have become more intentional about what I teach in a guided reading session."

In some cases, the project did not have a profound effect on teachers' professional knowledge or practice because the information provided was consistent with their existing knowledge, as evidenced by the comment : "Little change - the Montessori method of teaching has very explicit language strategies that are in line with the PALL project. Perhaps the only change is that we are talking more about what we do."

2. The second section investigated how teachers saw the role of their leader(s) in leading literacy learning. This section provided an overall mean of 2.86 which was a positive outcome. The least effective aspect of the leadership of learning in teacher's eyes was the item regarding leaders '*participating in discussions about how to evaluate intervention*'. When coupled with the item regarding '*participation in discussions about waves of intervention*' (mean of 2.7) a pattern seems to emerge of teacher involvement in and understanding of all aspects of interventions being less than it might have been. A notably positive response came in the area of teachers '*receiving additional responses to support literacy teaching*'. This is consistent with the item in section five of the leaders' questionnaire about '*providing additional support*', which was also highly ranked.

In terms of teacher comments in this area, one said: "The impetus for change and for good practice across a school needs to come from the top and filter down. Principals have a lot of things to consider in the management of the school, but doing the Principals as Literacy Leaders (project) provided the motivation and knowledge to drive change."

Another commented that their principal was now: "...enthusiastic about literacy."

3. The last section of the teacher questionnaire was entitled 'Project Outcomes'. This returned a mean of 3.21, showing that teachers felt that the project had led to enhanced personal knowledge and professional capacity. Once again, the lowest ranked item was '*increased attempts to support parents in assisting their child's literacy development*'. It is worth noting that, despite the overall positive responses in this third section, the column 'To a moderate extent' was by far the most popular, returning just over half of all responses to questions. In contrast, the column 'To a great extent' returned just 31 of the 159 possible indicators. It may be concluded that the project outcomes were positive in teachers' eyes but not to the same extent experienced by the principals. In the other two columns in this section, 'Not at all' and 'To a slight extent', a total of 47 responses were received. This was almost 30% of the responses, which reflects the fact that in some schools, the PALL messages were not being passed on.

One very positive comment came from a teacher who said: "We have a very comprehensive language and literacy program at the school already due to the nature of our school population. However the PALL program has given me the ability to step back, as it were, and see the bigger picture of how the components fit together and have a better understanding of why we do what we do. It has also brought to my awareness the need to explicitly plan for teaching comprehension and vocabulary in the context of how it influences reading rather than as 'just' important language skills. It also increased my confidence in talking to

parents about the reading process and the elements involved. I organised an evening talk for parents to explain this process which they found very valuable.”

5.1.3 - Comparisons between Leaders’ and Teachers’ Questionnaire Responses

A number of questionnaire items were identified as suitable for triangulation of data. The table below provides a comparison of responses. As with the Pilot PALL National project, there is a discernible gap between some of the responses provided by leaders as against those provided by teaching staff – teachers being positive overall, but not as positive about outcomes as leaders.

5.1.3a) Knowledge of Literacy Teaching and Learning

Table 3: Comparison of teacher and leader responses to knowledge of literacy teaching and learning

Teacher Responses		Leader Responses	
Item Description: As a result of participation in the PALL project, I have:	Ranking	As for teachers	
1.1 Learnt more about how children learn to read	2.9	3.1 As for teacher item	3.7
1.2 Understood more about the relationship between decoding and comprehension	2.8	3.2 As for teacher item	3.2
1.3 Understood more about the importance of automaticity and fluency to reading comprehension	2.9	3.3 As for teacher item	3.4
1.4 Understood more about the importance of oral language and vocabulary to the development of reading	3.0	3.4 As for teacher item	3.3
	Mean 2.91		Mean 3.40

It would seem that leaders uniformly perceived they gained more professional learning from the project, especially in regard to learning ‘how children learn to read’.

This difference is reflected in Figure 1 below. In Figures 1-7, the overall trend in responses for each question is captured by collapsing the categories, with “Major extent” capturing the first two, and “Minor extent” capturing the latter two.

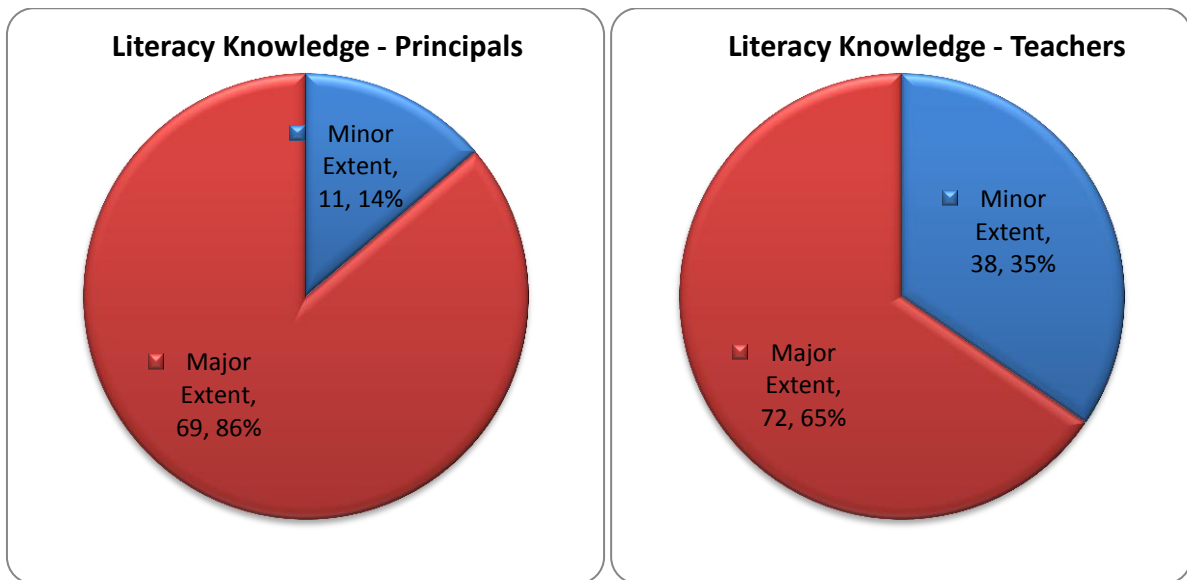


Figure 1: Comparison of principals' and teachers' literacy knowledge

5.1.3b) Promoting/Implementing Evidence Based Practice

Table 4: Comparison of teacher and leader responses to implementing best practice

Teacher Responses		Leader Responses	
Item Description: As a result of participation in the PALL project, I have:	Ranking	As for teachers	Ranking
1.5 Used aspects of the Big Six model for the teaching of literacy	2.8	3.5 Promoted the Big Six model to provide a framework for the teaching of literacy	3.4
1.6 Changed reading assessment practices	2.9	3.6 Reviewed assessment practices based on the Big Six model	3.4
1.7 Changed reading interventions for struggling students	2.9	3.7 Promoted changes to the nature of reading interventions for struggling students	3.1
1.8 Used more explicit teaching of reading strategies at classroom and individual levels	3.3	3.8 Promoted more explicit teaching of reading strategies at classroom and individual level	3.5
	Mean 2.97		Mean 3.35

The gap between 'promoting the Big Six' and its use by teachers is quite stark, as is the difference between leaders reviewing assessment practices and teachers changing theirs.

Comments from the teacher questionnaires were insightful. Only three written comments (from a total of 50) mentioned the Big Six. This seems to indicate it may not have been



embedded fully into teacher knowledge in many schools, perhaps reflecting a lack of confidence on the part of leaders in fully translating the Big Six message. Requests for the Literacy researcher to provide additional input at the school level in this and other PALL projects supports this view, and could perhaps be expected in view of the fact that absorbing the full message of decades of research takes some time. More recent PALL projects have included “teacher conference days” where some of the key messages of the Big Six are presented directly to teachers and Teacher Assistants to help address this issue.

There is a relatively stark difference in perceptions for items 1.6 and 3.6 perhaps indicating that alterations to assessment regimes occurred than leaders may have thought.

This section shows by far the biggest range of differences in perception between leaders and teachers – leaders felt that they promoted evidence-based practice but teachers not feeling their work reflected this promotion. However, the relative closeness of responses regarding interventions indicates that change here was implemented, if not with total success at the time of evaluation.

Figure 2 provides a picture of broad, but not total, agreement.

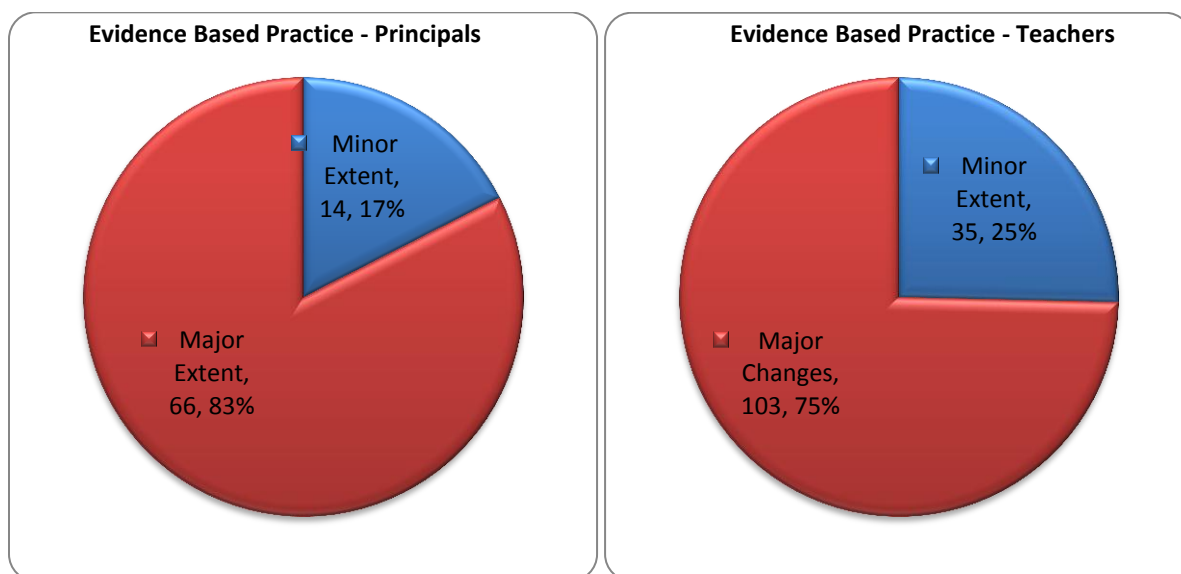


Figure 2: Comparison of principal and teacher responses to evidence-based practice

5.1.3c) Promoted Collaboration with Teachers

Table 5: Comparison of teacher and leader responses to promoting collaboration

<u>Teacher Responses</u>		<u>Leader Responses</u>	
<i>Item Description: As a result of the school's participation in the PALL project, I have:</i>	<i>Ranking</i>	<i>As a result of participating in the PALL project, I have:</i>	<i>Ranking</i>
2.4 Participated in discussions of reading achievement data to identify students for intervention	2.9	4.2 Applied my knowledge about the usefulness and limitations of different types of data	3.3
2.5 Engaged in focussed discussions with the principal and/or colleagues about literacy teaching	3.3	5.4 Worked with staff on data to identify different target groups for intervention	3.4
2.6 Participated in discussions about different levels (waves) of reading intervention	2.7	5.1 Discussed different levels (waves) of literacy interventions with staff	3.2
2.7 Participated in discussions about how to evaluate reading intervention	2.5	6.1 Shared the development of questions, criteria and approaches to evaluating literacy interventions with staff	2.7
		6.2 Set up processes to evaluate our reading intervention	3.1
		6.3 Analysed the outcomes to determine the efficacy of literacy interventions in collaboration with staff	2.6
	Mean 2.85		Mean 3.05

Responses here were more closely aligned, and suggest that the PALL project was successful in promoting collaborative discussion about evidence-based reading instruction.

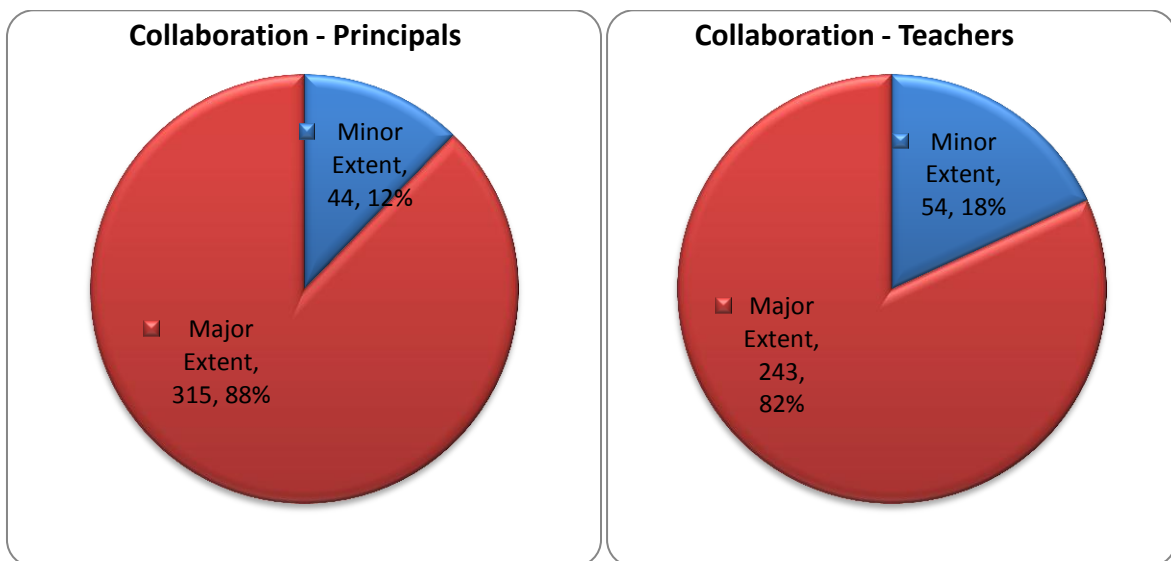


Figure 3: Comparison of principal and teacher views of promoting teacher collaboration

5.1.3d) Promoted Collaboration with Parents

Table 6: Comparison of teacher and leader responses to parent collaboration

<u>Teacher Responses</u>		<u>Leader Responses</u>	
<i>Item Description: As a result of the school's participation in the PALL project, I have:</i>	<i>Ranking</i>	<i>As a result of participating in the PALL project, I have:</i>	<i>Ranking</i>
1.7 Changed reading interventions for struggling students	2.9	3.9 Encouraged conversations with parents about student literacy development	2.9
3.3 Increased attempts to support parents in assisting their child's literacy development	2.7		
	Mean 2.80		Mean 2.90

These were uniformly ranked a little lower than other sections.

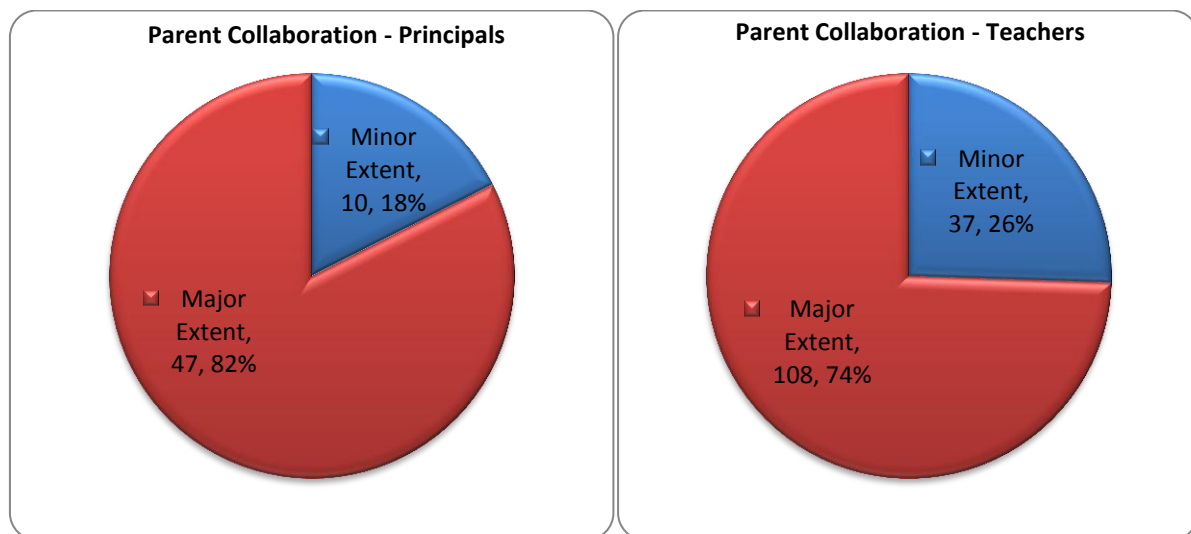


Figure 4: Comparison of principal and teacher views of promoting parent collaboration

5.1.3e) Promoted Differentiation of Instruction

Table 7: Comparison of teacher and leader responses to differentiated instruction

<u>Teacher Responses</u>		<u>Leader Responses</u>	
<i>Item Description: As a result of the school's participation in the PALL project, I have:</i>	<i>Ranking</i>	<i>As a result of participating in the PALL project, I have:</i>	<i>Ranking</i>
1.7 Changed reading interventions for struggling students.	2.9	3.7 Promoted changes to the nature of reading interventions for struggling students	3.1
		5.1 Discussed different levels (waves) of literacy interventions with staff.	3.2
		5.3 Monitored the different levels of literacy interventions.	3.2
		5.4 Worked with staff on data to identify different target groups for intervention	3.3
	Mean 2.90		Mean 3.20

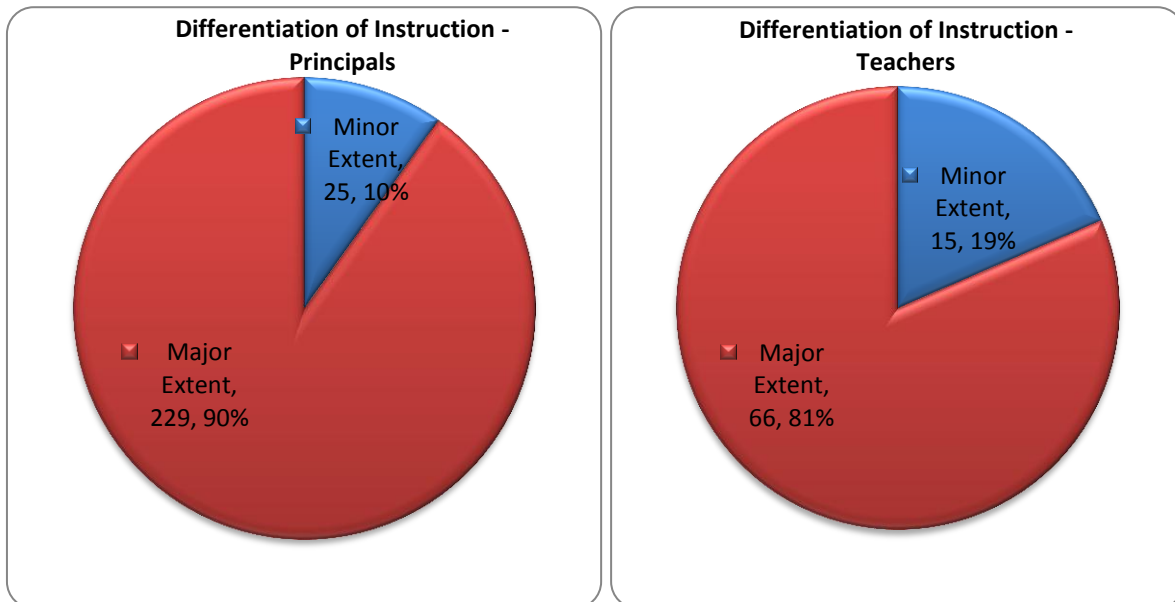


Figure 5: Comparison of principal and teacher views of differentiated instruction

5.1.3f) *Perceived Changes in Students' Attitudes to Literacy*

Table 8: *Comparison of teacher and leader responses to changes in student attitudes*

<u>Teacher Responses</u>		<u>Leader Responses</u>	
<i>Item Description: As a result of the school's participation in the PALL project, I have:</i>	<i>Ranking</i>	<i>As a result of participating in the PALL project, I have:</i>	<i>Ranking</i>
3.5 Noticed improved student attitudes to literacy learning	2.80	7.5 Noticed improved student attitudes to literacy learning	2.90
	Mean 2.80		Mean 2.90

These were quite uniform in responses but comparatively low.

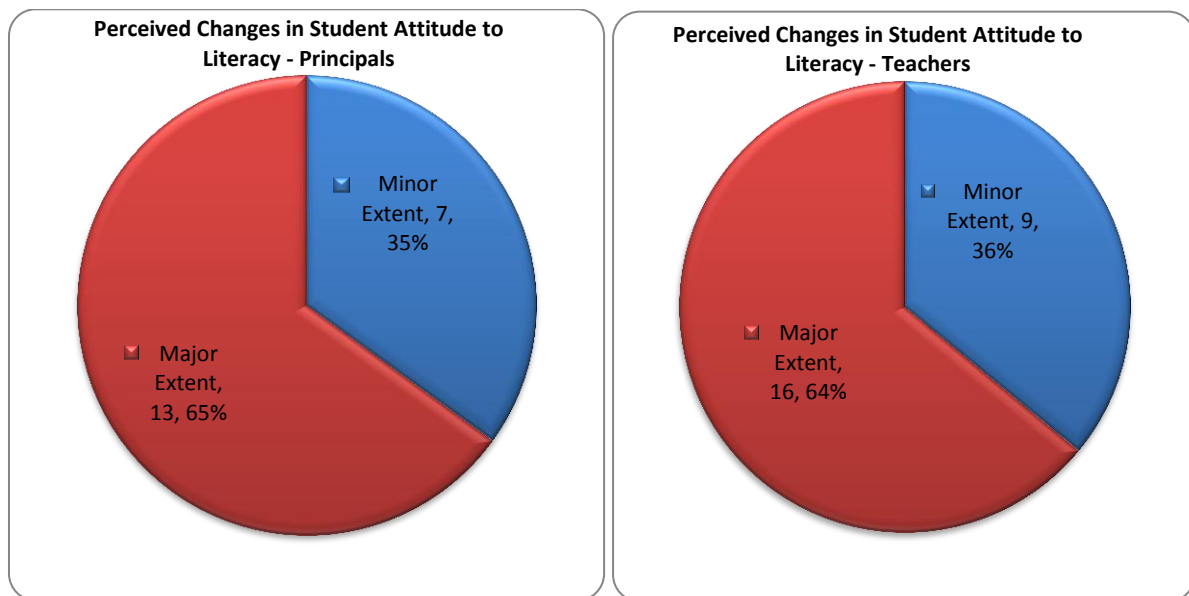


Figure 6: Comparison of principal and teacher views of changes in student attitudes

5.1.3g) *Perceived Change in Students' Achievement in Literacy*

Table 9: *Comparison of teacher and leader responses to changes in student achievement*

<u>Teacher Responses</u>		<u>Leader Responses</u>	
<i>Item Description: As a result of the school's participation in the PALL project, I have:</i>	<i>Ranking</i>	<i>As a result of participating in the PALL project, I have:</i>	<i>Ranking</i>
3.6 Noticed increased student achievement in literacy.	2.80	7.5 Noticed increased student achievement in literacy.	3.10
	Mean 2.80		Mean 3.10

The mean results for this item were quite different and may point to a lack of alignment between data collected by teachers and that collected for the purposes of the project by leaders. However, when combining the categories, a slightly closer alignment of opinion is apparent. It is still clear that more than 70% of teachers and 80% of principals believe that student literacy achievement has increased as a result of the school's involvement in the PALL project, which is an encouraging outcome.

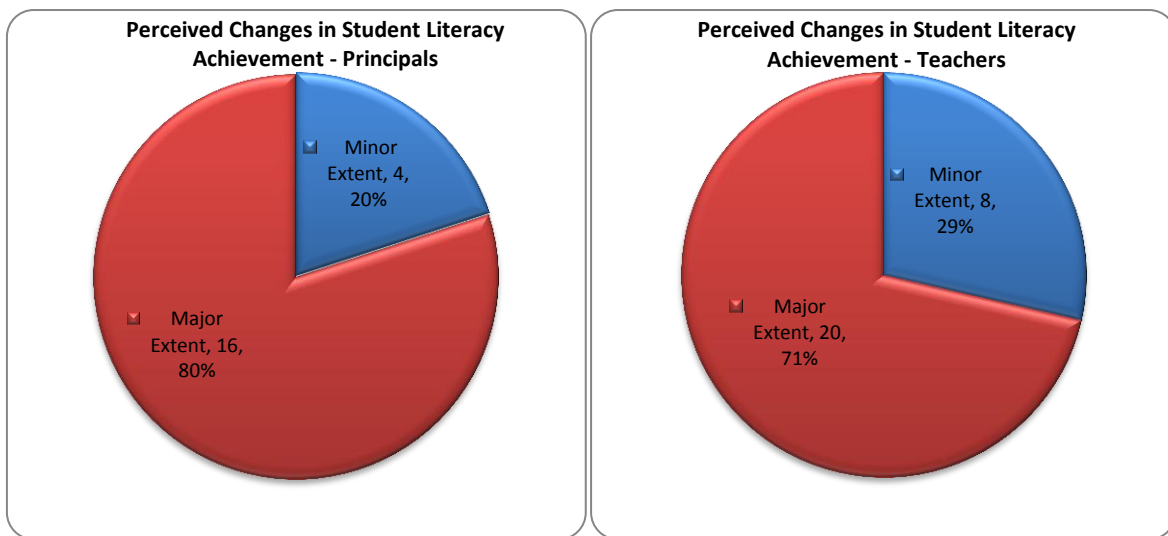


Figure 7: Comparison of principal and teacher views of changes in student achievement

## 6. Analysis of the Survey of Leaders' Literacy Knowledge and Beliefs

While the final evaluation questionnaires drew on the leaders' and teachers' perceptions of the extent to which their knowledge of literacy learning and teaching had improved as a result of the project, pre- and post-project surveys which actually assessed their level of knowledge were also administered (see Appendix E). Leaders were asked to indicate their level of agreement to a series of 21 statements along a five-point scale: strongly disagree, disagree, not sure, agree and strongly agree. Eleven of the statements explored leader knowledge of the elements required for skilled reading to develop; three statements explored their knowledge of literacy assessment; five related to the extent to which their beliefs about literacy development were consistent with the evidence; and two related to their confidence in their ability to teach reading. Participants identified themselves using a pseudonym so pre- and post surveys could be matched, but this also allowed them a level of anonymity. Twenty-five participants completed the survey on the first day in March 2011, and 17 also completed the survey in October-November of 2012 at the conclusion of the project. The response rate for the post-survey was lower because the whole group did not meet together again, and we were reliant upon leaders responding to an email request at a very busy time of the year.

### 6.1 Analysis of mean group responses to individual questions

Figure 8 summarises the mean responses of participants who completed both pre- and post surveys for the individual questions. The maximum score for any question was five.

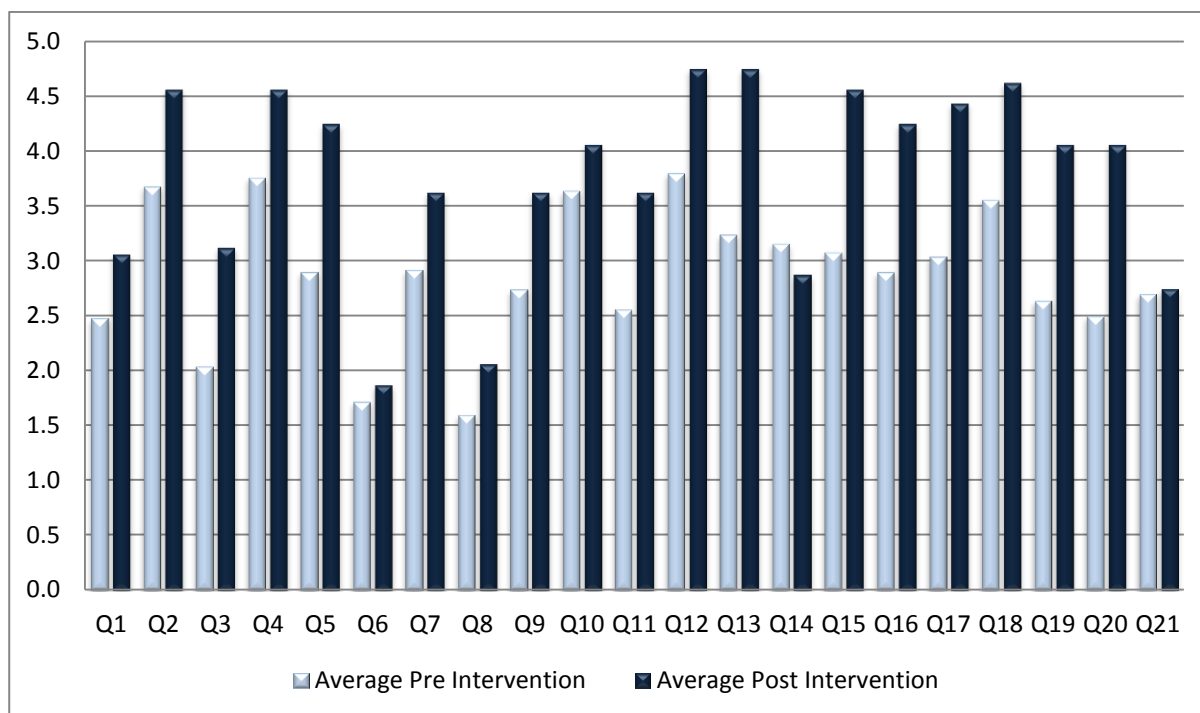


Figure 8: Group mean responses to individual questions pre- and post-project

Growth is evident across most questions. Responses to questions 3, 7, 9, 11, 15, 16 and 17 reveal increased leader knowledge of the elements required for meaningful reading to develop, and an increased understanding of the need for explicit teaching. These are important results,

as building content knowledge around reading development was an important aim of the PALL project. These responses are discussed further in section 5.2.

An exception was Question 14, which related to leaders' beliefs around whether or not children who were significantly behind their peers should be withdrawn from class for specific intervention. The belief that children should not be withdrawn for any reason has been widespread for some decades, largely based on the perceived social implications of such withdrawal. Research over the past decade (see, for example, Johnston and Watson, 2003, 2005; Lenz et al., 2005; Mosenthal et al., 2006; Ofsted, 2010; Slavin, 2009a; 2009b; Taylor et al., 2000; Torgensen et al., 2007a; 2007b) has supported the view that academic progress for children who are more than two years behind their peers can only be realistically improved through small group instruction and a specifically targeted program, and this was the message conveyed in the PALL project. The increased self esteem and skill arising from improved academic progress is thought to ameliorate feelings of separation, although the social impact of any intervention must always be considered. This would appear to be an area where some leaders still have concerns. It could also be that considering the small numbers who completed both pre- and post-surveys, that one or two leaders with very strong feelings about this issue influenced the results.

Only a small improvement was evident in Question 6, which investigated leaders' views of predictable text to practise early reading skills. Predictable texts usually contain a reoccurring sentence stem on each page, for example, "Look, the cat is...", which must be completed using different words. Pictures support sentence completion. These texts are useful when children are first starting to understand "how books work" and becoming familiar with important concepts about print; such as the fact that marks on a page can have meaning, the top to bottom and left to right orientation of print in the English language, and letter shapes and orientation. The picture provides a virtually fail-proof clue to the end of the sentence. Once children begin to learn actual letter-sounds and to blend them together, however, continued access to predictable texts can be counter-productive, because rather than examining the text to blend together the sounds, and therefore practise the critical skill of blending, most children will continue to look immediately at the picture. Decodable texts that incorporate the letter-sounds (and sight words) that the children have been taught are more effective in providing the blending practice they require at this stage (Coltheart & Prior, 2007; Joshi et al., 2009; Moats, 2009). Predictable texts, however, are still widely used beyond the very earliest stages because many teachers do not understand the need for children, especially those who are struggling, to practise the process of blending, which underpins an alphabetic system.

It may also be that there are misunderstandings about what "predictable text" means. Responses to Question 13 reveal that leaders did develop their understanding of the role of decodable readers, which contradicts to some extent their responses to the question about predictable text. It could be that confusion remains about both terms.

An alternate explanation is that reference in the question to the value of predictable text to the development of "early reading skills" was not clear enough: some leaders may have thought



this referred to the “pre-reading” level. Future surveys will make the distinction clearer, so this issue can be investigated more closely, because it is an important one.

Question 8, which related to the definition of phonological awareness, also showed less improvement throughout the project than most other concepts. Phonological and phonemic awareness are terms that refer to sounds only, whereas the term phonics refers to the relationship between the sounds and the letters that represent them. This result is perhaps not unexpected, as confusion between these terms is common amongst teachers at all levels (Joshi et al., 2009; Loudon & Rohl, 2006; Lyon & Weiser, 2009; Sallinger et al., 2010; Walsh, Glaser & Wilcox, 2006), and many leaders have had no, or no recent, experience teaching in the junior years where an understanding of these terms is more critical.

## **6.2 Analysis of mean group responses at category level**

In order to determine if broader trends in development of evidence-based knowledge about reading were apparent, questions were clustered into the following categories:

Vocabulary

Letter-sound knowledge (phonics)

Assessment

Fluency and automaticity

Phonological awareness

Beliefs about the teaching of reading

Confidence

Caution must be exercised in interpreting these results, as in some categories – vocabulary and phonological awareness, for example - there was only one question, and the sample size was small. It was possible, however, to analyse the results statistically because “paired data” had been collected; that is, pre- and post surveys from the same participants. Figure 9 presents the group averages pre- and post the project for the categories mentioned above.

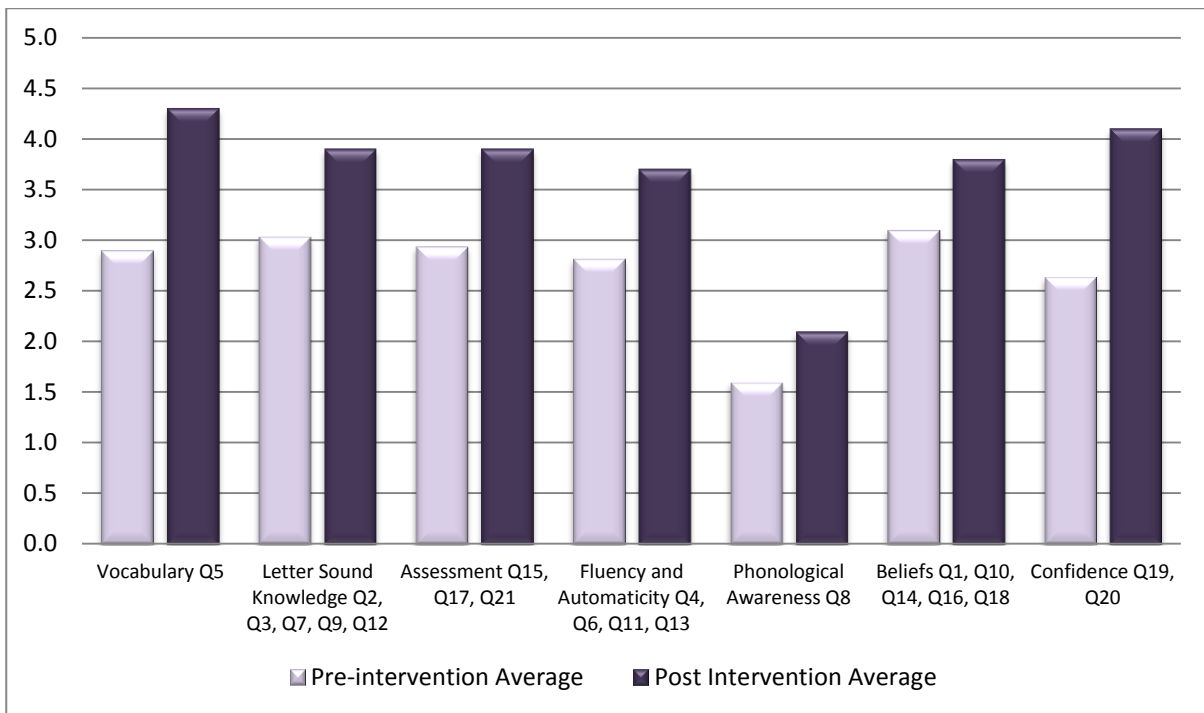


Figure 9: Group Average Results of Pre and Post-Surveys of Literacy Knowledge and Beliefs

Development is apparent in each category, and the paired samples t-test analysis of all categories except phonological awareness suggests that the difference in responses is unlikely to have occurred by chance, although it cannot be definitively said that other factors did not also contribute to the development. Schools could have accessed other programs or implemented other processes and procedures over the two years that contributed to the result. There was no control group of participants who were similar in all other ways but who did not participate in the project. At a system level, however, AISWA may be able to track the progress of students in participating schools and compare them with student progress in other similar schools.

It is also interesting to note that the mean response to 18 of the 21 statements in the pre-intervention survey was around three, which indicated “not sure”. The leaders’ general lack of confidence in their understanding of reading processes and instruction prior to the project makes the post-intervention means even more significant.

While the paired-sample t-tests suggest that the results did not occur by chance, t-tests do not provide information about the magnitude of the project’s effects. In order to provide further information about this, effect sizes for each category were calculated using Cohen’s *d*. An effect size is the standardised mean difference between the pre- and post responses. For Cohen’s *d*, an effect size of 0.2 to 0.3 is considered a “small” effect, around 0.5 a “medium” effect and 0.8 and above, a “large” effect. A large effect size was indicated for all categories apart from development in phonological awareness, for which a moderate effect size was indicated. Effect sizes of more than 1.0 may be considered to be very large. A summary of the results for each category follows.

## **Vocabulary**

There was a statistically significant difference in leaders' understanding of the importance of vocabulary to reading development from the beginning (PRE MEAN = 2.90; PRE SD = 0.81) to the end of the project (POST MEAN = 4.25; POST SD = 0.86,  $t = 4.67$ ,  $p = .0003$ ). Cohen's  $d$  of 1.6 indicated a large effect size. There was much discussion throughout the project of the impact of vocabulary, and oral language development on future reading ability. The landmark research of Hart and Risely (1994), which revealed that a "word gap" of over 30 million words exists between the language experience of children from "professional" homes and those from "welfare" homes by the time children reach the age of three. This research was featured in Module 2, and resonated strongly with many leaders.

## **Letter-sound knowledge (phonics)**

There was a statistically significant difference in leaders' understanding of the importance of the explicit teaching of letter-sound knowledge from the beginning (PRE MEAN = 3.04; PRE SD = 0.36) to the end of the project (POST MEAN = 3.94; POST SD = 0.47,  $t = 4.67$ ,  $p = 0.0003$ ). Cohen's  $d$  of 1.6 indicated a large effect size. Most leaders, even those who initially professed quite a different approach to the teaching of reading, were prepared to consider the evidence, and support the implementation of a systematic and explicit approach to the teaching of phonics. The professionalism of the leaders in being open to approaches that were unfamiliar to them was very encouraging, and data included in some evaluation reports submitted at the end of the project revealed strong growth in this area.

## **Assessment**

There was a statistically significant difference in leaders' understanding of assessment from the beginning (PRE MEAN = 2.94; PRE SD = 0.81) to the end of the project (POST MEAN = 3.91; POST SD = 0.51,  $t = 4.06$ ,  $p = .001$ ). Cohen's  $d$  of 1.6 indicated a large effect size. Evaluation reports supported this finding, with reference to increased use of fine-grained assessment for diagnostic purposes, and a wider variety of assessments being used, although not necessarily a greater number.

## **Fluency/Automaticity**

There was a statistically significant difference in leaders' understanding of the critical link between automaticity of the preliminary skills of reading, fluency and comprehension from the beginning of the project (PRE MEAN = 2.84; PRE SD = 0.28) to the end of the project (POST MEAN = 3.71; POST SD = 0.50,  $t = 5.8$ ,  $p < .0001$ ). Cohen's  $d$  of 2.2 indicated a large effect size. Many leaders began the project with concerns about their students' comprehension levels, but with little understanding of the need for prerequisite skills to be firmly established before children have the "cognitive space" to concentrate on meaning. There was also a new understanding of the importance of developing oral comprehension from the earliest years.

### **Phonological awareness**

As mentioned previously, there was less development in the leaders' understanding of phonological awareness, with no statistical difference noted from the beginning of the project (PRE MEAN = 1.66; PRE SD = 0.76 ) to the end of the project (POST MEAN = 2.06; POST SD = 1.53,  $t = 1.23$ ,  $p = .24$ ). Cohen's  $d$  of .48 nevertheless indicated a medium effect size for this category, so some new understanding did occur. The relatively large post-standard deviation evident in the survey results at the end of the project suggests that, within the small sample size, a few respondents who had significant misunderstandings could skew the overall result.

### **Beliefs**

It was interesting to note the statistically significant difference in the extent to which leaders' beliefs were consistent with research about reading development from the beginning of the project (PRE MEAN = 3.15; PRE SD = 0.51) to the end of the project (POST MEAN = 3.78; POST SD = 0.56,  $t = 3.35$ ,  $p = .004$ ). Cohen's  $d$  of 1.3 indicated a large effect size. This was an important result, and reflects well on the leaders who were initially very challenged by the positions taken in the PALL project.

### **Confidence**

Considering the fact that many of the participating leaders had not recently, or indeed ever, taught beginning readers, the significant growth in their confidence regarding reading instruction from the beginning of the program (PRE MEAN = 2.57; PRE SD = 0.70) to the end of the program (POST MEAN = 4.06; POST SD = 0.40,  $t = 7.42$ ,  $p < .0001$ ) was an important outcome for the researchers. Cohen's  $d$  of 2.9 indicates a large effect size. Their increasing knowledge and new level of confidence would greatly enhance their credibility with teachers, particularly those in the junior school, and increase their capacity to lead literacy learning in their schools.

Thus the results of the pre- and post-surveys of literacy knowledge and beliefs supports the principals' own perceptions of their increased knowledge about the reading process, and how it can be taught most effectively.

## **7. Analysis of Reading Intervention Evaluation Reports**

This section of the report documents findings from an analysis of the reading intervention evaluation reports submitted by participating principals to ECU at the end of 2012/beginning of 2013.

The school leaders who had taken part in the two year project were requested, at the beginning of the second year (2012), to develop and implement interventions to improve student reading achievement in their schools, based on their current circumstances and informed by the work they had undertaken during the five module phase of their professional learning. This part of the report examines findings from the sixteen school intervention evaluation reports prepared by principals, particularly in relation to student reading

improvement. It also identifies some of the factors that principals and schools believe made contributions to effective literacy interventions.

## **7.1 The Data used in this Task**

Leaders of seventeen schools completed the project, and of those, leaders from sixteen submitted reports. One of these was delivered through a telephone interview. Two were interim reports because changes of leadership removed the driving force within the project. One of these interim reports was added to by the leader's successor through discussion and additional material.

A template was used by principals as the basis for in-school evaluation planning. It provided guidance on how to document the purposes and key questions for the evaluation, the data gathering methods that would be employed for each key question, the staff who would be involved and when data gathering and analysis would take place.

The suggested report headings were:

- The school context
- The rationale for the intervention and focus for its evaluation
- The evaluation's purposes
- Sources of data and data collection methods
- Findings from the evaluation
- Future implications (recorded here as commendations and recommendations).

Principals were asked to write to each heading. What follows is a summary analysis of the reports against these headings based on an examination of the sixteen submissions.

### **7.1.1 School Context**

Consistent with the nature of AISWA schools, there was a wide range of school contexts, in terms of socio-economic status and also in terms of each school's philosophical base.

Five of the schools were high fee paying Christian schools; seven were lower middle fee paying Christian schools; one school was a remote boarding institution solely for Aboriginal students; two were based on specific educational philosophy; one was a Muslim College; and one was a school for hearing and language impaired students.

ICSEA ratings for the schools ranged from 1198 to 658 on the index. Six schools were above 1100, six were between 1000 and 1100 and two were in the 900s as well as the school in the 600s. One school did not have an ICSEA rating.

This diversity, which was amplified by schools' capacity for, and approaches to enrolments, naturally led to a wide range of interventions that reflected both educational and situational context. These were reflected in the reports.

### 7.1.2 The Focus of Interventions

This section examines the nature of the reading interventions implemented by the schools. Table 10 presents the focus of the interventions planned in the schools; the year levels at which the interventions were applied and the approaches used. There is a variety of responses as schools were free to choose the focus of their interventions, the groups of students who would be targeted and the teaching strategies and resources to be used.

Table 10: *Focus of interventions across participating schools*

<b>School</b>	<b>The Focus of the Intervention(s)</b>	<b>Level of Schooling</b>	<b>Wave of Intervention</b>
A	1. Phonological awareness, letter sound relationships 2. Fluency	Yrs P/1/2 Yrs 2 and 3	Wave 1 Wave 2 and 3
B	Phonological awareness	K/6	Wave 1
C	Letter sound relationships "The Sound Way" program	P/9	Wave 1
D	Phonological awareness	K/PP	Wave 1 and 2
E	1. Tiered Instruction through use of data 2. Development of shared pedagogy in reading	Years 1 to 6 Years 1 to 6	Waves 1/2/3
F	Letter sound relationships "The Sound Way" program	P/7	Wave 1
G	Developing improved intervention processes in reading	Yr 5/6	Wave 1/2/3
H	1. Using data to improve reading instruction 2. Writing	PP/6 Yr 4/5	Wave 1/2 Wave 1
I	Reading – concentrating on oral language, phonological awareness and comprehension	K/PP	Wave 1/2
J	1. Phonological awareness and letter sound relationships 2. Comprehension	K/PP Yr 2	Wave 1/2 Wave 1/2
K	Comprehension	Yr 6	Wave 1/2
L	Phonological awareness and letter sound relationships	PP/7	Waves 1/2/3
M	Comprehension	1/6	Wave 1
N	Phonological awareness, vocabulary, comprehension	K/PP	Wave 3
O	Targeted Improved Instruction	K/6	Waves 1/2/3
P	Instruction in the Big Six	Yr 3/4	Wave 1/2/3

As Table reveals, a number of schools had more than one focus for their intervention and evaluation. Some schools also undertook a great deal more in terms of intervention than was reported upon because they could not capture all of their work in the recommended format within the given timeframe.

All schools reported on why they chose to intervene in the area they did. In a number of cases, concern that had been raised through data collection was a major catalyst. NAPLAN and other standardised test results were commonly cited.

“The school has struggled to achieve consistent creditable results in NAPLAN reading tests at the Year 3 and Year 5 level”, said one leader, while another noted “It seemed Year 3s were achieving consistently below benchmarks in NAPLAN Results, especially reading.”

Another K/12 school stated "Standardised testing in the form of spelling and reading administered in Term 3 of 2011 indicated that 61% of students in Year 7-8 were spelling at a level or below the level of their chronological age and 89% were at a level of or below the expected norm for their chronological age" while another commented “With the constant influx of new students and a very high ESL cohort, the school average for NAPLAN in reading and language conventions fall below that of other WA schools.”

In a significant number of schools, where NAPLAN results and other data were regarded as meeting required standards, there were indications of a strong feeling that the school needed to do better to ‘add value’ to the students in its care. Generally, these higher ICSEA schools met national benchmarks/norms but wondered if this was primarily because of the teaching being delivered or as a result of other factors in students’ lives. Coupled with this was a common concern that some of these schools were tending to remove students with particular literacy needs from classes for withdrawal programs that were not designed, nor monitored, by the class teachers, therefore placing responsibility for their needs onto a support team. This was exacerbated in some instances by inaccurate identification of struggling students and consequently inaccurate curriculum delivery. There was a common theme echoed in conversations with these schools that those students sent to enrichment/support classes had no other differentiation of curriculum offered to them for the rest of the week. General classroom curriculum was not attentive to their needs and there was little effective communication between remedial specialists and class teachers. This led to some quite similar interventions across some schools. The following statements help provide context here.

“Prior to 2011 there was no clear systematic data collection or identification process in place. Thus, there was much confusion, misidentification of students and poorly defined intervention programs.”

Another commented: “There was no school-wide approach to literacy instruction, in particular an absence of data analysis to inform targeted instruction in reading. To this end it was deemed critical to implement a tiered approach to reading intervention across all year levels.”

### 7.1.3 Evaluation Purposes

Most evaluation reports clearly stated the aims of the intervention. According to the planning template, principals and members of the school community were asked to identify two major purposes (*seeking data on changed conditions in the classroom and school, and data on changes in student reading achievement*) and an optional purpose (based on the LLL Blueprint) gathering data on one or two dimensions which had been influential in the intervention.

Virtually all of the intervention reports made reference to changing conditions in the school and classroom for the learning of reading. A common theme was the need to improve classroom practice in teaching a particular aspect of reading.

“...Through disciplined dialogue with the upper primary teachers, it became evident that comprehension was being practised, rather than being taught.”

The need for more explicit teaching within the school was cited by some, while others indicated that a key focus during the intervention was the establishment of the Big Six framework across the school.

Leadership purposes based on the Leading Literacy Learning Blueprint were not specifically addressed in any reports, although it was clear that attention was paid to a number of its dimensions. Of particular note were the dimensions “Strong Evidence Base” and “Professional Development”. Many schools made significant change to their data gathering and analysis as major aspects of their intervention and made good use of professional learning to skill staff in this area.

A number of schools referred to the need to improve planning, either across the school, or within a cohort of students; and either at levels of schooling or levels of achievement. “By analysing results in year groups and indeed within year groups, it was deemed essential that an across the school approach be implemented.” Often, the need to improve planning meant a need to improve both data sources and methods.

#### 7.1.4 Sources and Data Collection Methods

During the presentation of the 3<sup>rd</sup> and the 5<sup>th</sup> module, leaders were introduced to the idea of using multiple sources of data. Evaluation reports included a variety of sources – student tests (especially pre- and post- with the same group of students), student work samples (either written or oral), anecdotal observations by teaching staff, criterion referenced checklists (including the Literacy Practices Guide), staff and student surveys, anecdotal feedback from teachers, screening tools and use of video footage. A number of schools specifically mentioned using a disciplined dialogue as a process for analysing results.

Most schools used national and/or standardised tests as part of their data sources. The data collection methods and sources were numerous and both qualitative and quantitative data were collected. Approaches to data gathering are summarised in Table 3.



Table 11: *Data collection methods used by schools in their intervention evaluations*

Approaches to Data Gathering (both columns)	
Pat-R Comprehension was a common standardised test used for 'pre' and 'post' results. It was used by 8 schools as part of their evaluation. Often, comparisons were made between Term 1 and Term 4 results in the same year. Stanines were used in data presentation.	National Assessment Program for Literacy and Numeracy (NAPLAN) in Years 3, 5 and 7. This was commonly cited by schools as providing data of concern. However, only 3 schools actually included NAPLAN data as evidence of change as a result of their intervention.
Waddington Diagnostic Reading Test	Neale Analysis of Reading (3 schools)
Pat-R Spelling (2 schools)	PIPS (3 schools)
Pat-R Vocabulary (2 schools)	South Australian Spelling Test (4 schools)
Assessment of Reading Fluency using PM Benchmark (2 schools)	PM Benchmark readers – used for ongoing assessment through Running Records
Zutell and Rasinski Prosody Scale	Educheck
Montessori Indices	Montessori Scope and Sequences
Literacy Net	Fontas and Pinnell Benchmark Assessment
Cars and Stars Program Assessment	Rode to the Code and Rode to Reading
Diana Rigg Phonological Awareness Checklists	Kindergarten Pre-Literacy Screen
Crevola and Vineis Oral Language Assessment	Easy Mark Reading Comprehension
Marion Blank Oral Comprehension Assessment	Multi Lit Placement Test
Words their Way Diagnostic Test	Elect Graded Spelling Test
A Sound Way – Writing specimens	A Sound Way Reading Age Test
Educational Assessment Australia – Reading Comprehension	
Use of the Literacy Practices Guide for data gathering. This occurred through using the LPG for teacher self-reflection or super-ordinate observation by 4 schools	A Teaching Practice Checklist –generated by school staff
Student questionnaires and interviews (2 schools)	Staff questionnaires and interviews – used in various forms by 6 schools
Parent questionnaire and interviews (2 schools)	Use of video footage of classroom practice
A survey of teacher understanding	

Most schools included some data in their intervention evaluation reports. To give some indication of the range of data supplied by schools as evidence of improved reading, examples have been provided in Appendices F-N. These are referred to in greater detail later in the report.

It is evident that a wide range of assessments was used in evaluation. Interestingly many schools continued to use assessment practices that preceded the project. In some cases this seems to indicate that there was not always a close 'fit' between purposes for assessment and the actual assessment used in the evaluation. It would also seem to indicate that some schools

needed more precision in their intervention planning which may then have led to more precise data for the evaluation. A number of schools noted in their 'Recommendations' section the need to further develop data sources.

#### 7.1.5 Findings and Future Implications for these Schools

The majority of schools that returned Intervention Evaluation Reports used their findings to describe helpful changes or process that were working well (commendations) and those that were being planned for 2013 and beyond (recommendations). In the section on commendations, particular reference was made to changes in classrooms that improved teaching and learning processes. In the section on recommendations, particular reference was made to planned processes and strategies for ongoing change.

##### a) Commendations Regarding Changes to Classroom Practice

Leaders reported a range of positive changes that occurred in their schools as a result of reading interventions. These changes have been grouped into areas of some commonality. Table 12 lists the 'grouped' commendations in two columns.

Table 12: *Grouped Commendations from Intervention Evaluation Reports*

<b>"Grouped" Areas for Feedback on Commendations and Frequency of Response (not in order of importance)</b>	
Use of the <u>Wave Approach</u> (7 schools)	Examination of data around chosen elements of the <u>Big 6</u> (8 schools)
Improved data collection and analysis including application of <u>Disciplined Dialogue</u> (8 schools)	Better, more explicit teaching of Literacy (8 schools)
Whole school data processes and timelines established (7 schools)	Establishment or re-establishment of the <u>Literacy Block</u> (4 schools)
Greater student engagement, especially in Waves 2 & 3 (3 schools)	Collaboration and development of common approaches amongst teaching and support staff (6 schools)
Development of leaders' instructional leadership knowledge and application (3 schools)	Involvement of parents in the intervention (5 schools)
Better teacher knowledge of overall Literacy instruction (4 schools)	Improved professional development for teachers and support staff in Literacy – especially use of 'in house' expertise (7 schools)
Development of sharing practices between schools (4 schools)	Specific use of <u>Literacy Practices Guide</u> to enhance professional learning and teacher collaboration within the intervention (4 schools)
Development of Scope and Sequence for Literacy	Improved use of Education Assistants (1 school)
Enhancement of shared leadership (4 schools)	Making reading more accessible and enjoyable for students (2 schools)

While the above commendations were mentioned in evaluation reports, they are not necessarily fully indicative of how many schools employed them at stages during the project. For example, conversations throughout the project indicated that all schools used the Literacy Practices Guide and some of them used the document extensively. However, it may not have been used specifically for the intervention evaluation and so did not gain a mention with some schools.

There was implied achievement in some fields mentioned above, but no specific mention in the table. An example of this is: "Better, more explicit teaching of Literacy". All schools would claim improvement in this area but not all reports stated this explicitly.

Of interest is that two schools chose to base their intervention around a specific learning program (A Sound Way) while a number of schools undertook multiple interventions (in some cases undertaking major re-structuring of reading instruction in response to data).

Many schools altered their conditions for learning. This occurred through combinations of:

- a) Changing roles of staff or increasing human resourcing
- b) Improving resource materials for reading
- c) Altering timetables to facilitate better learning conditions

Professional development of staff was obviously seen by schools as a necessary step in the intervention process, as was the gathering, analysis and use of data. A number of schools obviously valued the development of whole school approaches.

One other clear outcome was the marked shift in many schools toward collaborative planning and teaching, leading to common approaches by staff.

The Leadership Blueprint clearly featured in schools' planning for intervention as almost all dimensions were mentioned, with the exception of Shared Moral Purpose.

Also of note were the 'unexpected outcomes' from the intervention. 'Greater staff cohesion' was cited, an outcome seen to be the result of shared processes used in the intervention. Another was that the intervention became somewhat of a catalyst for policy revision and re-writing in some schools.

Some schools gave a high rating to enhancing student engagement, especially with struggling readers and this was duly noted. One school commented: " Student engagement and attitude towards reading has drastically improved."

While 5 of the 17 schools did mention a positive shift in terms of parent engagement in students' learning, it is clearly an area of potential growth as can be seen in the 'Recommendations' section of the report below.

One of the unwritten but often mentioned aims of the project was to encourage schools to share practice with each other and it is gratifying to note that this did develop with the project.

Understandably, not every school reported unqualified success and those that did need to be commended for their willingness to present honest findings. One leader's comment was: "Some staff admitted they had not done as much as they should to adapt their teaching program. Lack of confidence in specific areas was the main reason." Not surprisingly, this school has indicated it will continue with a strong teacher professional development program for 2013.

#### d) Commendations Regarding Improved Student Reading Outcomes

Almost all schools presented qualitative and quantitative data from their evaluations. Some of these examples are provided in the Appendix to highlight the many different ways in which school communities examined reading improvement. In most cases, schools looked at pre- and post-testing (often standardised) with the same student groups to examine improvement. Some schools indicated that progress toward full intervention was slower than anticipated and some felt that the length of time of the intervention worked against powerful indicators of student achievement. However, all schools did note improvement.

Comments about such improvement were included in reports. For example, one leader reported:

"The data included here provides strong evidence that the intervention was very successful for students identified with reading delays. Tier 3 and 4 strategies (for students with significant delays) have been most successful."

Another commented: "The overall results from the program are considered impressive, with the best results achieved in the area of reading."

Yet another leader, whose school intervened in the area of Phonemic Awareness and Letter/Sound knowledge, commented that: "Pre-primary staff were buoyed by the heightened awareness that their children had in breaking words down within weeks of taking on the program."

#### e) Recommendations arising from the Reading Intervention

The overwhelming sentiment in the recommendations was that schools felt they had made a good start but they needed to sustain the intervention. Some set a target of having the intervention successfully completed within another year while others were more flexible about a timeframe. Many opening statements commenced with "Continue to....". Typical of the comments here were:

"Continue to embed quality practice into classrooms through modelling and sharing of knowledge and skills."

Another school was more explicit in one of its future directions:

"Further refine Tier 2 practices (more intensity and frequency) within the class setting through modified teacher assistant timetabling. This will support student development in phonological awareness and reading through teacher assistants working with identified students each day to

develop recall of letter sounds (synthetic phonics), recall of high frequency words, decoding and encoding skills and re-reading texts to develop reading fluency.”

A number of schools seemed to commence their intervention with Wave One (whole class) strategies, often designed to develop common approaches and understandings to delivering dimensions of the Big Six. There are indications that further development here will lead to Wave Two and Three strategies being implemented in the future.

The difficulty in resourcing Wave Three approaches, which require groups of one-three students, was a concern for some schools and so the recommendation was to find ways to overcome this.

Many schools realised that their evidence base for both evaluating the intervention and for informing curriculum delivery was less than optimal. Improvement in this area was flagged by a number of schools. They also identified the need to improve recording systems for this evidence to ensure it was better used.

A common recommendation was to continue to improve teacher knowledge and understanding. One school has set itself to deliver:

- a) Professional learning in curriculum differentiation;
- b) Development of three-part lesson plans;
- c) Improvement in methods for analysing and interpreting data; and
- d) Development of explicit teaching approaches

Half of the schools articulated a need to improve parent communication and/or parental engagement with the school. Two benefits were seen here, one being to enhance parent disposition toward a program and the other to allow parents to offer practical assistance at school or at home for their children. Typical of recommendations was:

“Raise parent awareness through presentations and informational brochures about the importance of early reading behaviours. The library will be opened from 8.00 am during 2013. Parents of children from Pre-K to Year 3 may come in with their children to read to them. Discussion cards will be provided to support parents in developing their children’s reading skills.”

‘More of the same’ was a common recommendation, indicating that schools saw their intervention as being unfinished or worth repeating. This also indicated that they derived satisfaction from the work thus far.

A significant number of schools mentioned the need to develop improvement targets in future interventions, perhaps an indication that there is a need for sharper focus when intervening in an aspect of reading.

Some schools indicated they wished to make ongoing use of the Literacy Practices Guide, especially to assist with staff professional development.

Schools recognised the need to further refine their timetabling to improve the coordination of literacy blocks and/or to provide better collaborative planning time for teaching staff.

During Module One, the aim of providing schools with a sustainable approach to intervention was outlined. Based on the recommendations made by schools, they have every intention of building on their work in the project and making specifically targeted intervention an ongoing aspect of curriculum delivery.

## **7.2 Summary of Intervention Evaluation Reports**

In summary, the description and analysis of the in-school intervention evaluation reports reveals that schools tended to favour interventions that concentrated on teaching practice, demonstrating their understanding that improvement in student achievement comes first and foremost from better teaching. Many schools aimed to develop common practices among teaching staff, either through introduction of a specific program or through ongoing discussion to establish desired practice and then monitoring of this practice.

They used Wave Theory in planning interventions with an emphasis on whole school approaches, including structuring opportunities for Wave 2 students, often as a result of improving classroom teaching and providing a more differentiated curriculum. There was some attention to planning and implementing strategies for Wave 3 children, although this was not commonly reported. It could be reasonably assumed, however, that this will develop in schools over time. When evaluating influences on reading interventions, schools concentrated on professional development for teaching and non-teaching staff, the development of better conditions for learning and development of evidence bases. Evidence bases were broadened in some cases to provide 'plurality' and sharpened in other cases to provide more specificity. Many schools commenced using new programs and others worked hard to develop concentrated teaching time and consistent teacher collaboration time. In terms of the assessment tools used in the evaluation, there was strong evidence of a comprehensive collection covering all aspects of the Big Six. Schools used these tools regularly to assess changes in children's achievement (pre and post) in addition to NAPLAN data. However, it was common for schools to recognise that they still have some way to go in developing effective data sets to inform teaching practice.

The five commendation areas appearing most frequently in the 17 reports received were:

- Common school-wide processes, agreements and expectations
- Improved examination of data on children's capacity in each of the elements of the Big Six, coupled with better data about teaching of the Big Six
- Professional development for teachers and support staff regarding elements of the Big Six and the use of Waves of intervention
- Use of Wave theory to drive intervention
- Improved teacher knowledge and teaching, especially of the Big Six.

There was evidence of improvements in children's reading skills supported by a variety of results using a range of assessment instruments covering the Big Six.

The recommendations in evaluation reports were encouraging in that they made frequent reference to plans to make additional changes to school activities in reading such as:

- To continue directing their energies to matters of curriculum and teaching (mentioned by all schools)
- To make continued changes to their assessment practices (more than half of the schools)
- Improved alignment of resources for reading, including reading materials, assessment tools, and the use of time, such as for literacy blocks (many schools)

These recommendations might appear to indicate that schools do not think they totally achieved desired goals with their interventions within the timeframe. From the delivery of Module Five, the point was made to schools that there was no major expectation that they have a complete intervention at the time of reporting. Change is a long-term process and, while all schools made significant change, all have indicated that they have not yet completed their journey.

### **7.3 Overall Comments**

It can be confidently stated that analysis of the 17 evaluation reports received, revealed a cohort of schools dedicated to a much more systematic approach to the leadership and teaching of reading than had been the case before leaders' participation in the PALL Project. Key leadership dimensions were highly visible in school activity, with evidence of shared leadership for the teaching of reading amongst members of staff. Also evident was a tangible sense of satisfaction that changed efforts were being rewarded not only in steady improvement in children's reading achievement, but in the satisfaction teachers experienced from their efforts to improve their classroom practice.

There is no doubt that schools have questioned their curriculum delivery and made adjustments, especially regarding application of the Big Six as a result of the project. Many schools made quite profound changes over the life of the project.

Equally certain is that all schools understand that data is the immutable building block for literacy intervention. Many schools have altered what they collect and how they go about analysing it.

## **8. Conclusions**

### **8.1 Major Findings**

This section of the report draws together the major findings across the schools.

1. Leaders found the Leadership for Literacy Learning Blueprint, a research-informed leadership framework, helpful in providing a constant reminder of those aspects of leadership that require constant attention if learning is to improve.
2. Knowledge of the reading Big Six enabled leaders to be much more active in strategy development with their teachers than had been the case in the past. It provided a

succinct way to describe the process of learning to read and reinforced the interdependence of each part of the Big Six to teachers. It provided a framework for discussion about what should be taught, to whom and when.

3. The Literacy Practices Guide was a valuable tool for leaders, and was used in a variety of ways. It provided the means by which leaders could access classroom practice with a defined focus. It was used to start professional conversations, to set the scene for professional learning amongst all staff, and to provide data about teaching and to establish accountability. It provided a starting point for the development of 'best practice'.
4. Leaders increased their knowledge about the process of learning to read, the different elements that must combine for this to occur in a timely manner, and the practices that support this most effectively for children who learn at different rates. Leaders need to have sufficient content knowledge to hold professional conversations with staff to develop change. The Big Six framework and the Literacy Practices Guide provided major support in this area.
5. The role of a project mentor was crucial. In the minds of the school leaders the mentor assisted in maintaining momentum over the two-year life of the project.
6. There was an increasing recognition on the part of school leaders of the importance of data, without which it is impossible to develop focussed interventions in literacy in a school. The use of the process of Disciplined Dialogue proved highly effective for AISWA leaders, in that it led to more confident analysis of data and subsequently more confident professional conversations. Many schools have recognised that there is a need for more work with their staff in both data collection and analysis.
7. Instructional leadership is critical if a school is to develop change in literacy learning and achievement. Within the project, those leaders that grasped this and, because of their roles within the school were also able to exercise this, had more impact on classroom practice and generally developed more effective interventions.
8. Recognition by leaders of their school context had a large bearing on whether literacy interventions were successful. Some leaders in the project realised after commencing interventions that significant teacher development was required, or that there was a level of resistance to change. This then meant they scaled down their intervention goals to a more achievable level.
9. Almost all of the schools in the project indicated that they felt the need to build on what they had done. Some noted this because they did not feel they had entirely succeeded in their intended interventions; some felt that what they had achieved then led to obvious 'next steps'. Some simply had not finished and required more time. Recognising this is an important first step in developing a sustainable approach.
10. The concept of a wave approach was helpful to schools as they planned interventions. Schools grasped the notion of the requirement for 'increased frequency and intensity' of



instruction as student need increased, and they demonstrated understanding of the need for small group instruction for Waves 2 and 3, although a number of schools found this difficult to resource.

11. Timely planning of change is a key to improvement in literacy. Change requires teachers and other staff to be appraised of what will happen and why, so they can be collaborative partners in the intervention. To gain opportunities to assemble all staff for prolonged periods can be challenging for leaders and so forward planning is essential.
12. There was, not unexpectedly, some “wash out” effect of learning as information was transferred from leaders to classroom teachers. Discrepancies between teacher and leader responses in the questionnaires shows that leaders need to check that messages they had sent had been received in their entirety.
13. It is not always simple to find ways to involve parents in students’ learning. Many schools recognised this and many noted it as an area they needed to further address in 2013 and beyond.

## **8.2 Some final reflections from participants**

The following are unsolicited comments that came via e-mail from leaders as they sent in final reports. They reflect a high degree of support for the project and its delivery.

- I just wanted also to say a huge thank you for your support and advice as we’ve worked together on this project – your encouragement and depth of knowledge has been wonderful. Personally I know how much I’ve gained from participating in this project and know that our Literacy Support here at xxx is no longer the same beast it was two years ago. Already we’re getting enquiries from other schools to come and look at the model we’ve created. Again, that’s thanks to your work.
- I would, however, like to thank you for your support over the last two years. Our school has gone on a journey that has been profound and will continue to inform improved teaching of reading.
- I learnt so much about leadership, and I believe it equipped me with skills that made a difference to my leadership in many more areas other than literacy.
- Trying to do so much myself in terms of the intervention was working well until my admin load started to crush me, however I feel I have left a model that can be ongoing.
- I won't be the Principal at xxxxx next year, but my staff is stable so I am confident that the practices and undergirding research and understandings (Big Six in particular) will remain a strong focus at our school.
- Thank you for your guidance and assistance this year. I have very much enjoyed working with you both and sincerely hope that we cross paths again in the future.
- It has been a most worthwhile project for our school and I can't begin to thank you enough for your support and assistance.

- Thank you for all the work you have put into this project. I have found it invaluable and feel that my leadership skills have been greatly enhanced.
- The PALL course has proved to be an excellent process for xxxx Primary to be involved in.... perhaps a little frustrating as we wish we could implement all the changes we know we need to immediately. We feel that this is not the end of the journey - just the beginning.  
Thanks so much for your help and support during this process - it has been very much appreciated.
- Many thanks for all the work and support. It has been fantastic!
- My sincere thanks to both of you for running such a wonderful series of workshops. It is very difficult to capture the breadth and depth of the impact of such a program.
- The most significant outcomes for me personally were:
  - identifying and using rigorous assessment in determining the achievement of students in reading throughout the year;
  - learning to read the data carefully and examining what it is revealing about both student achievement and the programs we offer; aligning our PLC's to supporting the intervention process and, most importantly;
  - developing the skills to conduct meaningful coaching conversations with my staff.

The personal growth has been significant but more importantly I feel very humbled by the fact that by being involved in this course, the intervention offered to a small group of Pre Primary students has indeed assisted in ensuring that these students do not fall through the cracks.

I am proud of the staff who supported me in the trial, and feel very heartened by the growth in professional knowledge both for myself and the staff throughout the year.

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## Appendices

### Appendix A: Sample of an individual report on pre-post Personal Leadership Profile

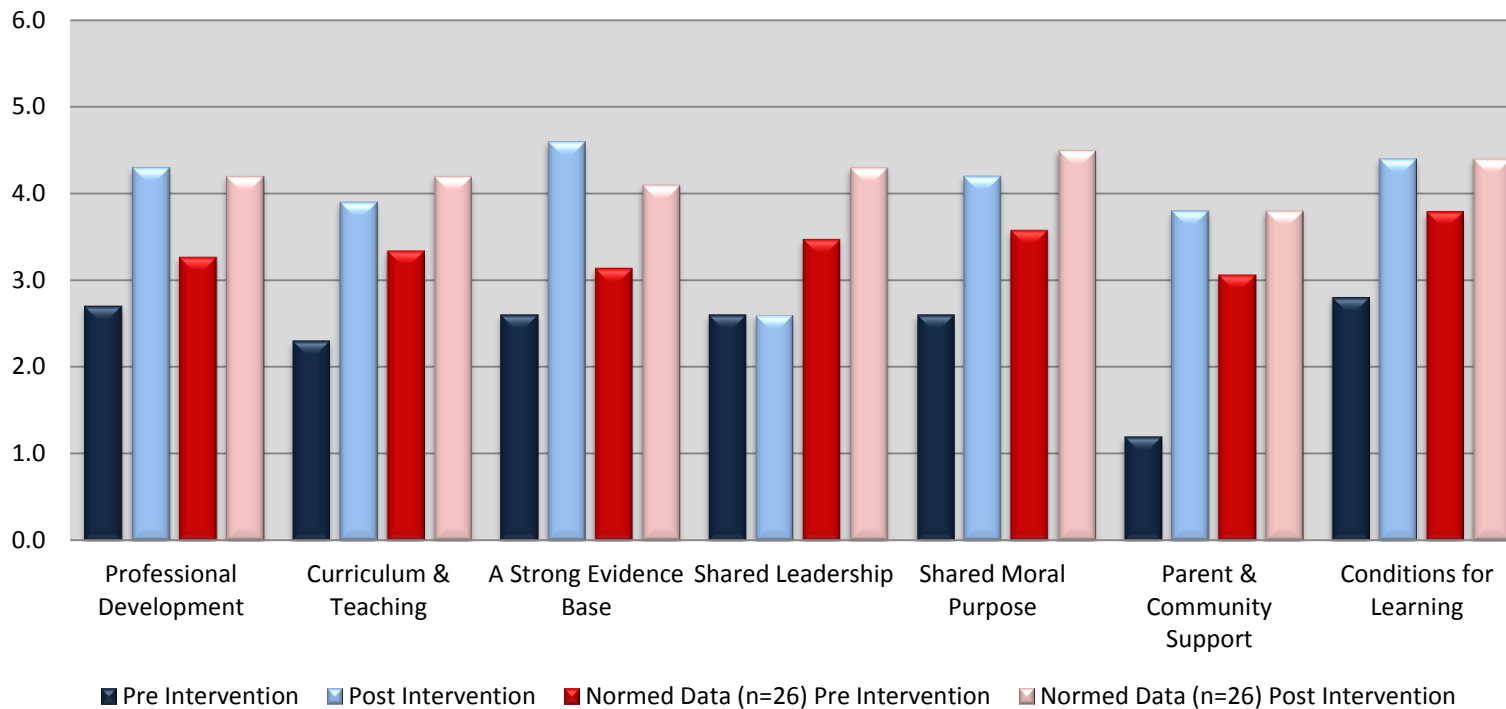
#### PALL Report

At the commencement of the PALL project, a record of your personal views about leading literacy were collected to help focus later analysis on the effects of your participation in the project. This report should be seen as a useful formative tool to help you and your mentor discuss particular aspects of the leadership of literacy in your school. Please keep this as a record of your progress. Each page has notes that accompany each set of graphs and tables.

#### Section 1a - Personal Leadership Profile (PLP)

On a scale from 'very limited' to 'excellent' rate the status of your knowledge and skill to undertake each aspect of leadership for learning.

#### Personal Leadership Profile

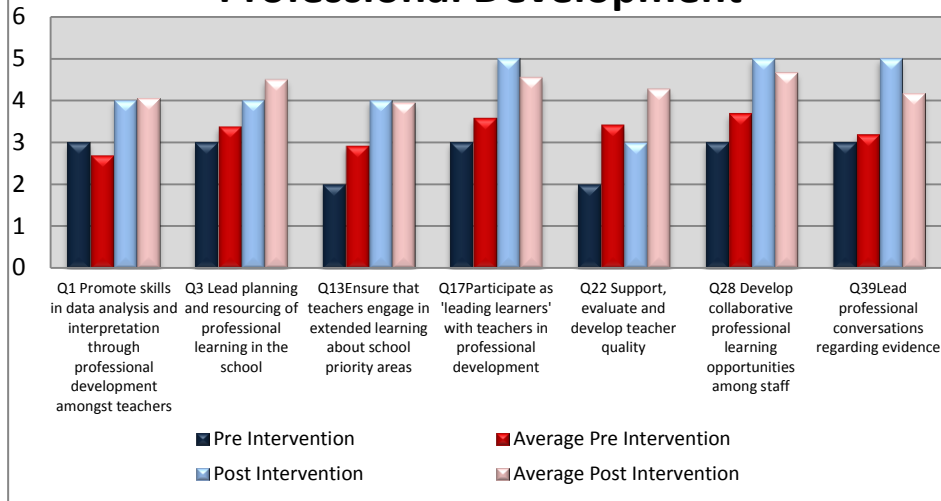


Notes: Based on your survey results the diagram on the left shows your scaling (dark) and the average for the normed sample (light). Each scale score was calculated by averaging your results in relation to the 40 questions on the PLP instrument. Think about what differences between your profile and that of the normed group might mean.

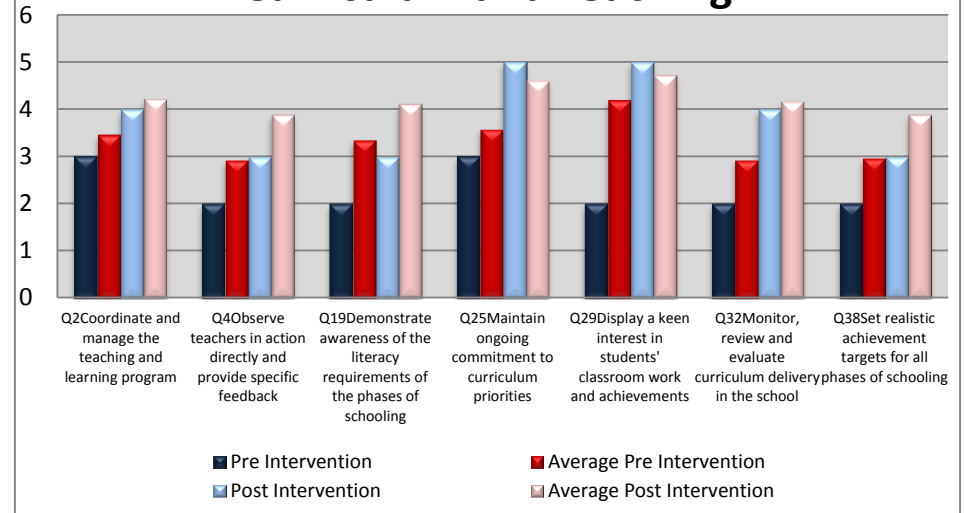
# Section 1b - Results by Question (PLP)

In the following graphs your own ratings (1 = Very Limited 2 = Limited 3 = Fair 4 = Good 5 = Very Good 6 = Excellent)

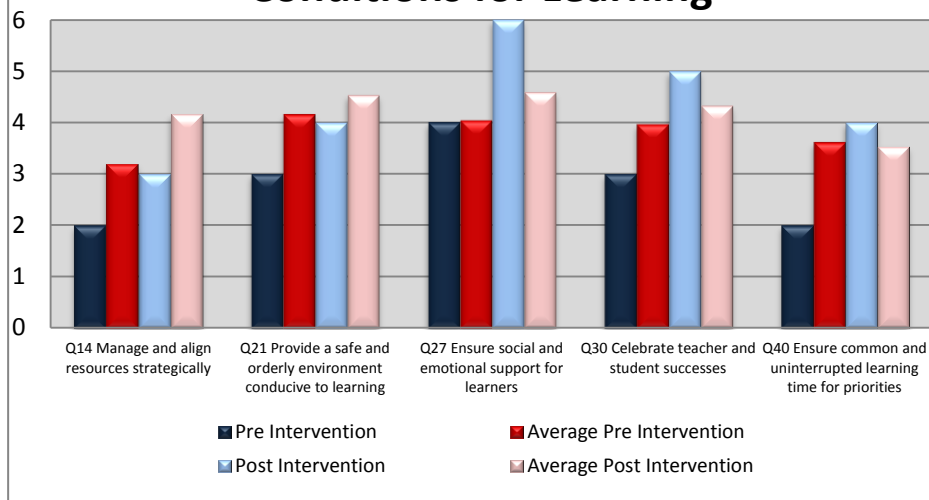
## Professional Development



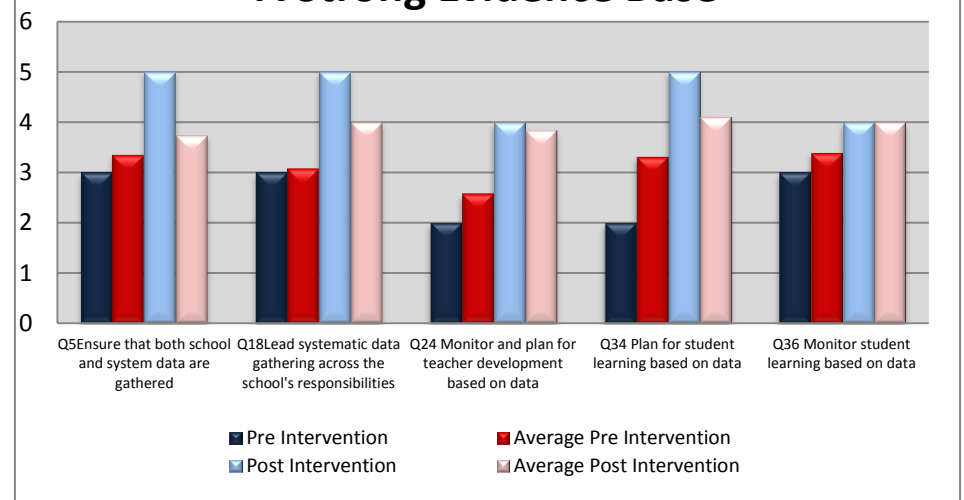
## Curriculum and Teaching



## Conditions for Learning

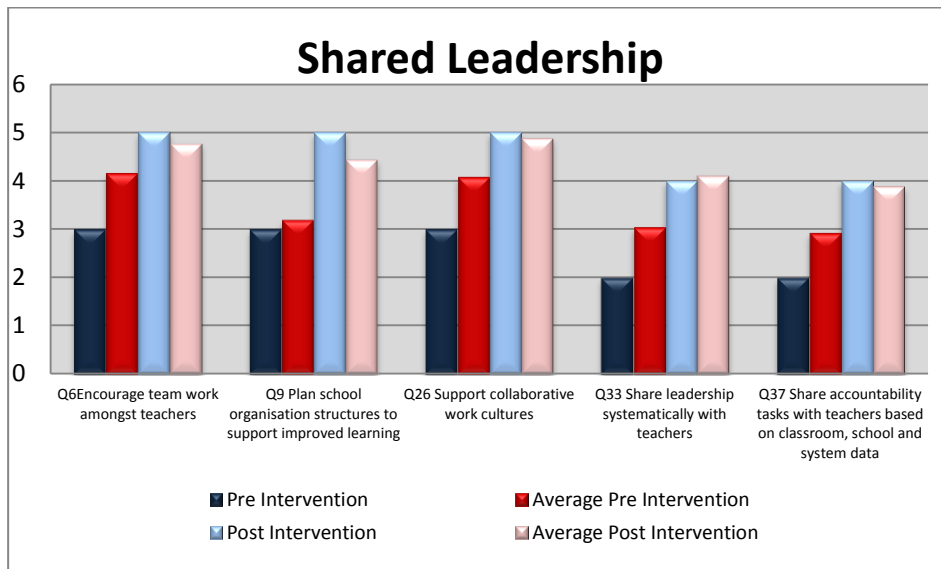
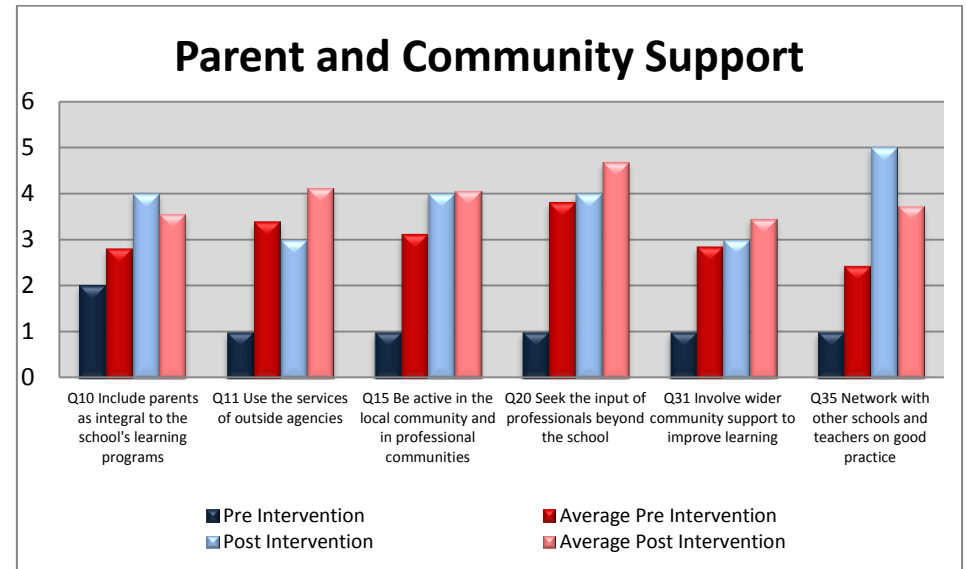
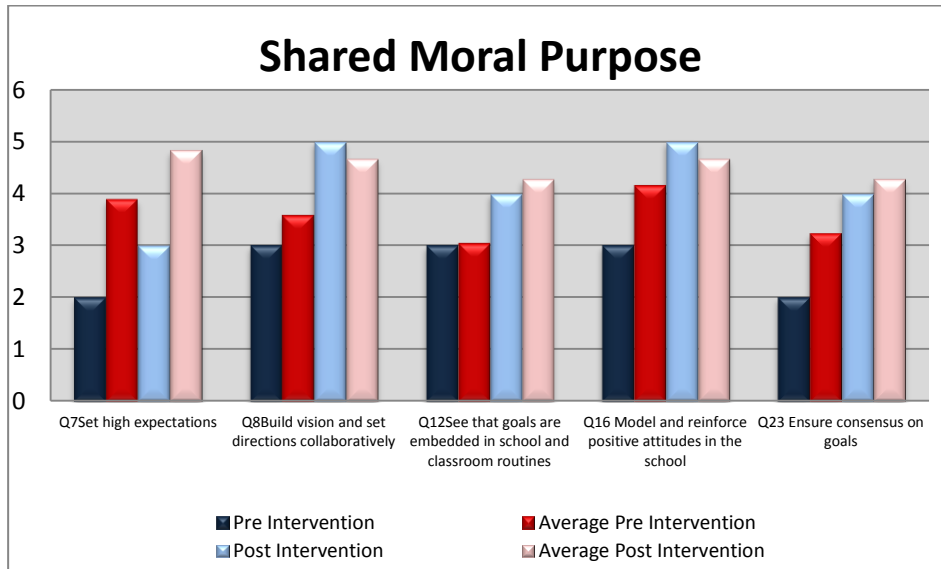


## A Strong Evidence Base



## Section 1b cont'd - Results by Question (PLP)

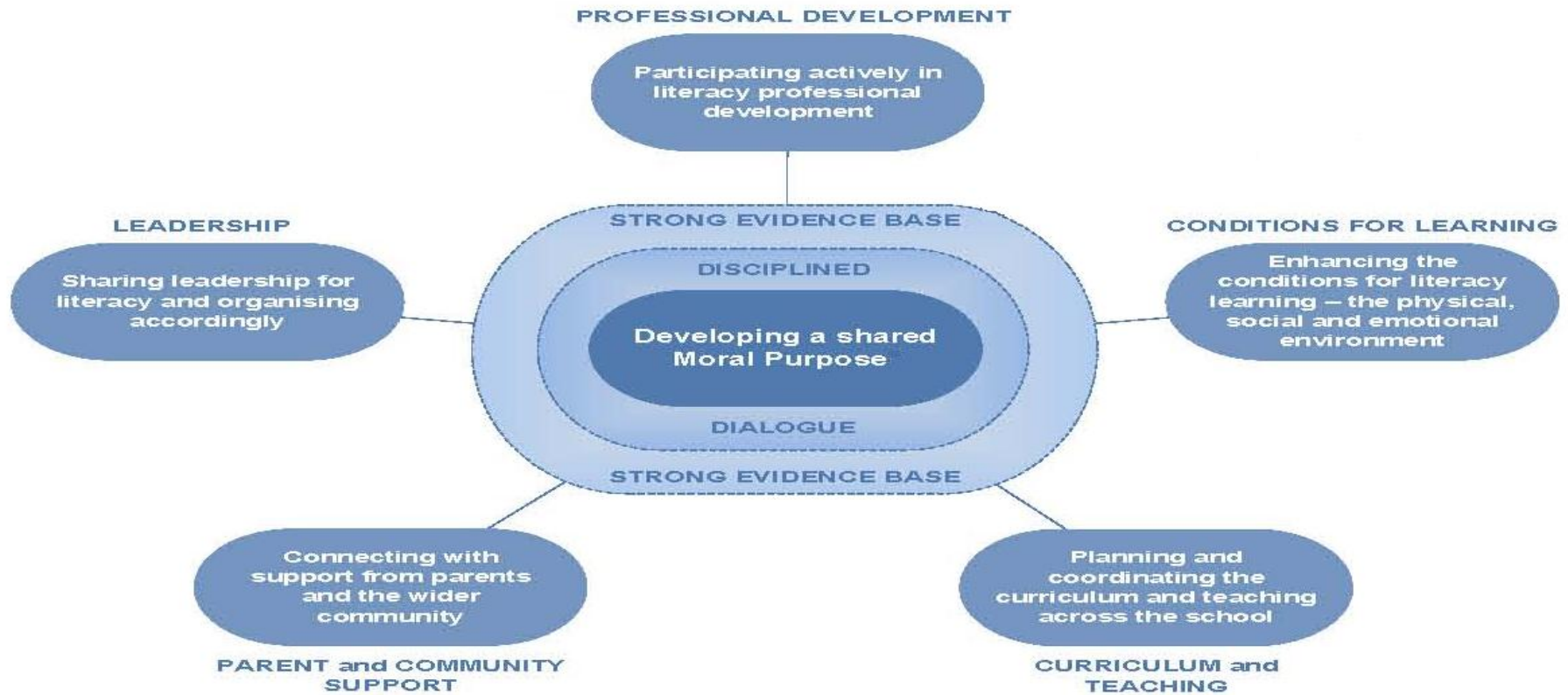
In the following graphs your own ratings (1 = Very Limited 2 = Limited 3 = Fair 4 = Good 5 = Very Good 6 = Excellent)



### Additional Notes on Scale Score compositions

Scale	Questions comprising scale
Professional Development	q1, q3, q13, q17, q22, q28, q39
Curriculum and Teaching	q2, q4, q19, q25, q29, q32, q38
Conditions for Learning	q14, q21, q27, q30, q40
A Strong Evidence Base	q5, q18, q24, q34, q36
Shared Moral Purpose	q7, q8, q12, q16, q23
Parent and Community Support	q10, q11, q15, q20, q31, q35
Shared Leadership	q6, q9, q26, q33, q37

## Leading Literacy Learning – A blueprint of what it takes



Neil Dempster: Griffith University: 2009



## **PALL-AISWA Project**

### **Mentor Interview Schedule**

Thank you for your time and for agreeing to be interviewed.

My name is ..... and my role is to conduct interviews with the mentor involved with the AISWA Principals as Literacy Leaders Project (PALL-AISWA).

As a mentor, you are aware that the purpose of the PALL project is to enhance the capabilities of principals to lead literacy teaching and learning, and to improve student literacy achievement in their schools.

The purpose of this interview is to ask you about your role and how the project has worked for the Principals and the cluster of schools that you have been advising.

I expect that this interview will take approximately 90 minutes.

I wish to assure you that the information that you provide will remain anonymous. You are free to answer or refrain from answering any question, or to withdraw from this interview at any time.

Thank you again for your time in reflecting on your experience of the PALL project to this point.

Interview Questions:

1. Can you please talk about the knowledge, skills and experience you brought to the role?
2. a) What were your perceptions of the role at the outset?  
b) Did these alter as the project developed?

3. With regard to the development of leaders’ capabilities, please indicate the extent to which you believe the following occurred. (Please comment on these rankings)

<b>During the project, to what extent do you believe:</b>	1 To a great extent	2 To a Mod. extent	3 To a slight extent	4 Not at all
1. a) Leaders overall capabilities developed as a result of the project?				
b) How effective you were in qualifying the project for leaders, within the following areas?  a. Leadership for Literacy Learning using the LLLB Blueprint				
b. Developing Content Knowledge using the Reading Big Six Framework?				
c. Developing Content Knowledge using the Literacy Practices Guide?				
d. Analysing & using data?				
e. Developing Literacy interventions?				
f. Evaluating Literacy Interventions?				

4. a) What did you see as the most useful aspects of your work?

b) What were the most difficult aspects?

Please comment on how you worked within these.

5. What changes do you believe you have seen in leaders’ capabilities throughout the project? In what areas?

6. Are there changes to the role of mentor that you would suggest for future improvement in the project?

7. Do you have any other comments to make about your role in the project?

**PRINCIPALS AS LITERACY LEADERS**

**Principal/Leader Questionnaire**

You have recently participated in the *Principals as Literacy Leaders* (PALL) project, with funding provided by the Association of Independent Schools In Western Australia.

**We invite you to complete the following questionnaire about your experience of the project to this point.** This is an anonymous questionnaire. Please do not write your name, or any other comments that will identify you or your school.

Thank you for your time and consideration in reflecting on your experience of the PALL project.

Yours sincerely

Dr Deslea Konza

Associate Professor of Language and Literacy

Director Fogarty Learning Centre

Edith Cowan University

## **Instructions**

Please complete the questions by ticking the appropriate box or inserting short answers (e.g. dot points) for open-ended questions.

### **Background Information**

1. What is the size of your school?

- a. Less than 100 students
- b. Between 101 and 300 students
- c. Between 301 students and 500 students
- d. More than 500 students

2. How long have you been a principal or literacy leader

- a. Up to three years
- b. Four to seven years
- c. Eight to fifteen years
- d. More than fifteen years

3. In your position as a school leader do you undertake classroom teaching as part of the school's timetable?

- a. Yes
- b. No

4. In my school the literacy interventions concentrated on:

Year Level(s) \_\_\_\_\_

5. Focus e.g. Phonics, Oral Language, Vocabulary,  
Comprehension, Spelling, Other (please specify)

\_\_\_\_\_

## 1. Roles of the Mentor

1. The Mentor's support improved my understanding of:	Not at all	To a slight extent	To a moderate extent	To a great extent
a. The Leadership for Literacy Learning Blueprint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The Big Six	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The Literacy Practices Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The use of data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Literacy interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Evaluation of interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Mentor supported my professional learning (including readings).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Mentor supported my use of Disciplined Dialogue with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. What has been the single most useful aspect of the role of the Mentor?				
5. What aspect of the role of the Mentor could be improved?				

## 2. Use of the Literacy Practices Guide

The Literacy Practices Guide enabled me to:	Not at all	To a slight extent	To a moderate extent	To a great extent
1. Recognise effective literacy practices in classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Support the set-up of classroom environments that facilitate student learning.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Encourage more explicit teaching of reading-related skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Promote professional learning to develop teacher knowledge about how students learn to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Promote a discussion about classroom teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Knowledge of Literacy Learning and Teaching

As a result of participating in the PALL project I have:	Not at all	To a slight extent	To a moderate extent	To a great extent
1. Learnt more about how children learn to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Understood more about the relationship between decoding and comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Understood more about the importance of automaticity and fluency to reading comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Understood more about the importance of oral language and vocabulary to the development of reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Promoted the Big Six model to provide a framework for the teaching of literacy. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Reviewed assessment practices based on the Big Six model.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Promoted changes to the nature of reading interventions for struggling students. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Promoted more explicit teaching of reading strategies at classroom and individual levels. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Encouraged conversations with parents about student literacy development.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. What do you regard as the single most significant impact in your school of the PALL Project?				
11. Can you give an example from your school?				

#### 4. Leading Literacy Data Gathering and Analysis

As a result of participating in the PALL project I have:	Not at all	To a slight extent	To a moderate extent	To a great extent
1. Applied my knowledge about the usefulness and limitations of different types of data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engaged in focussed discussions about data related to literacy learning (disciplined dialogues) with staff. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Encouraged recognition of the links between sets of data to enhance literacy learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 5. Literacy Interventions

As a result of participating in the PALL project I have:	Not at all	To a slight extent	To a moderate extent	To a great extent
1. Discussed different levels (waves) of literacy interventions with staff. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provided additional resources to support literacy teaching in classrooms.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Monitored the different levels of literacy interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Worked with staff on data to identify different target groups for intervention.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 6. Evaluation of Intervention and Future Planning

As a result of participating in the PALL project I have:	Not at all	To a slight extent	To a moderate extent	To a great extent
1. Shared the development of questions, criteria and approaches to evaluating literacy interventions with staff.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Set up processes to evaluate our reading intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Analysed outcomes to determine the efficacy of literacy interventions in collaboration with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 7. Project Outcomes

As a result of the school's participation in the PALL project, I have:	Not at all	To a slight extent	To a moderate extent	To a great extent
1. Developed my personal knowledge of how children learn to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Developed my professional capacity in leadership for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Developed my capacity to conduct Disciplined Dialogue about students' reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Developed my school's capacity to support students' reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Noticed improved student attitudes to literacy learning.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Noticed increased student achievement in literacy.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Items triangulated with the teacher questionnaire

## PRINCIPALS AS LITERACY LEADERS

### Teacher Questionnaire

As you know, your principal is a participant in the *Principals as Literacy Leaders* (PALL) project being conducted by Edith Cowan University, with funding provided by the Association of Independent Schools of Western Australia. Your principal has nominated you as a staff member who has been involved in the literacy intervention associated with the project.

**We invite you to complete the following short questionnaire about your experience of the project to this point.** As this is an anonymous questionnaire, please do not write your name, or any other comments on the questionnaire that will identify you or your school.

Thank you for your time and consideration in reflecting on your experience of the PALL AISWA project.

Yours sincerely

Assoc Prof Deslea Konza  
Director Fogarty Learning Centre  
Edith Cowan University

## PALL Teacher Questionnaire

### Instructions

Please complete the questions by ticking the appropriate box or inserting short answers (e.g. dot points) for open-ended questions.

### Background

1. Your role [more than one response may be appropriate for this item]
  - a. Teacher
  - b. Coordinator (e.g. literacy leader, curriculum co-ordinator)
  - c. School executive member  
(e.g. Assistant Principal, Deputy Principal)
  
2. Current area of teaching responsibility
  - a. Lower primary (including pre-compulsory)
  - b. Middle primary
  - c. Upper Primary
  - d. All of the above
  
3. Years of teaching experience
  - a. Up to 3 years
  - b. 4 to 7 years
  - c. 8 to 15 years
  - d. More than 15 years

## 1. Knowledge of Literacy Learning and Teaching

As a result of the school's participation in the PALL project, I have:	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent
11. Learnt more about how children learn to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Understood more about the relationship between decoding and comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Understood more about the importance of automaticity and fluency to reading comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Understood more about the importance of oral language and vocabulary to the development of reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Used aspects of the Big Six model for the teaching of literacy.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Changed reading assessment practices.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Changed reading interventions for struggling students.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Used more explicit teaching of reading strategies at classroom and individual levels.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Talked with parents about student literacy development.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. What has been the most significant change in your teaching as a result of the PALL AISWA project?				
21. What do you believe has brought about this change?				

## 2. Principal's Role in Leading Literacy Learning

As a result of the school's participation in the PALL project, I have:	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent
1. Received additional resources to support literacy teaching.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Changed my classroom environment to support literacy more effectively.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participated in professional development about how students learn to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Participated in discussions of reading achievement data to identify students for intervention.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Engaged in focussed discussions with the Principal and/or colleagues about literacy teaching.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Participated in discussions about different levels (waves) of reading intervention.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Participated in discussions about how to evaluate the reading intervention.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. Project Outcomes

As a result of the school's participation in the PALL project, I have:	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent
1. Developed my personal knowledge of how children learn to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Developed my ability to diagnose student needs in literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Increased attempts to support parents in assisting their child's literacy development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Developed my professional capacity to address students' literacy difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Noticed improved student attitudes to literacy learning.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Noticed increased student achievement in literacy.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Items triangulated with the principal questionnaire

## AISWA PALL PROJECT 2011-12

### Survey of Leaders' Literacy Knowledge and Beliefs

1. Children learn to read in much the same way as they learn to talk.

**Strongly Disagree    Disagree    Not Sure    Agree    Strongly Agree**

--	--	--	--	--

2. Most beginning readers need explicit and systematic teaching of phonics.

**SD            D            NS            A            SA**

--	--	--	--	--

3. The teaching of phonic elements of reading should always be based within meaningful text.

**SD            D            NS            A            SA**

--	--	--	--	--

4. Students must attain automaticity of the basic elements of reading if they are to be successful in comprehending text.

**SD            D            NS            A            SA**

--	--	--	--	--

5. Vocabulary knowledge on school entry is one of the strongest predictors of future reading ability.

**SD            D            NS            A            SA**

--	--	--	--	--

6. Books with predictable text are a useful resource for students to practise early reading skills.

**SD            D            NS            A            SA**

--	--	--	--	--

7. The use of context is more helpful than letter-sound knowledge from the earliest stages of learning to read.

**SD            D            NS            A            SA**

--	--	--	--	--

8. Phonological awareness refers to an awareness of the relationship between letters and sounds.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>

9. Fluent readers do not need precise decoding skills as they are able to make meaning from other cues.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>

10. Effective teaching of reading requires specific study of separate skills such as vocabulary, fluency, phonics and comprehension.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>

11. Sustained silent reading is a vital part of every reading program as it models best practice.

<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>

12. Teaching spelling is not important because the English language is too inconsistent.

<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>

13. Decodable readers are a useful resource for students to practise early reading skills.

<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>

14. Students struggling with reading should never be withdrawn from literacy lessons because they will never catch up what they missed.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>

15. Assessment should primarily be carried out to inform future planning for student learning.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>

16. Teachers must give more time to struggling students if they are to succeed.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>

17. Schools should have standardised assessments for all year levels in reading.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>

18. Daily lesson planning is essential in literacy.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>

19. Teacher judgement is not as valuable as standardised assessment of reading ability.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>

20. I have a strong grasp of the theory of reading development.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>

21. I am confident in my ability to teach reading.

<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>



## Appendices G-O

### Samples of Data Sets Provided by Schools in their Evaluation Reports

#### Appendix G: Supporting data attached to the report of school 1

**Student Data:** Students were identified at the start of the school year requiring support in one or more areas of their reading development. Depending on the year level the information was ascertained through the Academic Assessment Australia assessments or the PAT comprehension assessment. The students identified undertook the Neale Analysis of Reading and the table below indicates the average growth for the group of students undertaking the identified intervention. Individual results are also included.

	<b>Average growth Phonological Awareness – measured using the SPAT % rank and growth</b>	<b>Average growth in reading level measured using PM Benchmark reading assessment</b>
<b>Year 1 – Tier 3 – Road to the Code and Road to Reading intervention to explicitly address phonological awareness skills and early reading/decoding skills. Explicit instruction approach for 6 months</b>		
Year 1 Student 1	<b>16% - 96% - +80</b>	<b>Level 1 - 14</b>
Year 1 Student 2	<b>55% - 87% - +32</b>	<b>Level 0 - 12</b>
Year 1 Student 3	<b>67% - 96% - +29</b>	<b>Level 0 – 14</b>
<b>Year 1 Student 4</b>	<b>41% - 71% - +30</b>	<b>Level 0 – 2</b>
<b>Year 1 Student 5</b>	<b>27% - 31% - +4</b>	<b>Level 1 – 1</b>
Year 1 Student 6	<b>85% - 99%- +14</b>	<b>Level 0 – 8</b>
Year 1 Student 7	<b>76% – 94% - +18</b>	<b>Level 1 - 14</b>

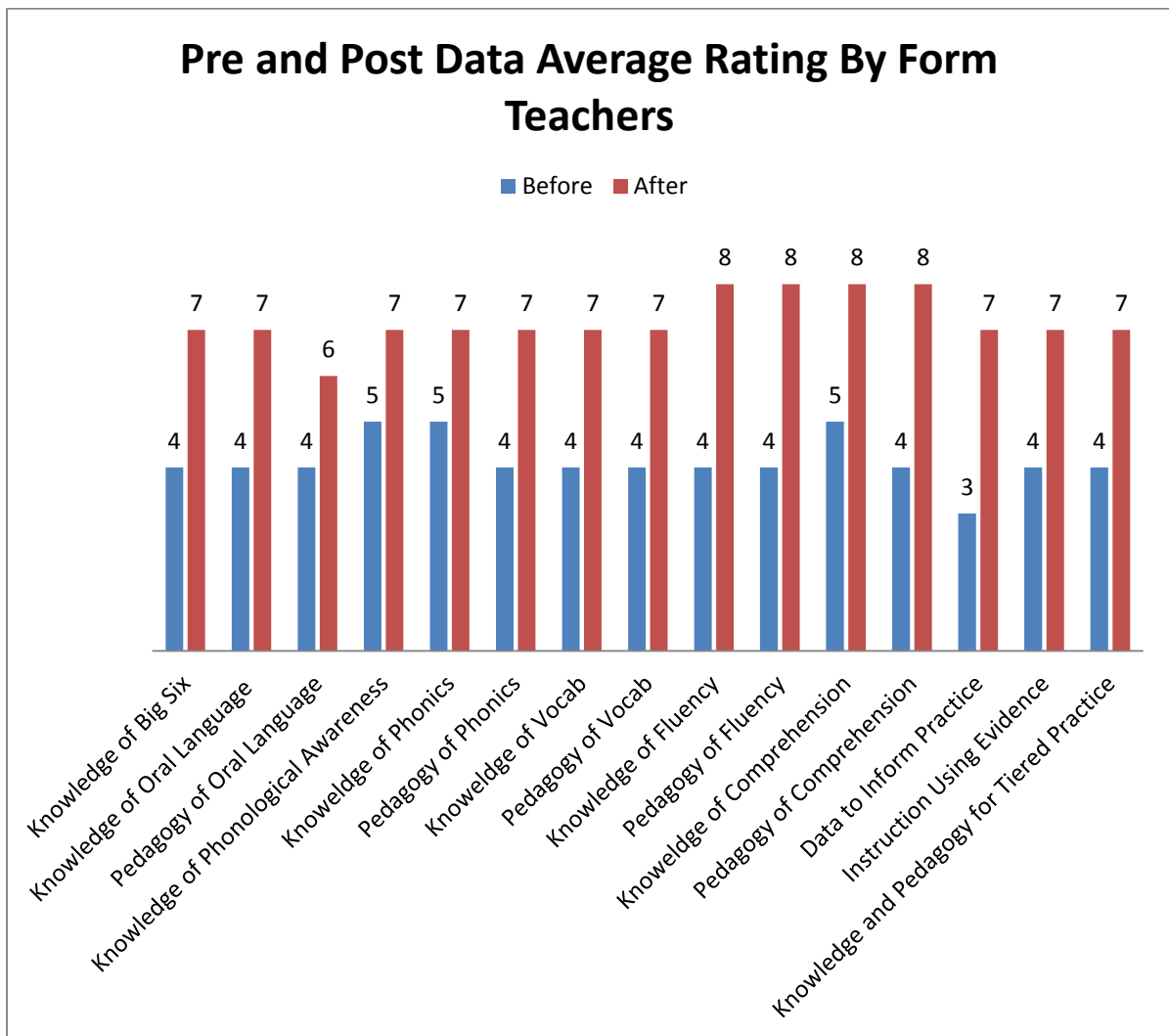
	Average growth in accuracy – Measured using the Neale Reading Analysis	Average growth in comprehension accuracy Measured using the Neale Reading Analysis	Average growth in reading rate Measured using the Neale Reading Analysis
<b>Year 2 – Tier 3 – Corrective Reading-</b> A direct instruction programme identified for students with delays in their reading development. A Neale analysis of reading was undertaken in May 2012 – Form A and redone November 2013. Rate, accuracy and comprehension growth is noted. This was a six month intervention.			
Year 2 Student 1	+1 years 3 months	+1 year	+1 year 6 months
Year 2 Student 2	+1 year 3 months	+ 1 year	+1 year 3 months
Year 2 Student 3	+2.years 1 month	+ 1 year 8 months	+3 years 6 months
Year 2 Student 4	+ 5 months	+2 yeas 1 month	+1 year
Year 2 Student 5	+1 year 4 months	+1 year 4 months	+10 months
<b>Year 3 — Tier 3 – Corrective Reading-</b> A direct instruction programme identified for students with delays in their reading development. A Neale analysis of reading was undertaken in May 2012 – Form A and redone November 2013. Rate, accuracy and comprehension growth is noted			
Year 3 Student 1	+10 months	- 1.2 years	+1 year 1 month
Year 3 Student 2	+ 9 months	+1 year 6 months	-7months
Year 3 Student 2	0	-7months	+2 years 3 months
Year 3 Student 4	+7 months	+1 year 4 months	-3 months
Year 3 Student 5	+7 months	+7 months	+7 months
Year 3 Student 6	+9 months	+8 months	+2 months
<b>Year 3 — Tier 2 - Reading Fluency (Smooth reading programme)</b> Students read a passage and were timed, then took that same reading home each night for 7 nights, practiced and did a post read to ascertain words per minute. The assessment below indicates their reading rate on the Fontas and Pinnel Reading assessment done at the end of Term 2 and done again at the end of Term 4. Growth in reading rate is outlined.			
Year 3 Student 1	Term 2 95 wpm	Term 4 144 wpm	
Year 3 Student 2	Term 2 81 wpm	Term 4 136 wpm	
Year 3 Student 2	Term 2 88 wpm	Term 4 125 wpm	

Year 3 Student 4	<b>Term 2 101 wpm</b>	<b>Term 4 120 wpm</b>	
Year 3 Student 5	<b>Term 2 78 wpm</b>	<b>Term 4 153 wpm</b>	
Year 3 Student 6	<b>Term 2 100wpm</b>	<b>Term 4 140 wpm</b>	
Year 3 Student 7	<b>Term 2 81 wpm</b>	<b>Term 4 115 wpm</b>	
<b>Year 4 – Tier 3 - Corrective Reading - - A direct instruction programme identified for students with delays in their reading development. A Neale analysis of reading was undertaken in May 2012 – Form A and redone November 2013. Rate, accuracy and comprehension growth is noted.</b>			
Year 4 Student 1	<b>+ 5 months</b>	<b>+ 7 months</b>	<b>+3 years 1 month</b>
Year 4 Student 2	<b>+10 months</b>	<b>+ 1 year</b>	<b>-5 months</b>
Year 4 Student 2	<b>+6 months</b>	<b>+2 years 3 months</b>	<b>1 year</b>
Year 4 Student 4	<b>+1 year 1 month</b>	<b>+3 years 4 months</b>	<b>1 year 1 month</b>
<b>Year 5 – Tier 3 – Corrective Reading (6 months) Stars and Cars. Students identified as having delays in their reading comprehension undertook the Stars and Cars Explicit instruction in reading comprehension programme twice a week throughout Terms 3, after completing the Corrective Reading Programme during Term 2. The information below outlines their growth in both reading comprehension, accuracy and reading rate. The same group of boys undertook the Smooth reading programme to assist in developing their reading rate. The assessment provided a 6 month window prior the intervention and upon its completion. The boys had begun Corrective reading in Year 4.</b>			
Year 5 Student 1 (diagnosed dyslexic)	<b>+ 1 year 3 months</b>	<b>+3 years</b>	<b>+4 months</b>
Year 5 Student 2 (diagnosed dyslexic)	<b>+ 5 months</b>	<b>+6 months</b>	<b>+2 years 6 months</b>
Year 5 Student 3 (diagnosed dyslexic)	<b>-1 month</b>	<b>+5 months</b>	<b>+3 years 7 months</b>

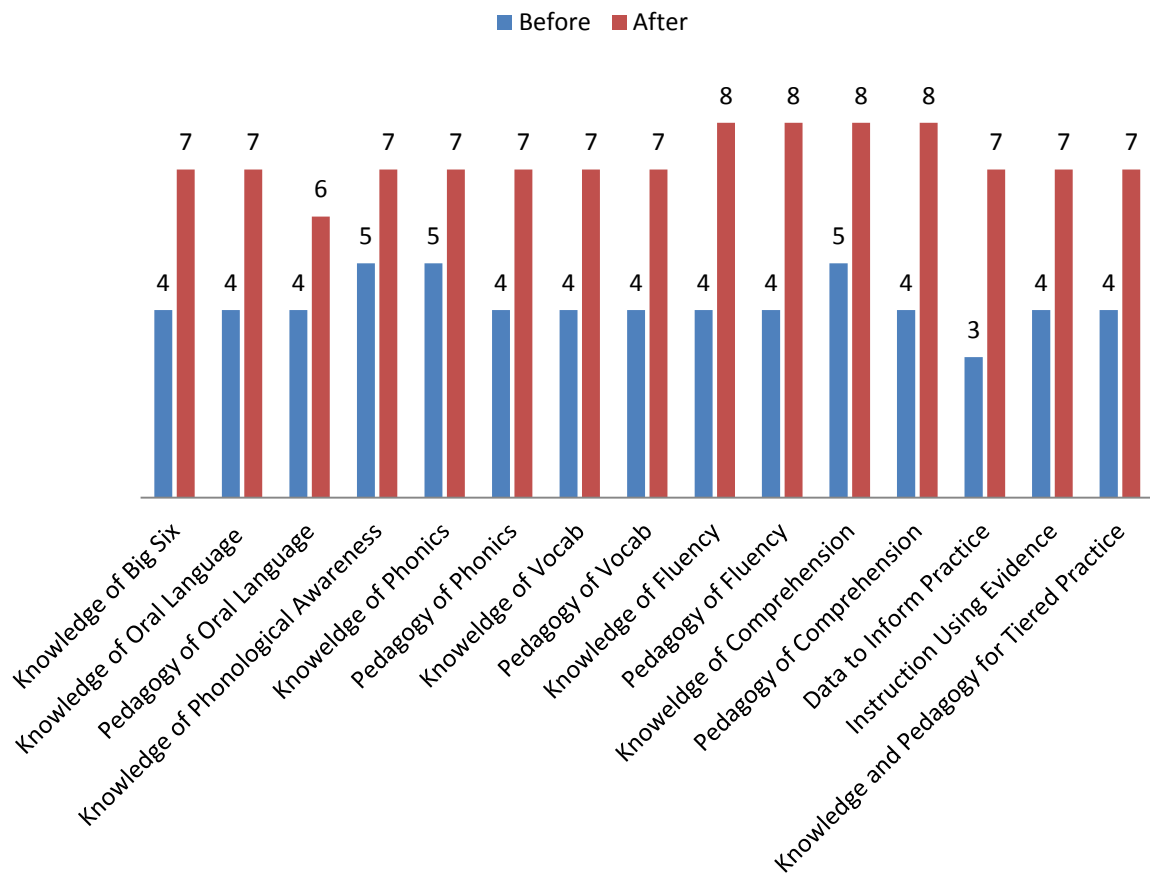
Appendix H: Supporting data attached to the report of School 2

Teachers were asked to rate their knowledge and pedagogy on the following scale:

- 1 – No knowledge, not reflected in pedagogy at all
- 3 – Limited knowledge, reflected in pedagogy in a minimal way
- 5 – sound knowledge, reflected in pedagogy implicitly
- 7 – good knowledge, reflected in pedagogy explicitly
- 10 – extensive knowledge, could model to others, effective explicit pedagogy



## Pre and Post Data Average Rating By Form Teachers



## Appendix I: Supporting data attached to the report of School 3

### Interview Questionnaire

In terms of data collection for effectiveness of collaboration, professional development and leadership, teachers were individually interviewed through a set questionnaire where they could share their thoughts on the process.

The questions and results are summarised as follows:

Item 1: Knowledge of the Big Six. (Average 6.7 Range 2-10) \*One staff member started in Term 3

Comments from Teachers:

"I have enjoyed learning more about how children learn to read, it has been valuable"

"I have liked learning together and sharing the workload collaboratively"

"I am now better at explaining to parents what they can do to help their children at home and explain what gaps they may have in their literacy development"

Item 2: Knowledge of reading comprehension strategies. (Average 7.1 Range 6-10)

Comments from Teachers:

"I absolutely love the CARS and STARS program. I feel more knowledgeable about specific strategies especially for different text types"

"I feel like I am differentiating the curriculum a lot better"

Item 3: Understanding of the use of data. (Average 5 Range 2-7.5)

"I have found doing reports so much this easier this year"

"The parents have really liked seeing that I can show progress over time and where their child is and should be at this time of year"

"I have enjoyed being able to discuss data and learn how to use it to inform my planning, I still feel there is so much more we need to know though"

Item 4: Understanding of Three Waves of Intervention. (Average 7.5 Range 4.5-9)

"The students in Literacy Support have come along in leaps and bounds"

"The parents and students have been very happy with this arrangement. I was waiting for parents to complain about grouping the children but all they did was question why their child was in a particular group and then I was easily able to explain the selection process so they were happy"

Item 5: Effectiveness of Collaboration. (Average 5.2 Range 2.5-7.5)

"Our planning documents and reflections are so much better from working together"

“We should plan more common assessments together and cross mark material”

“I remember one day when we were talking about moving some students up to a different group, it was an easy conversation as we were all on the same page, it was also great that there were kids moving up, which is what we wanted to see”

Item 6: Effectiveness of Literacy Block Planning (Average 8 Range 7-10)

“I loved using the sample literacy block planners. I have been amazed as to how much we can get through now”

“It was great to have staff share at a staff meeting what they do in their literacy block, especially using internal experts, rather than someone coming in from the outside”

“Children have responded very well”

Item 7: Understanding of the purpose of this project (Average 8.2 Range 5.5-10)

“I am glad we participated in the PALL Project. I have learnt a lot from the Literacy Co-ordinator bringing things back from the meetings and sharing things from other schools”

“I like the Three Waves of Intervention and I hope we keep it next year”

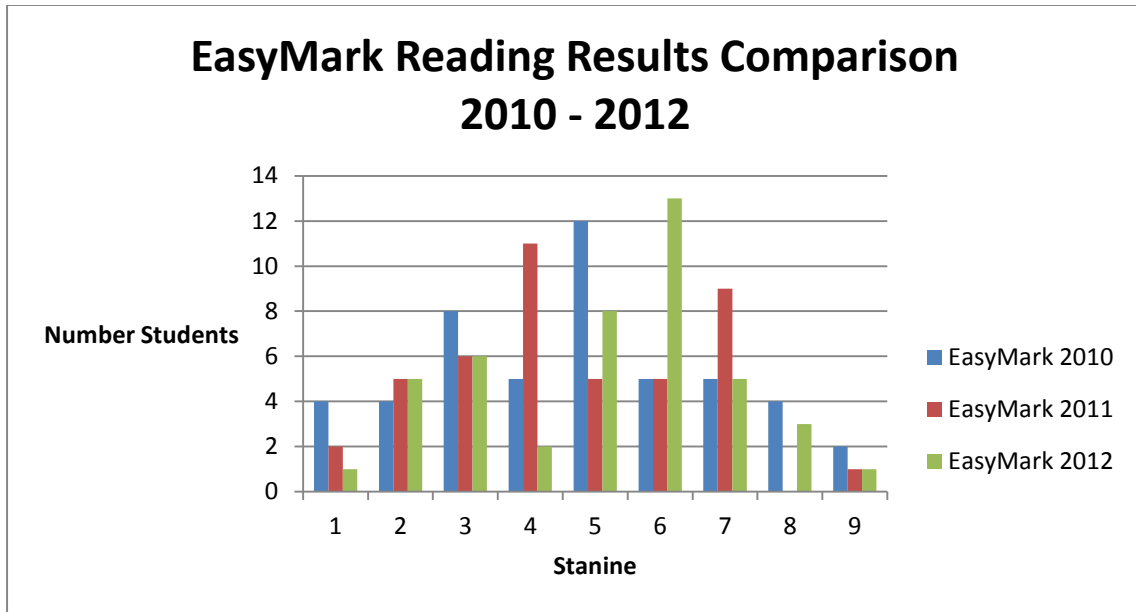
“I liked learning about the Big Six Framework and different ways of gathering data and how to use it”

Item 8: Knowledge of Benchmarking and Assessing Reading (Average 6 Range 3-10)

“I was confused when different people were telling me different ways”

“At first it took me ages but now I use this data for a lot of things”

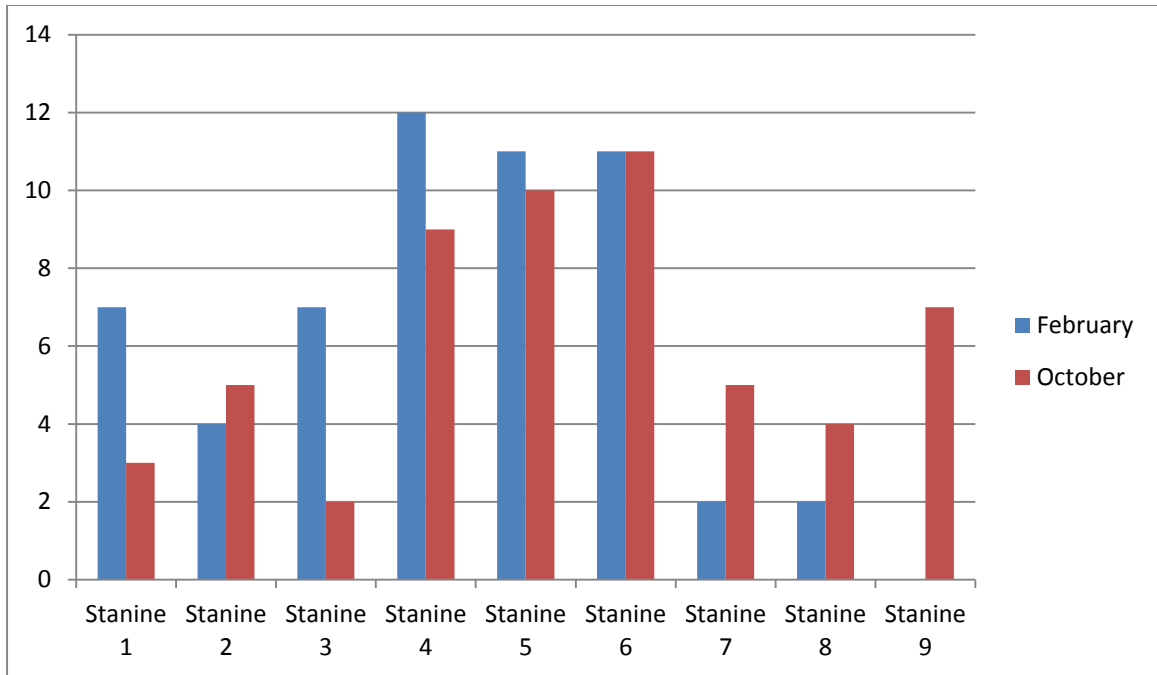
“I feel thankful to get relief to get them done, I am hoping to be much faster at it next year”



**Graph 3.1 Year 6 Results for EasyMark Reading Results – 2010 - 2012**



Appendix K: Supporting data attached to the report of School 5



**Graph 2.1 Year 6 Results for PATR Comprehension Test – February and October 2012**

Appendix L: Supporting data attached to the report of School 6

Teachers were asked to self assess their classroom literacy practices based on the Literacy Practices Guide for the Primary Years. (developed by Deslea Konza) They completed this reflective form near the beginning of the PALLS Project in early 2011, then again in September 2012. In 2011 teachers simply ticked if they were using the methodology listed. One common comment from teachers in the 2012 session was that they now understood many of the concepts better and they believed that their quality of use had improved as their knowledge base had grown.

Data -

Lit Practices Guide (D. Konza)

Pre-Primary Teacher

**Classroom -15 descriptors**

14 descriptors ticked on both occasions -

Comment - *'These have always been part of my practice'*

**Student Work - 7 descriptors**

5 descriptors ticked.

Comment: *"I am more targeted in my approach to student work. I am also harder on myself now, as I am reflecting on how I can continue to improve my practice with student work."*

**Planning- 11 descriptors**

8 ticked in 2012, 10 in 2011.

Comment: *"I feel that I am planning with a great deal more explicit goals in mind. I am more critical as I reflect. My practice has improved."*

**Reading Lesson / Observation - 16 descriptors**

16 ticked in 2012, improved from 11 in 2011.

Comment: *"This is the area of practice I feel I have made most improvement in. I feel I have added to my repertoire of skills to explicitly teach reading."*

Lit Practices Guide (D. Konza)

Year 1,2 Teacher

**Classroom -15 descriptors**

15 descriptors ticked in 2012 ; improved from 10 in 2011-

Comment - *'I feel I am using these practices more purposefully now.'*

**Student Work - 7 descriptors**

7 descriptors ticked in 2012; improved from 5 in 2011.

Comment: *"I am more intentional in my display of student work and student engagement."*

**Planning- 11 descriptors**

10 ticked in 2012, 8 in 2011.

Comment: *" I feel that my intentional planning for oral and vocabulary teaching has improved because I have a greater understanding of its importance to the Big Six."*

**Reading Lesson / Observation - 16 descriptors**

16 ticked in 2012, improved from 10 in 2011.

Comment: *"I have a better understanding of the importance of oral language to the acquisition of reading skills. I have improved in my use of oral language skill development, vocab, questioning and comp strategies."*

Lit Practices Guide (D. Konza)Year 3,4 Teacher**Classroom -11 descriptors**

8 descriptors ticked in 2012 ; improved from 7 in 2011-

Comment -*'I guess my greatest improvement in this category is my use of "living word walls". They are being used very well on a daily basis.'*

**Student Work - 7 descriptors**

6 descriptors ticked in 2012; improved from 5 in 2011.

Comment: *"I am intentionally attempting to give specific feedback to student work, which is intended to focus attention for learning."*

**Planning- 7 descriptors**

7 ticked in 2012, 6 in 2011.

Comment: *" I am collaborating more with the other teachers in my planning. This is very helpful."*

**Reading Lesson / Observation - 7 descriptors**

7 ticked in 2012, improved from 6 in 2011.

Comment: *"I am far more intentional as I work through texts with my class. I am using better before, during and after reading strategies."*

### **Other areas - 6 descriptors**

5 ticked in 2012, improved from 4 in 2011

Comment: *"I am trying to more explicitly teach comprehension strategies."*

### Lit Practices Guide (D. Konza)

#### Year 5-7 Teacher

### **Classroom -12 descriptors**

7 descriptors ticked in 2012 ; improved from 4 in 2011-

Comment -*" I now display task checklist and research projects. Our library now contains more culturally diverse books to engage my students."*

### **Student Work - 7 descriptors**

6 descriptors ticked in 2012; improved from 4 in 2011.

Comment: *"I feel most of my students are attempting all tasks now. I am also seeing more evidence of student self-correction."*

### **Planning- 8 descriptors**

8 ticked in 2012, 6 in 2011.

Comment: *"SSR is now at an instructional level. My students are taking part in a school wide reading plan. (A-Z)"*

### **Reading Lesson / Observation - 9 descriptors**

9 ticked in 2012, improved from 5 in 2011.

Comment: *"I do think my practice has expanded in quality. There is purpose to each lesson, and explicit instruction of strategies. I have found Sound Waves really good for that. We are referring to reference books more often, and I feel more confident to expect my students to give evidence for their opinions."*

### **Other areas - 8 descriptors**

8 ticked in 2012, improved from 2 in 2011

Comment: *"I now give specific attention to content-specific vocabulary; preview text format; check for students understanding; more confidently allocate whole class and individual specific teaching. I am using graphic organisers effectively and I am intentional n relating new to existing knowledge."*

## **Discussion -**

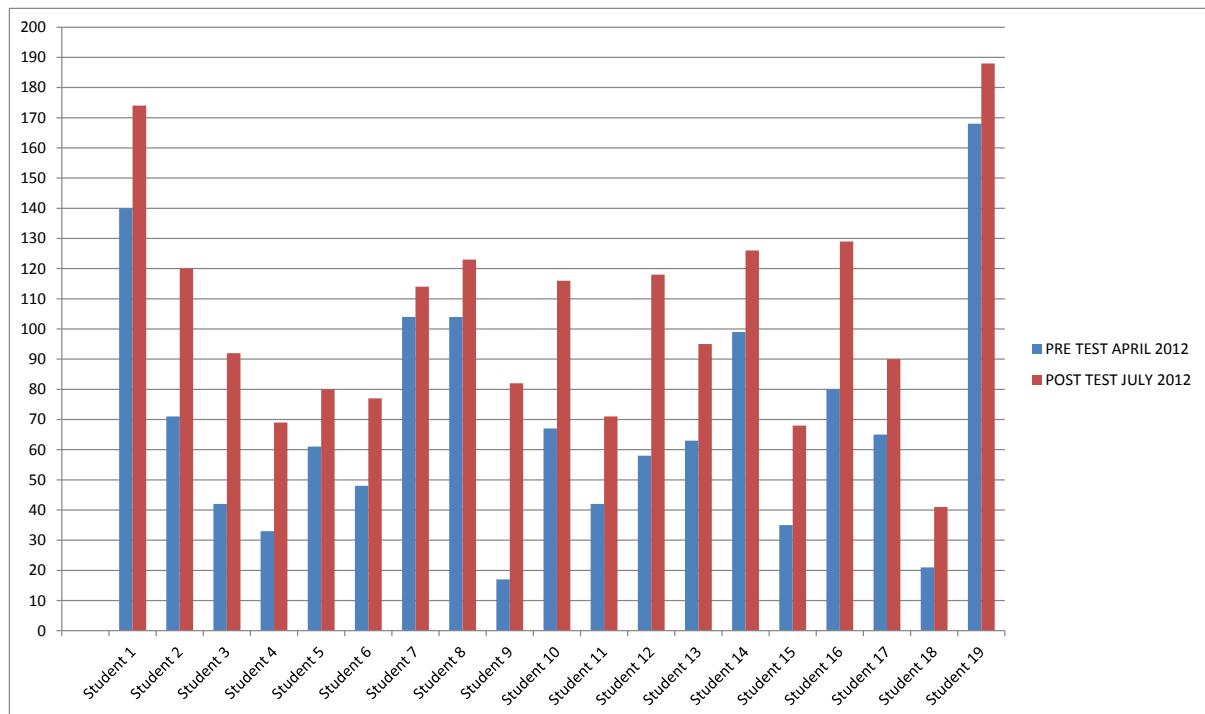
When teachers filled in the lit Guide early in 2011, they were quick to tick many of the practices listed. The dialogue amongst the teachers was quite different when they filled in their forms in September 2012. There was more talk of quality of use, changed understanding of purpose, and more critical evaluation of effective use. As teachers commented on practices they had improved use of, it was clear that the PALLS project has led to improved literacy practices in the teaching program at Riverside.

Appendix M: Supporting data attached to the report of School 7

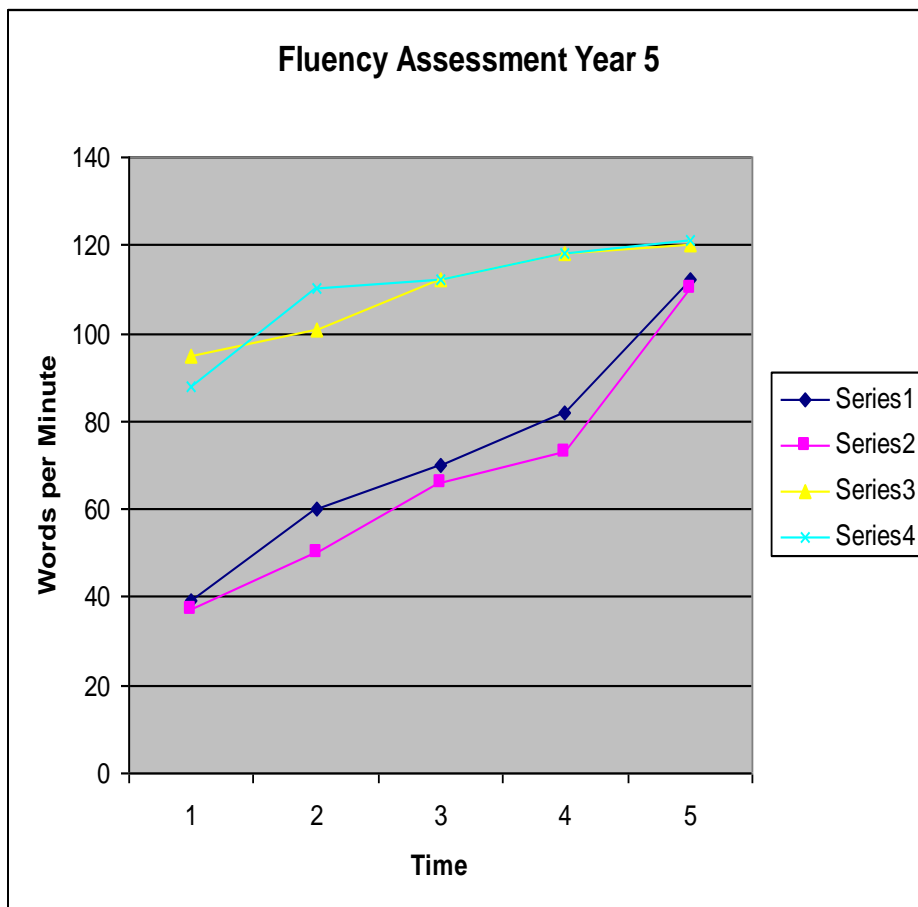
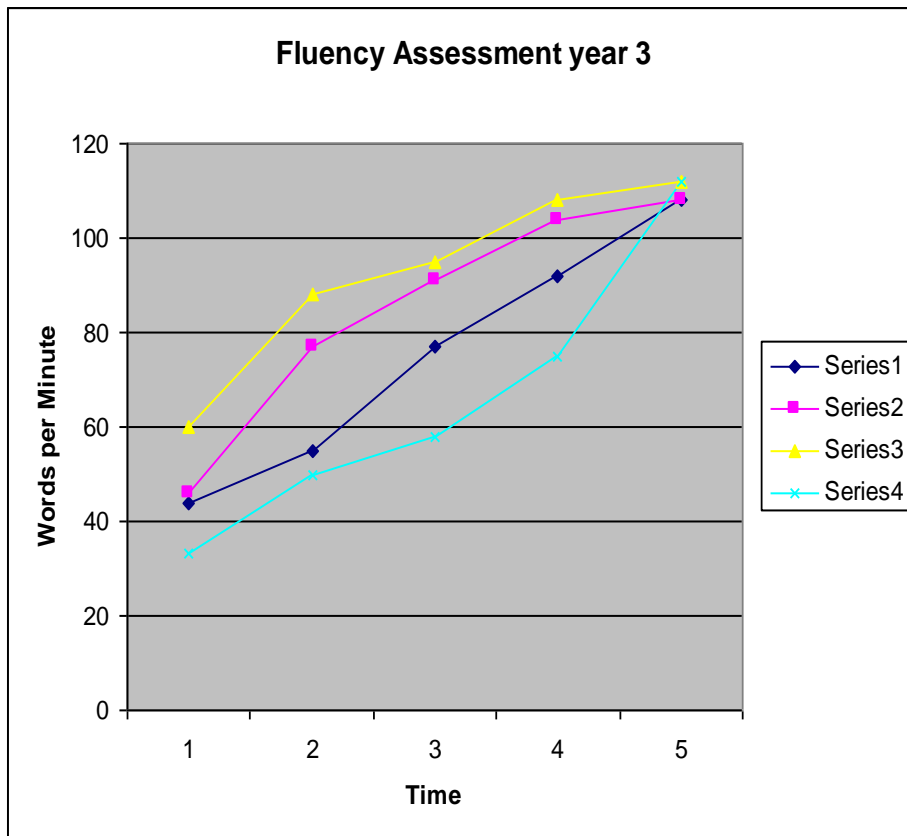
YEAR 2F		APRIL 2012			JULY 2012				
SURNAME	FIRST NAME	SCORE	READING AGE	APP GRADE EQ	SCORE	READING AGE	APP GRADE EQ	INCREASE IN READING AGE	MONTHS
	Student 1	140	11	6	174	13	9	2y	24
	Student 2	71	7.5	3	120	9.5	5	2y	24
	Student 3	42	6.5	2	92	8	3	1y6m	18
	Student 4	33	6.5	2	69	7	2	6m	6
	Student 5	61	7	2	80	7.5	3	6m	6
	Student 6	48	6.5	2	77	7.5	3	1y	12
	Student 7	104	8.5	4	114	9	4	6m	6
	Student 8	104	8.5	4	123	9.5	5	1y	12
	Student 9	18	6	1				LEFT FCC	
	Student 10	89	7.5	3				LEFT FCC	
	Student 11	17	6	1	82	7.5	3	1y6m	18
	Student 12	67	7	2	116	8.5	4	1y6m	18
	Student 13	42	6.5	2	71	7.5	3	1y	12
	Student 14	58	7	2	118	9	4	2y	24
	Student 15	63	7	2	95	8	3	1y	12
	Student 16	103	8.5	4				LEFT FCC	
	Student 17	16	6	1				LEFT FCC	
	Student 18	99	8	4	126	9.5	5	1y6m	18
	Student 19	35	6.5	2	68	7	2	6m	6
	Student 20	80	7.5	3	129	9.5	5	2y	24
	Student 21	65	7	2	90	8	3	1y	12
	Student 22	21	6	1	41	6.5	2	6m	6
	Student 23	168	13	9	188	16	ADULT	3y	36

**Reading Results: Class 1**

Corresponding Graph: Re



Appendix N: Supporting data attached to the report of School 8



Appendix O: Supporting data attached to the report of School 9

This is a sample of a Screening Program/Action Timetable developed by a school as a result of the project.

Year Level	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
K	Term 1	T.A.C-K	Communication screening –vocab, grammar, comprehension, common speech errors for identification and referral out.	K Teacher – 1:1	‘Next Challenge’ Speech Pathology.	<ul style="list-style-type: none"> <li>• use data for referrals <a href="#">K Teacher</a></li> <li>• analyse data to direct planning <a href="#">K Teacher</a></li> <li>• record results on share drive <a href="#">K Teacher</a></li> </ul>
	Term 4 <a href="#">To Inform PP</a>	T.A.C-P	Communication screening –vocab, grammar, comprehension, common speech errors for identification and referral out.	K Teacher – 1:1	‘Next Challenge’ Speech Pathology.	<ul style="list-style-type: none"> <li>• use data for referral to Speech Pathologist <a href="#">K Teacher</a></li> <li>• pass on information to PP at handover <a href="#">K Teacher</a></li> <li>• record results on share drive <a href="#">K Teacher</a></li> </ul>



Year Level K	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	Term 1	Marion Blank	Expressive Language	K Teacher 1:1	K Teacher	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation <u>K Teacher</u></li> </ul>
		Oral Language Assessment	Oral Language	K Teacher 1:1	K Teacher	<ul style="list-style-type: none"> <li>analyse data for referrals to appropriate agencies <u>K Teacher</u></li> </ul>
	Throughout Year weeks 5 &10 of term	Pre-Literacy Screen	Phonological Awareness	K Teacher 1:1	K Teacher	<ul style="list-style-type: none"> <li>plan small group need based in- class intervention (<b>Wave 2 students</b>) following week 5 screen (<u>K Teacher</u>)</li> <li>plan intervention of greater frequency and intensity students who fail week 10 screen (<b>Wave 3 students</b>) (<b>LE Staff</b>)</li> </ul>
	Term 2	OT	Motor skills	OT 1:1	OT	<ul style="list-style-type: none"> <li>inform teachers &amp; parents if any concerns (OT)</li> </ul>

Year Level PP	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	Throughout Year weeks 5 &10 of term	Pre Literacy Screen	Phonological Awareness -	PP Teacher 1:1	PP Teacher	<ul style="list-style-type: none"> <li>record data on share drive <a href="#">PP Teacher</a></li> <li>plan small group need based in class intervention following week 5 screen (<b>Wave 2</b>) <a href="#">PP Teacher</a></li> <li>plan intervention of greater frequency and intensity students who fail week 10 screen (<b>Wave 3</b>) (L&amp;L Staff)</li> </ul>
	TERM 1	PIPS (Performance Indicators in Primary Schools)	Reading, Mathematics and Phonics	PP Teacher 1:1	PP Teacher	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs based grouping and planning for differentiation <a href="#">PP Teacher</a></li> <li>analyse data to identify potential (<b>Wave 2 and Wave 3 students</b>) <a href="#">PP Teacher</a> and (L&amp;L Staff)</li> <li>enter data on share drive <a href="#">PP Teacher</a></li> </ul>
	TERM 4 <a href="#">To inform Yr 1</a>	PIPS (Performance Indicators in Primary Schools)	Reading, Mathematics and Phonics	PP Teacher 1:1	PP Teacher	<ul style="list-style-type: none"> <li>pass on information to Year 1 at handover (<a href="#">PP Teacher</a>)</li> <li>analyse data for individual growth and program success to guide future class planning (<a href="#">PP Teacher</a>)</li> <li>enter data on share drive (<a href="#">PP Teacher</a>)</li> </ul>
	TERM 1	Marion Blank	Expressive Language	PP Teacher 1:1	PP Teacher	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for</li> </ul>

Year Level PP	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
		Oral Language Assessment	Oral Language	PP Teacher 1:1	PP Teacher	<p>differentiation (<a href="#">PP Teacher</a>)</p> <ul style="list-style-type: none"> <li>analyse data for referrals to appropriate agencies (<a href="#">PP Teacher</a>)</li> </ul>

Year 1	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	Throughout Year Weeks 5 & 10 of term	Early Literacy Screen	Early literacy skills	Year 1 teacher	Year 1 teacher	<ul style="list-style-type: none"> <li>record data on share drive <a href="#">Year 1 Teacher</a></li> <li>plan small group need based in class intervention following week 5 screen (<b>Wave 2</b>) <a href="#">Year 1 Teacher</a></li> <li>plan intervention of greater frequency and intensity students who fail week 10 screen (<b>Wave 3</b>) <a href="#">L&amp;L Staff</a></li> </ul>
	Throughout Year	Checklist for giftedness	Potential/Ability	Year 1 Teacher		<ul style="list-style-type: none"> <li>use checklist to identify exceptional students <a href="#">Year 1 Teacher</a></li> <li>plan appropriate program <a href="#">Year 1 Teacher</a> and <a href="#">L&amp;L Staff</a></li> </ul>
	TERM 1	Marion Blank Oral Language Assessment	Expressive & Receptive Language	Year 1 Teacher 1:1	Year 1 Teacher	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation <a href="#">Year 1 Teacher</a></li> <li>analyse data for referrals to appropriate agencies <a href="#">Year 1 Teacher</a></li> </ul>
	TERM 1	Dyslexia Screening for Students 'at risk' as identified in PIPS	Literacy	Links & Ladders staff 1:1	Links & Ladders staff	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation <a href="#">Year 1 Teacher</a></li> <li>plan IEP intervention for <b>Wave 3</b> students <a href="#">L&amp;L Staff</a></li> </ul>

Year 1	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	TERM 3 <a href="#">To inform Yr 2</a>	InCas	Reading: word decoding word recognition comprehension	Year 1 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>• use data to direct programming, timetabling, needs-based grouping and planning for differentiation <a href="#">Year 2 Teacher</a></li> <li>• identify <b>Wave 2 students (up to 12 months behind CA)</b> and <b>Wave 3 students (more than 12 months behind)</b> to plan for Year 2 intervention <a href="#">L&amp;L Staff</a> and <a href="#">Year 2 Teacher</a></li> </ul>
	TERM 3 <a href="#">To inform Yr 2</a>	InCas	Spelling	Year 1 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>• identify <b>Wave 2 students (SA 1-12months&lt;CA)</b> and <b>Wave 3 students (SA 12months+&lt;CA)</b> to plan for Year 2 class grouping and IEP intervention <a href="#">L&amp;L Staff</a> and <a href="#">Year 2 Teacher</a></li> </ul>
	TERM 3 <a href="#">To inform Yr 2</a>	InCas	Mathematics General & Mental	Year 1 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>• use data to direct programming, timetabling, needs-based grouping and planning for differentiation <a href="#">Year 2 Teacher</a></li> <li>• identify <b>Wave 2 students (up to 12 months behind CA)</b> and <b>Wave 3 students (more than 12 months behind)</b> to plan for Year 2 intervention <a href="#">L&amp;L Staff</a> and <a href="#">Year 2 Teacher</a></li> </ul>

Year 2	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	Throughout Year	Checklist for giftedness	Potential/Ability	Year 2 Teacher	Observation/ anecdotal	<ul style="list-style-type: none"> <li>use checklist to identify exceptional students <a href="#">Year 2 Teacher</a></li> <li>plan appropriate programs and differentiation <a href="#">Year 2 Teacher</a> and <a href="#">L&amp;L Staff</a></li> </ul>
	TERM 1	Dyslexia Screening for Students 'at risk' as identified in InCas Year 1	Literacy	Links & Ladders staff 1:1	Links & Ladders staff	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation <a href="#">Year 2 Teacher</a></li> <li>plan IEP intervention for <b>Wave 3 students</b> <a href="#">L&amp;L Staff</a></li> </ul>
	Term 1	SCAN C on girls selected by L & L and class teacher	Auditory Processing	Links & Ladders staff 1:1	Links & Ladders staff	<ul style="list-style-type: none"> <li>evaluate results for suitability of Listening Program <a href="#">L&amp;L Staff</a></li> </ul>
	Throughout Year	Observation	All	Year 2 Teacher	All results	<ul style="list-style-type: none"> <li>analyse all results, together with observations made, history etc to identify <b>Wave 3 students</b> <a href="#">Year 2 Teacher</a> and <a href="#">L&amp;L Staff</a></li> <li>refer <b>Wave 3 students</b> and students whose spelling and reading performance is not consistent with general performance to JS Counsellor for testing from Term 3 onwards <a href="#">Year 2 Teacher</a></li> </ul>

Year 2	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	Term 2	Vision Screening	Vision	JS Counsellor		<ul style="list-style-type: none"> <li>refer to appropriate agencies if required ( JS Counsellor)</li> </ul>
	TERM 3 <a href="#">To inform Yr 3</a>	InCas	Reading: word decoding word recognition comprehension	Year 2 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation <a href="#">Year 3 Teacher</a></li> <li>identify <b>Wave 2 students (up to 18 months behind CA)</b> and <b>Wave 3 students (more than 18 months behind)</b> to plan for Year 3 intervention <a href="#">L&amp;L Staff</a> and <a href="#">Year 3 Teacher</a></li> </ul>
	TERM 3 <a href="#">To inform Yr 3</a>	InCas	Spelling	Year 2 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>identify <b>Wave 2 students (SA 1-18months&lt;CA)</b> and <b>Wave 3 students (SA 18months+&lt;CA)</b> to plan for Year 3 class grouping and IEP intervention <a href="#">L&amp;L Staff</a> and <a href="#">Year 3 Teacher</a></li> </ul>
	TERM 3 <a href="#">To inform Yr 3</a>	InCas	Mathematics General & Mental	Year 2 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation <a href="#">Year 3 Teacher</a></li> <li>identify <b>Wave 2 students (up to 18 months behind CA)</b> and <b>Wave 3 students (more than 18 months behind)</b> to plan for Year 3 intervention <a href="#">L&amp;L Staff</a> and <a href="#">Year 3 Teacher</a></li> </ul>

Year 3	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	Throughout Year	Checklist for giftedness	Potential/Ability	Year 3 Teacher	Observation/ anecdotal	<ul style="list-style-type: none"> <li>use checklist to identify exceptional students <a href="#">Year3 Teacher</a></li> <li>plan appropriate program/ differentiate <a href="#">Year 3 Teacher</a> and <a href="#">L&amp; L Staff</a></li> <li>discuss with JS Counsellor for possible testing <a href="#">Year 3 Teacher</a></li> </ul>
	TERM 2	YARC	Reading /Comprehension <a href="#">Wave 2 &amp; 3 students</a>	L & L Staff 1:1	L& L staff	<ul style="list-style-type: none"> <li>identify <a href="#">Wave 2 &amp; 3 students</a> to be further tested based on Year Year 2 InCas Reading results</li> </ul>
	TERM 2	NAPLAN	Spelling, Grammar & Punctuation, Reading, Writing and Numeracy	Year 3 Teacher	Outside agency	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation for extension and <a href="#">Wave 2 students</a> <a href="#">Year 3 Teacher</a></li> <li>plan IEP for below benchmark students <a href="#">L&amp;L Staff</a></li> </ul>
	TERM 3 <a href="#">To inform Yr 4</a>	InCas	Reading: word decoding word recognition comprehension	Year 3 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation <a href="#">Year 4 Teacher</a></li> <li>identify <a href="#">Wave 2 students (up to 18 months behind CA)</a> and <a href="#">Wave 3 students (more than 18 months behind)</a> to plan for Year 3 intervention <a href="#">L&amp;L Staff</a> and <a href="#">Year 4 Teacher</a></li> </ul>



Year 3	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	TERM 3 <a href="#">To inform Yr 4</a>	InCas	Spelling	Year 3 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>identify Wave 2 students (SA 1-18months&lt;CA) and Wave 3 students (SA 18months+&lt;CA) to plan for Year 3 class grouping and IEP intervention L&amp;L Staff and <a href="#">Year 4 Teacher</a></li> </ul>
	TERM 3 <a href="#">To inform Yr 4</a>	InCas	Mathematics General & Mental	Year 3 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation <a href="#">Year 4 Teacher</a></li> <li>identify Wave 2 students (up to 18 months behind CA) and Wave 3 students (more than 18 months behind) to plan for Year 4 intervention L&amp;L Staff and <a href="#">Year 4 Teacher</a></li> </ul>

Year 4	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	TERM 4 Orientation <a href="#">To inform Yr 5</a>	ASS	General Ability Test <u>Old and New</u> Students	Academic Assessment Services	Academic Assessment Services	<ul style="list-style-type: none"> <li>compare results with performance in other areas and if there is a discrepancy between discuss with JS Counsellor &amp; <a href="#">L&amp;L Staff</a></li> <li>refer to JS Counsellor if discrepancies</li> </ul>
	TERM 4 Orientation <a href="#">To inform Yr 5</a>	ASS	Spelling <u>Old and New</u> Students	Academic Assessment Services	Academic Assessment Services	<ul style="list-style-type: none"> <li>identify <b>Wave 3 students (SA 24months&lt;CA)</b> <a href="#">L&amp;L Staff</a></li> <li>plan intervention for Year5 <b>Wave 3 students</b> <a href="#">L&amp;L Staff</a></li> </ul>
	TERM 4 Orientation <a href="#">To inform Yr 5</a>	ASS	Mathematics <u>Old and New</u> Students	Academic Assessment Services	Academic Assessment Services	<ul style="list-style-type: none"> <li>identify ability groups for streaming <a href="#">Co-ordinator of Teaching &amp; Learning</a> &amp; <a href="#">L&amp;L Staff</a></li> </ul>
	TERM 4 Orientation <a href="#">To inform Yr 5</a>	ASS	Reading/ Comprehension <u>Old and New</u> Students	Academic Assessment Services	Academic Assessment Services	<ul style="list-style-type: none"> <li>identify <b>Wave 3 students</b> <a href="#">L&amp;L Staff</a></li> <li>plan intervention for Year5 <b>Wave 3 students</b> <a href="#">L&amp;L Staff</a></li> </ul>

Year 4	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	TERM 4 <a href="#">To inform Yr 5</a>	ASS	Written Expression  <u>Old and New Students</u>	Academic Assessment Services	Academic Assessment Services	<ul style="list-style-type: none"> <li>• direct planning for Year 5 teachers</li> </ul>

Year 5	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	Throughout Year	Checklist for giftedness	Potential/Ability	Year5 Teachers	Observation/ anecdotal	<ul style="list-style-type: none"> <li>use checklist to identify exceptional students <a href="#">Year 5 Teacher</a></li> <li>plan for differentiation/extension programs <a href="#">Year 5 Teacher</a> and <a href="#">L&amp;L Staff</a></li> <li>discuss with JS Counsellor for possible referral for testing <a href="#">Year 5 Teacher</a></li> </ul>
	TERM 1	YARC	Reading Comprehension for <a href="#">Wave 3 students</a>	L & L Staff	L & L Staff	<ul style="list-style-type: none"> <li>identify <a href="#">Wave 3 students</a> to be further tested based on Year 5 Reading ASS <a href="#">L&amp;L Staff</a></li> <li>plan IEP <a href="#">L&amp;L Staff</a></li> </ul>
	TERM 2	NAPLAN	Spelling, Grammar & Punctuation, Reading, Writing and Numeracy	Class teacher	Outside agency	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation for extension and <a href="#">Wave 2 students</a> <a href="#">Year 5 Teacher</a></li> <li>plan IEP for below benchmark students <a href="#">L&amp;L Staff</a></li> </ul>
	TERM 3 <a href="#">To inform Yr 6</a>	InCas	Reading: word decoding word recognition comprehension	Year 5 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation <a href="#">Year 6 Teacher</a></li> <li>identify <a href="#">Wave 2 students (up to 24 behind CA)</a> and <a href="#">Wave 3 students (more than 24 months behind)</a> to plan for Year 6 intervention <a href="#">L&amp;L Staff</a> and <a href="#">Year 6 Teacher</a></li> </ul>

Year 5	Time of Year	Testing Tool	Area being Assessed	Administration	Marking	Action/Follow up
	TERM 3  <a href="#">To inform Yr 6</a>	InCas	Spelling	Year 5 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>identify <b>Wave 2 students (SA 1-24months&lt;CA)</b> and <b>Wave 3 students (SA 24months+&lt;CA)</b> to plan for Year 6 class grouping and IEP intervention <b>L&amp;L Staff</b> and <b><a href="#">Year 6 Teacher</a></b></li> </ul>
	TERM 3  <a href="#">To inform Yr 6</a>	InCas	Mathematics General & Mental	Year 5 Teacher & supporting staff	InCas	<ul style="list-style-type: none"> <li>use data to direct programming, timetabling, needs-based grouping and planning for differentiation <b><a href="#">Year 6 Teacher</a></b></li> <li>identify <b>Wave 2 students (up to 24 months behind CA)</b> and <b>Wave 3 students (more than 24 months behind)</b> to plan for Year 6 streaming <b>L&amp;L Staff</b> &amp; <b>Co-ordinator of Teaching &amp; Learning</b></li> </ul>



## **Carmel Adventist College Primary**

### **SCHOOL CONTEXT**

Carmel Adventist College Primary is situated east of Perth in the Hills region approximately 30 kilometres from the CBD. The school has an SES ranking of 101. The school population is characterised by a relatively high level of students travelling into the area from suburbs within a 25km radius of the school. Students travel from suburbs such as Roleystone, Armadale, Midland, Forrestfield, Rivervale, Maddington, Karragullen, Kalamunda and surrounds, many travelling by bus or car. Approximately 10% of students would come from Bickley/Carmel itself. There has been a significant influx of immigrants in recent times from Zimbabwe and smaller numbers from other African nations.

The school has a current enrolment of 170 students from Kindergarten to Year 6. Approximately 15 % of students have English as a second language and a number of the African students have had limited formal schooling. There is still a level of uncertainty about the number of ESL students as we have found that some African parents have listed English is their first language and yet during Parent/teacher interviews they have indicated that they made that claim on the enrolment forms because they feared they may not be accepted into a school in Australia if they did not have English as their first language. We believe the proportion of ESL students is closer to 20%. The increase in students with English as a second language has been quite new for Carmel Primary as the school has typically served the local community that is characterised as having a very high Caucasian population. The student population has grown from just less than 100 students to 170 students in just over 3 years. This increase of students has been across all grades and has meant single stream classes for the first time in its history in 2012.

The school has well-developed policies and programs for students deemed to be at risk, whether socially, emotionally, physically or academically. Outside agencies are increasingly being used to help provide for student and family needs and the school is developing links with the local community to help enrich the overall learning programs. For the first time in 2012 both Speech Therapy and Occupational Therapy Screening was made available for students in Kindergarten and Pre Primary.

The school has the services of two part-time chaplains and enjoys good support of the on Government schools Psychology Service. As well as the PALL project the school is involved in an Australia wide Quality Adventist Schools initiative.

Teaching staff members are highly committed, with a reasonably good mix of experience. 3 current teachers have less than 4 years experience, 3 over 25 years of experience and the balance of staff being between 4-15 years service. The mix of new and experienced teachers has worked well with all staff committed to improve the standard of teaching and learning. There has also been a focus on finding ways to mentor and support each other more effectively in this pursuit. The heavier weighting of inexperienced teachers has presented some challenges with ensuring each has adequate mentoring support. Significant time and effort in the initial years of teaching is typically involved in learning to manage and organise classroom routines. However, each of the new teachers has demonstrated a great willingness to be involved in this learning journey.

The non-teaching staff members identify strongly with the school and are heavily involved and do much to support the school's work.

## **RATIONALE FOR THE INTERVENTION**

The school has struggled to achieve consistent creditable results in NAPLAN reading tests at the Year Three and Year 5 level because of the influx of students in recent years across the grades. On reviewing student progress it has become evident that students who have been at the school for a number of years typically score higher in both NAPLAN and standardised tests than students who have been at the school for less than one year.

As a result of the staff's improved understanding of the Big 6 framework and improved ability to interrogate data through disciplined dialogue, it became clear that the problem stemmed from an inability by many students to decode quickly and accurately, leading to poor results in comprehension. Attention has switched to the low levels of phonemic awareness indicated by students. Accordingly, it was decided to develop an intervention from Years PP to 2 to help overcome this deficiency. While we are reporting on the intervention after approximately 15 months, it is understood by all involved that this is a longer term initiative that will require ongoing support.

## **PURPOSE OF THE INTERVENTION**

The intervention was planned and implemented to:

- a) Develop Wave 1 instructional practices in phonemic awareness that were common across the classrooms and provided a syllabus that was accessible for the majority of students.
- b) Undertake early assessment to ascertain those students who were unable to access this program and who required further intervention (Wave 2) and provide an effective program.
- c) Identify Wave 3 students and develop effective strategies for them.

### **To fulfil these purposes, the school undertook a number of initiatives.**

1. A common literacy block has been developed for all classes and it is generally adopted by teachers.
2. Diagnostic assessments and standardised assessments are administered using Dianna Rigg checklists, PAT-R tests in Reading, Vocab and Spelling. Several other diagnostic tests have been trialled by EC teachers ( Astronaut test, Educheck,
3. An inventory of resource material was undertaken and a significant investment made in improving areas of need.
4. Professional learning was provided for teaching staff in instructional practice, initially for first and second wave instruction.
5. The whole school has worked together to improve literacy planning and programs.

### **The collection of data was to meet the following purposes:**

**Purpose #1** was to determine changes to teaching and learning of phonemic awareness and the effects of these changes. The following key questions were posed:

- a) To what extent has student achievement in phonemic awareness improved?"

**Purpose #2** was to measure any changes to student achievement in NAPLAN tests in Year 3 & 5. The key question here was:

- a) To what extent has student achievement in NAPLAN been impacted by the focus on whole school literacy planning and a dedicated literacy block time?

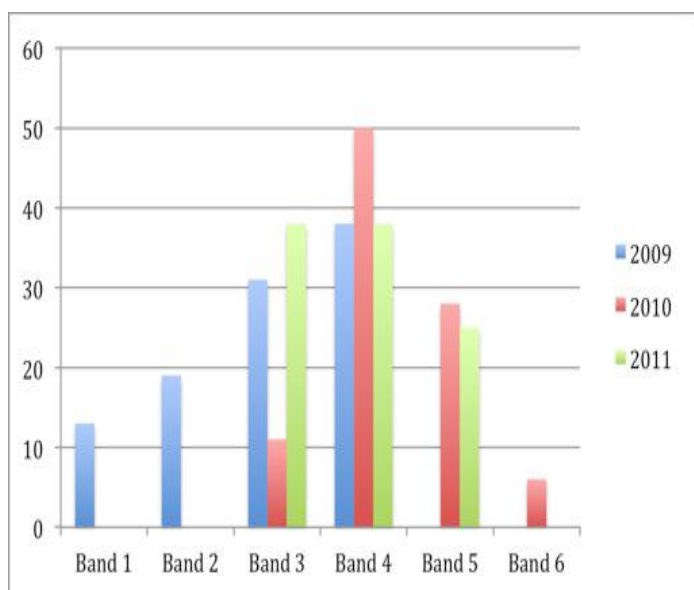
**DATA COLLECTION**

**NAPLAN DATA 2009 – 2011 Carmel Adventist College Primary**

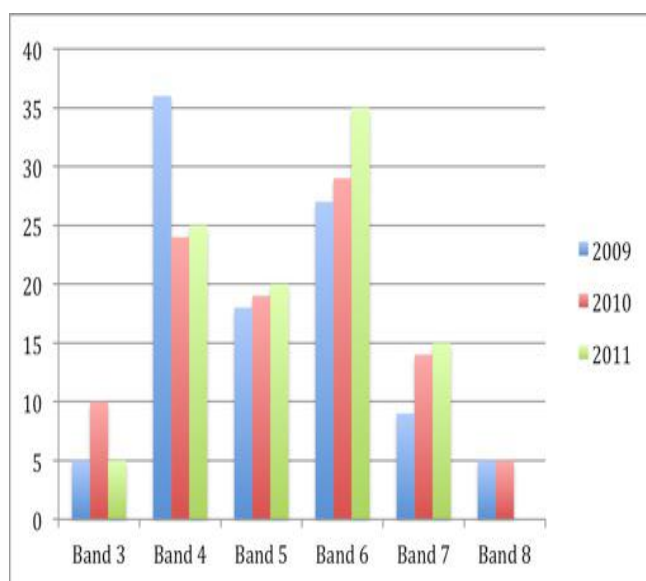
The graphs show progress of students at Carmel Primary in the various NAPLAN tests over the past 3 years. In all areas tested for both Years 3 and 5 there has been a significant shift in the number of students performing in the higher bands and a reduction in those in the lower bands. The year 2009 results are the most accurate comparison because this is the for the most part the same cohort of students. (Yr 3 and then Yr 5).

We do not seek to exempt students with special needs from tests and so some students who are not able to meet minimum standards are included in this data. These students work on IEP's (individualized learning plans) in the regular classroom.

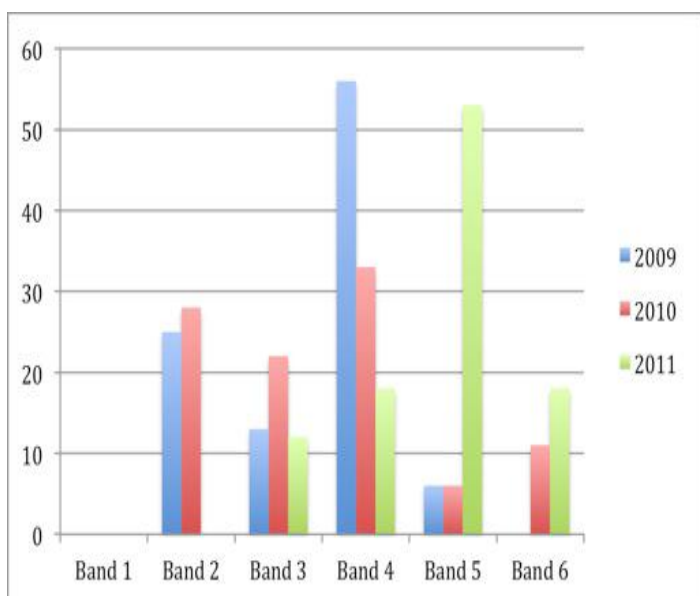
*\*\*2012 data not yet available.*



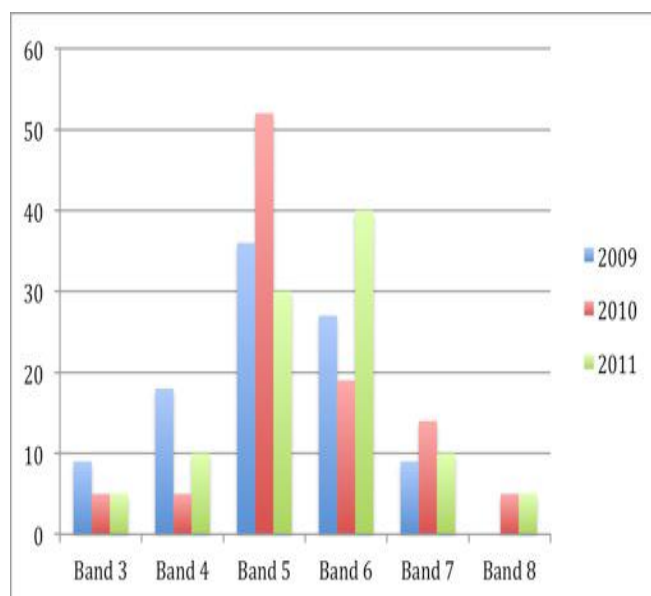
**WRITING – YEAR 3**



**WRITING – YEAR 5**

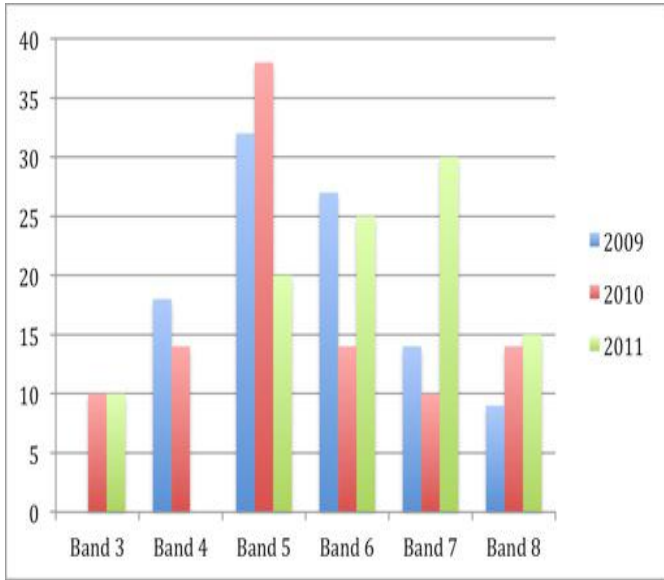


**SPELLING YEAR 3**

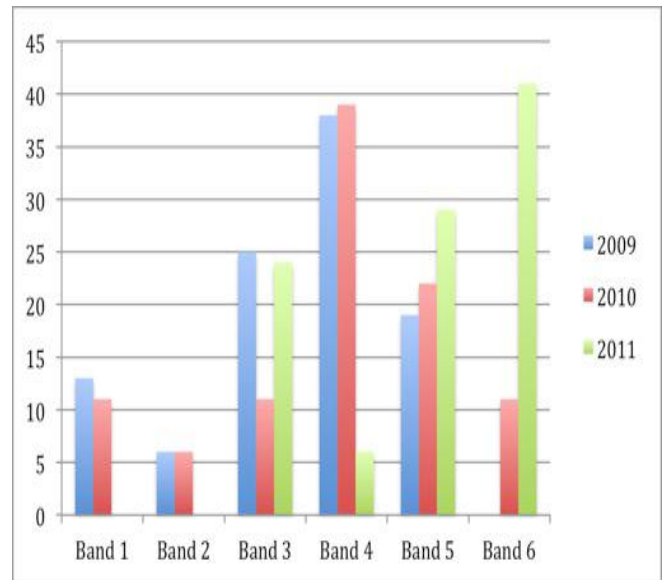


**SPELLING YEAR 5**

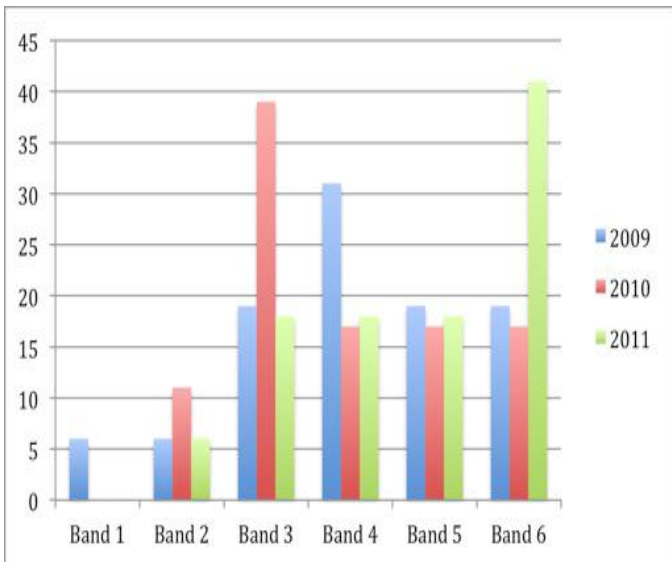




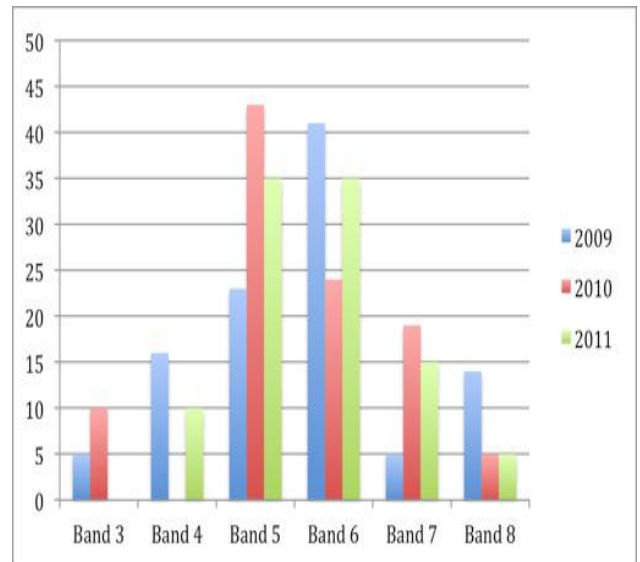
**GRAMMAR AND PUNCTUATION YEAR 3**



**GRAMMAR AND PUNCTUATION YEAR 5**



**READING YEAR 3**



**READING YEAR 5**

Spelling Results from SEMESTER 1 AND 2 ( 2011) YEAR 6

		<b>SEM 1</b>	<b>SEM 2</b>	<b>Improvement RS</b>
Βερρηψ	Sophie	98	100	2
Χαρπεντερ	Georgie	93	92	-1
Δυνχαν	Sarah	93	96	4
Γλασσ	Olivia	91	96	5
Ηαωδον	Lachlan	64	72	9
Ηεωεττ-θονεσ	Cassie	97	98	1
Ηιλλ	Ellie	88	94	7
Ηοδγσον	Ethan	61	80	19
Θοηνσον	Liam	76	83	7
Θοηνστον	Cary	47	89	41
Κιδμαν	Kiara	70	76	6
Λεε	Thomas	71	86	15
Λεωισ	Henry	92	89	-3
Λιμ	Hong	84	88	4
Μαντον	Bronte	92	94	1
Μασον	Caleb	67	95	28
Περελλα	Katie	93	89	-4
Πλυγκνεττ	Courtney	96	99	3
Ρονδον Γυζμαν	Adamaris	72	88	16
Ροωε	Megan	66	62	-4
Σχηωενγερ	Olivia	97	97	0
Στοκκδαλε	Rachael	94	100	6
Σωαβεψ	Maggie	79	84	5
Σωοτωα	Naomi	89	97	8
Ταυφα	Akesa	91	93	2
Ταψλορ	Georgia	83	86	3
Ωιλλιαμσ	Edward	2	40	38
	<b>Averages</b>	<b>79</b>	<b>87</b>	<b>7</b>

NOTES:

- 22 out of 27 students improved.
- The maximum slide backwards was 4%
- The average improvement over the class was 7%
- The range of improvement was between 1% and 38%
- Our three students on alternate programs, who struggle with spelling went from:
  - 47% to 89% - an improvement of 42%
  - 2% to 40% - an improvement of 38%
  - 64% to 72% - an improvement of 8%

To answer the above questions, a combination of data sources and collection methods were employed.

1. CACP had several staff meeting discussions were held to determine the level to which the interventions had helped - a summary of the key points from this informal survey are listed below.
  - Teachers were more likely to use standardised test and diagnostic test data to help inform their teaching
  - There was a perceived need to improve the suite of tests for EC classes. The number and nature of the tests available was considered inadequate. We determined that we need to establish which tests will be used by all EC classes. Plus, some research into other tests was a priority.
  - More assistance was required (EA time) to support the Wave 2 and 3 students. Currently the two or three sessions a week allocated for additional support for these students was not considered to be enough. While funds for this were doubled in 2012 this was still only just scratching the surface. Additional funds will be allocated in 2013.
  - Consistent parent involvement with small groups was proving problematic. Most parents are working and have limited time available. Quite often short notice is given by parent helpers about not being able to attend school to help out for the morning – called into work, a sick sibling etc.
  - Teachers have found that PD that involves 2 or more staff is far more effective than single one-off courses. Had support when they got back to school in trying to implement various ideas.
  - PD has been more focused as a result of the discussions and planning undertaken in English/ reading and writing. This was seen as a positive step.
2. Student achievement was assessed through the 'pre' and 'post' assessments using PAT-R and Diana Rigg checklists to find specific information about students placed in Waves 2 and 3.
3. Little had been done with involving parents in some classes –two main reasons were given for this; parent availability and teacher confidence about having them in while they were still trying to work through the changes to their teaching program themselves.
4. Some staff admitted they had not done as much as they should to adapt their teaching program. Lack of confidence in specific areas was the main reason – ie. How to actually improve spelling / how to cater for the various groups within a class successfully. At times the focus on the students requiring additional support meant that not enough time was given to students needing extension. In some cases – more resources were considered important – although at the same time, some teachers were not aware of the number of resources that did exist within the school.
5. Pairing up of teachers was seen as a positive step. They found they could mentor each other and share resources. The next step is to find ways to share the information that the 'small groups' have found with all staff. Need to have consistency across the whole school – not just two or three classes.
6. A new teacher to the school felt she had missed some of the groundwork and while she had been paired up with someone else who was familiar with the PD's and her partner had been very happy to share – it was not quite the same as being involved themselves in the whole process.

## CONCLUSION

Evidence gathered clearly indicates that the intervention provided a number of positive changes to school and classroom practice. These include:

- Higher student achievement as a result of the intervention
- Stronger student engagement in learning, especially in Wave 2 groups

- Greater collaboration and commonality of purpose developing between all staff involved
- More effective professional development, focussing on school-based and collaborative sessions which use evidence to inform discussion
- Disciplined Dialogue was more common and robust.
- A stronger bank of evidence for every child that has been developed through the intervention
- Improved classroom practices that are more commonly applied across classes (though still a long way to go here )
- Staff members are realising their role in leading through collaborative practice and are taking greater ownership of the process.

There are aspects of the intervention that have not developed as well as might have been expected and there have been unforeseen circumstances that have impinged on its delivery.

- It has proven difficult to develop Wave 3 groups because of the number of students requiring Wave 2 intervention
- Quality classroom practices are still not fully embedded and there is a less than even approach across the classes.
- It has proved difficult to engage the parent body in classroom activities on a day to day basis
- Staff members feel resourcing of reading requires more to meet student needs-particularly in higher grades
- Spelling requires specific targeted support across the school
- The focus on Writing has suffered a little as a result of the emphasis on reading improvement. We need to refocus on writing while not reducing the emphasis on reading. Revision of timetable under consideration. Ensure that Writing is embedded in other areas of the curriculum more comprehensively so that it receives the time needed without having to sacrifice gains in the area of reading.

#### **WHERE TO FROM HERE**

1. Continue with the intervention for another full year
2. Seek to resource the Wave 3 intervention more comprehensively.
3. Continue to embed quality practice into classrooms through modelling and sharing of knowledge and skills. Pair teachers up and encourage collaboration and mentoring of each other. The focus for 2013 will be to establish a routine of 'walk through' evaluations on each other with the intention of 'stealing each other's best ideas'. ( We have been working on a checklist in 2012 to use as part of this process.
4. Maintain the current approach to collaborative decision making and associated professional learning processes that value in-school learning.
5. Continue to seek ways to engage parents, especially from an individual classroom level.
6. Develop target setting processes both at a class and individual level. Share these with the students to encourage even stronger 'buy in'
7. Develop a system of mapping a student's development over time in a more effective way. I.e Electronic records rather than paper copies.
8. Revise timetable for 2013 to allow greater time for Literacy.

Finally – not all the data collected on student improvement was directly related to the interventions we worked on. We need to develop a better regime of testing for EC areas in particular. The testing for upper primary seemed to better meet the needs for information, but the interventions were not as strong or targeted as in the early years. However the testing in early years was weaker, but the interventions better targeted and more cohesive across the junior classes.

**PRINCIPALS AS LITERACY LEADERS (PALL) PROJECT  
SCHOOL INTERVENTION EVALUATION REPORT  
2012**

**HALE SCHOOL – JUNIOR SCHOOL CONTEXT**

**RATIONALE FOR THE INTERVENTION**

The commitment to a research base and data-driven philosophy was heightened with the appointment of a new Head of Junior School in mid-2010. There was no school-wide approach to literacy instruction, in particular an absence of data analysis to inform targeted instruction in reading. To this end it was deemed critical to gather data in regards to teacher knowledge about reading development and implement a tiered approach to intervention across all year levels. Student results on national measures in Mathematics were very good relative to state norms, literacy measures were also above state and national average. However, when compared to 'like' schools there was room for improvement, especially in literacy.

There was a lack of cohesion between Junior Primary curriculum and Years 4 – 6 and an identified need for a clear scope and sequence and aligned practices in literacy was essential. To this end a strategic intent to address; teacher knowledge, curriculum, assessment, policy and pedagogy development regarding literacy was developed. Participation in the PALL project enabled a more targeted approach to developing collective staff knowledge, assessment and pedagogy specific to reading development, especially in relation to Tier 1 'Cracking Good Classroom Practice' and Tiers 3 and 4 'Small Group and Individual Instruction'.

**PURPOSE OF THE INTERVENTION**

The intervention was planned and implemented to:

- d) Develop a tiered approach to reading intervention in order to cater for the learning needs of all students
- e) Develop teacher knowledge of the 'Big 6' reading practices in order to inform classroom pedagogy

Since the start of 2010 we have been using standardised assessment to ascertain student development in reading and to ensure a comprehensive learning support programme for all students identified. Most referrals for curriculum support were in regards to student reading development. This prompted a review of current reading practices and it was found that there was no tiered approach to reading intervention or shared pedagogy across the school. Term plans were audited and the explicit teaching of reading comprehension, fluency and consistent decoding strategies were not apparent. Therefore a comprehensive intervention was planned.

The following PALL intervention was all encompassing. For the purpose of this report, the most pertinent areas to report on are:

- a quantifiable analysis of assessment of student reading development for students identified at risk in their literacy development
- a quantifiable analysis of the development of teacher knowledge and pedagogy resultant of professional learning.

Outlined below is an overview of the breadth of the intervention and the 'fall off' initiatives resultant of the PALL project. The analysis of student data and teacher development follows.

### **ASSESSMENT, MONITORING**

Data was already being gathered during 2010 in regards to students' ability and their performance (using AGAT and PAT assessment tools). This was further refined as the PALL project evolved through collecting data specific to reading development.

*Initiative 1* - Accelerated Reader levels (online computer generated comprehension quizzes completed by students once 'levelled' texts have been read) were added to the data-base each semester in order to monitor independent reading levels.

*Initiative 2* – After providing professional development in the 'Big 6', it was deemed essential to access assessments that would enable each student's reading fluency, reading comprehension, vocabulary and reading rate. To this end the Fountas and Pinnell Benchmark assessment kit was purchased and an assessment schedule established where each student's reading (fluency, rate, comprehension and vocabulary) was measured and added to the data-base each semester. This now meant that data on reading rates, and vocabulary was value added to data already measuring levels, accuracy and comprehension levels (years 1 – 3 and years 4 – 6).

*Initiative 3* – A phonological awareness screener (school developed) including Rosner Auditory Analysis Test was undertaken by all incoming Year 1 students to identify areas of phonological awareness that needed to be targeted. Resultant groupings were made and the development of phonological skills was addressed during Term 1 in small groups during non-interrupted literacy time. Students identified with phonological skills below Pre-Primary level were recommended to the Curriculum Support committee for analysis using the SPAT assessment and for intervention with the Curriculum Support teachers (Road to the Code, followed by Road to Reading)

As a result of improved assessment across the school a Junior School Assessment Schedule was created.

### **POLICY AND PROCEDURES**

A Curriculum Support Policy was developed in response to research into best practice in learning support. This outlined both policy and procedures related to referral, information gathering and intervention models for identified students. A tiered approach to intervention was documented and this document became a catalyst for a pedagogical and curriculum review as well as the development of a whole school literacy plan outlining key areas of focus in all elements of literacy, including reading.

### **PROFESSIONAL LEARNING**

All staff undertook a general overview of 'The Big Six' late in 2011. A professional learning process where groups of staff reviewed an element of the Big Six, each week during Term 1 in 2012 was undertaken through providing research papers and videos of Deslea Konza presenting information on the Big Six. Pre and post data regarding staff knowledge and impact on pedagogy will be reviewed later in this report. Some staff were also identified as requiring modelling and coaching in doing running records and this was achieved through pairing staff with colleagues to model running records using Fountas and Pinnell.

## **INTERVENTION MODELS – Stars and Cars, DI Corrective Reading, Repeated Readings**

The following intervention model focused on layer 2, and layer 3 students identified as having delays in some element of their reading development.

### Layer 2 students (more intensity, more frequency).

- Students across multiple year levels (years 3, 5, 6) undertook a ‘Smooth Reading’ intervention in order to improve their reading rate which was identified as impacting comprehension through an analysis of the Fountas and Pinnel Reading Assessment. This programme enabled students to record their reading rate on an unseen text, take the same text home to rehearse each night for 5 nights and then record a post read rate.
- Students identified as needing to revise specific comprehension strategies used the Cars and Stars programme to explicitly teach targeted reading strategies. These were undertaken during Literature Circles work as a modified Layer 2 programme. Students in this group were identified as having delays in their reading comprehension.

### Layer 3 students (targeted small group intervention)

- The following program was introduced to students in order to address multiple areas identified in the Fountas and Pinnel Reading Assessment. Further assessment using the Neale Analysis of Reading was undertaken in order to gain baseline data to measure growth over the time of the intervention. These students undertook the Direct Instruction programme - Corrective Reading.

## **CLASSROOM PEDAGOGY**

After the completion of the professional development in the Big 6, a range of classroom innovations were implemented. Many of these were initiated by teachers and discussed at Year Level meetings in order to develop year level goals and strategies to address the following areas, which were prioritised by year level teachers:

1. *Reading Rate* – addressed in Year 4 (after analysis of the reading rate and prosody of all students using the Fontas and Pinnell assessment). All students took part in a reading fluency weekly activity where they read an unseen passage onto the laptops, undertook repeated readings and peer assessment in regards to prosody goals and did a post read to graph improved reading rate. Students not progressing to benchmark levels in their reading rate were referred to Curriculum Support with the data collected from individual reads.
2. *Explicit Vocabulary* – Fontas and Pinnell assessment identified vocabulary as a ‘general’ area of need in Year 3. To address this, strategies to develop emotional vocabulary were put into place.
3. *Targeted intervention (Year 5)* - All Year 5 students undertook the STARS comprehension assessment. This enabled each student to undertake targeted intervention to address those strategies that had not been consolidated.
4. *General reading comprehension* – A general reading programme was implemented in Years 1 and 2 after assessment indicated that fluency, decoding and reading strategies were a strength. However, comprehension was identified as an area of need. The A – Z Reading comprehension programme was introduced into these Year levels.

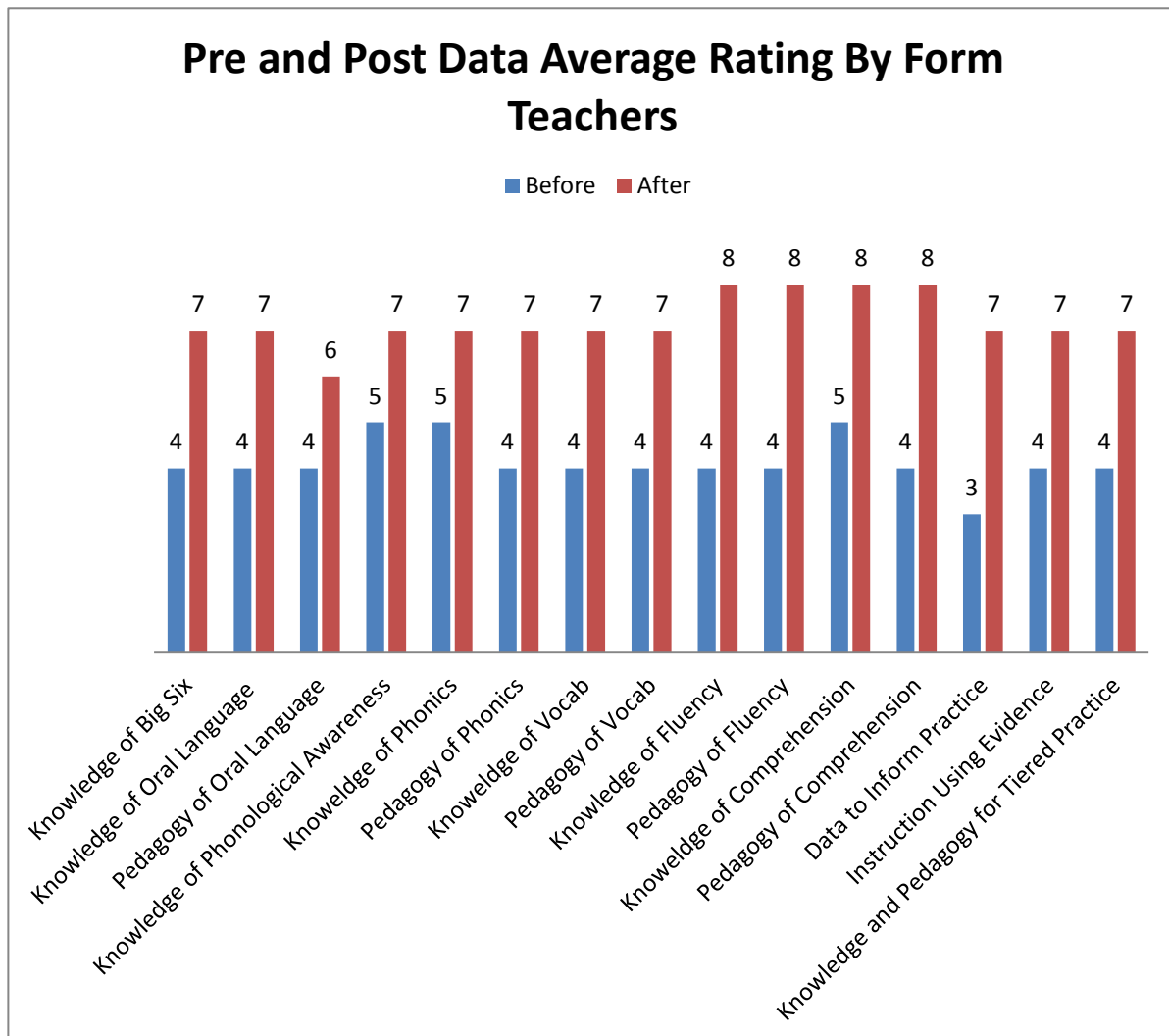
**DATA GATHERING**

The level of data gathered in the Junior School was not resultant specifically to the PALL initiative, although there was a greater focus specific to the skills involved in the Big 6. The following data informed the initiatives which were introduced, as well as provided base-line data in order to measure the impact of the interventions.

For the purpose of the PALL project, a teacher survey was undertaken, (December 2011) prior to the PD being implemented. A follow up survey was undertaken in September 2012 and the following outlines the findings:

Teachers were asked to rate their knowledge and pedagogy on the following scale:

- 1 – No knowledge, not reflected in pedagogy at all
- 3 – Limited knowledge, reflected in pedagogy in a minimal way
- 5 – sound knowledge, reflected in pedagogy implicitly
- 7 – good knowledge, reflected in pedagogy explicitly
- 10 – extensive knowledge, could model to others, effective explicit pedagogy



**DATA FINDINGS**



**Student Data :** Students were identified at the start of the school year requiring support in one or more areas of their reading development. Depending on the year level the information was ascertained through the Academic Assessment Australia assessments or the PAT comprehension assessment. The students identified undertook the Neale Analysis of Reading and the table below indicates the average growth for the group of students undertaking the identified intervention. Individual results are also included.

	Average growth Phonological Awareness – measured using the SPAT % rank and growth	Average growth in reading level measured using PM Benchmark reading assessment		
<b>Year 1 – Tier 3 – Road to the Code and Road to Reading intervention to explicitly address phonological awareness skills and early reading/decoding skills. Explicit instruction approach for 6 months</b>				
Year 1 Student 1	16% - 96% - +80	Level 1 - 14		
Year 1 Student 2	55% - 87% - +32	Level 0 - 12		
Year 1 Student 3	67% - 96% - +29	Level 0 – 14		
Year 1 Student 4	41% - 71% - +30	Level 0 – 2		
Year 1 Student 5	27% - 31% - +4	Level 1 – 1		
Year 1 Student 6	85% - 99% - +14	Level 0 – 8		
Year 1 Student 7	76% – 94% - +18	Level 1 - 14		
	Average growth in accuracy – Measured using the Neale Reading Analysis	Average growth in comprehension accuracy Measured using the Neale Reading Analysis	Average growth in reading rate Measured using the Neale Reading Analysis	NOTES
<b>Year 2 – Tier 3 – Corrective Reading- A direct instruction programme identified for students with delays in their reading development. A Neale analysis of reading was undertaken in May 2012 – Form A and redone November 2013. Rate, accuracy and comprehension growth is noted. This was a six month intervention.</b>				
Year 2 Student 1	+1 years 3 months	+1 year	+1 year 6 months	
Year 2 Student 2	+1 year 3 months	+ 1 year	+1 year 3 months	
Year 2 Student 3	+2.years 1 month	+ 1 year 8 months	+3 years 6 months	
Year 2 Student 4	+ 5 months	+2 yeas 1 month	+1 year	
Year 2 Student 5	+1 year 4 months	+1 year 4 months	+10 months	
<b>Year 3 — Tier 3 – Corrective Reading- A direct instruction programme identified for students with delays in their reading development. A Neale analysis of reading was undertaken in May 2012 – Form A and redone November 2013. Rate, accuracy and comprehension growth is noted</b>				
Year 3 Student 1	+10 months	- 1.2 years	+1 year 1 month	
Year 3 Student 2	+ 9 months	+1 year 6 months	-7months	
Year 3 Student 2	0	-7months	+2 years 3 months	
Year 3 Student 4	+7 months	+1 year 4 months	-3 months	
Year 3 Student 5	+7 months	+7 months	+7 months	
Year 3 Student 6	+9 months	+8 months	+2 months	
<b>. Year 3 — Tier 2 - Reading Fluency (Smooth reading programme) Students read a passage and were</b>				

timed, then took that same reading home each night for 7 nights, practiced and did a post read to ascertain words per minute. The assessment below indicates their reading rate on the Fontas and Pinnel Reading assessment done at the end of Term 2 and done again at the end of Term 4. Growth in reading rate is outlined.

Year 3 Student 1	Term 2 95 wpm	Term 4 144 wpm		
Year 3 Student 2	Term 2 81 wpm	Term 4 136 wpm		
Year 3 Student 2	Term 2 88 wpm	Term 4 125 wpm		
Year 3 Student 4	Term 2 101 wpm	Term 4 120 wpm		
Year 3 Student 5	Term 2 78 wpm	Term 4 153 wpm		
Year 3 Student 6	Term 2 100wpm	Term 4 140 wpm		
Year 3 Student 7	Term 2 81 wpm	Term 4 115 wpm		

**Year 4 – Tier 3 - Corrective Reading - - A direct instruction programme identified for students with delays in their reading development. A Neale analysis of reading was undertaken in May 2012 – Form A and redone November 2013. Rate, accuracy and comprehension growth is noted.**

Year 4 Student 1	+ 5 months	+ 7 months	+3 years 1 month	
Year 4 Student 2	+10 months	+ 1 year	-5 months	
Year 4 Student 2	+6 months	+2 years 3 months	1 year	
Year 4 Student 4	+1 year 1 month	+3 years 4 months	1 year 1 month	

**Year 5 – Tier 3 – Corrective Reading (6 months) Stars and Cars. Students identified as having delays in their reading comprehension undertook the Stars and Cars Explicit instruction in reading comprehension programme twice a week throughout Terms 3, after completing the Corrective Reading Programme during Term 2. The information below outlines their growth in both reading comprehension, accuracy and reading rate. The same group of boys undertook the Smooth reading programme to assist in developing their reading rate. The assessment provided a 6 month window prior the intervention and upon it’s completion. The boys had begun Corrective reading in Year 4.**

Year 5 Student 1 (diagnosed dyslexic)	+ 1 year 3 months	+3 years	+4 months	
Year 5 Student 2 (diagnosed dyslexic)	+ 5 months	+6 months	+2 years 6 months	
Year 5 Student 3 (diagnosed dyslexic)	-1 month	+5 months	+3 years 7 months	

## CONCLUSION

1. *Teacher knowledge and pedagogy:* The data and anecdotal evidence, as well as term plans reflect an increased understanding of all elements of the Big 6. Teachers now explicitly plan for all core 6 areas. There has been a significant increase in the number of strategies which directly address reading fluency; reader’s theatre, smooth reading, repeated readings and timed readings across a range of year levels. The teaching of vocabulary also became a focus for staff who have accessed a range of new strategies and computer programmes (including word dynamo and spelling city to support with this). Vocabulary will continue to be a focus for further resourcing in 2013. Teachers have commented that they feel their teaching is far more precise and targeted to individual needs. They ascribe this to the detailed information gathered using Fontas and Pinnel reading assessment.

2. *Intervention – Level of success of each intervention:* The data included here provides strong evidence that the intervention was very successful for students identified with reading delays. Tier 3 and 4 strategies (direct instruction approach) have been most successful. However, Tier 2 interventions have not been as successfully integrated into classroom programmes as we would have hoped. Staffing needs impaired integration of these programmes into the normal classroom structure and required support teachers to take students individually to undertake repeated and timed readings. Integration of Tier 2 practices remains a goal for 2013.

### **WHERE TO FROM HERE?**

Strategic plans for 2013 include:

- Further refinement of Tier 2 practices (more intensity and more frequency) within the class setting through modified teacher assistant timetabling. This will support both student development in phonological awareness and reading through teacher assistants working with identified students each day to develop recall of letter sounds (synthetic phonics), recall of high frequency words, decoding and encoding skills and re-reading texts to develop reading fluency.
- Further enhancing Tier 2 practices through sharing of practices amongst Junior Primary teachers to leverage strategies across classes and year levels that support more frequency and more intensity of practice of identified reading skills.
- Tier 4 programmes to be further supported through the introduction of Multi Lit and Mini Lit for boys not making progress with Corrective Reading intervention.

## **APPENDIX R:**

### **PRINCIPALS AS LITERACY LEADERS' REPORT**

**December 12 2012**

**Michael Andrew Brown**

**Methodist Ladies' College**

#### **Context:**

Methodist Ladies' College was founded in 1907, is a member of the Uniting Church and has a rich history dating back over 100 years. MLC is an all girls school situated in Claremont Perth with a student enrolment of 1100 from K – 12. There is a very diverse student population with over 25 different nationalities and a very transient clientele; 10% of students have a language background other than English. Schools fees place MLC as a high fee paying school and it has an SES ranking of >>>

The College is separated into three zones, Junior Years, Middle Years and Senior Years with a Dean allocated to each area. There is a close collaboration between the three Deans, Academic Dean K – 12, Deputy Principal and Principal of the College.

Over the last five years the Junior Years has rapidly expanded with 11 classes and 245 students K – 6 in 2007 to 420 students and 21 classes in 2012. The school has an open enrolment policy and one of the College Values is Community Spirit that Celebrates Diversity. Recent data indicates that over 150 students are either involved in literacy and numeracy support or enrichment experiences. There are a number of girls who receive severe State Funding or classified with 4 or 5 points on the state funding classification scale. Conversely there are a large number of students who are classified as being extremely capable. The make-up of the Junior Years is certainly very eclectic and diverse.

The academic program at MLC is extremely busy with specialist subjects in Music, Dance, Drama, Art, PE, CE'd and Mandarin. The school timetable is structured to try and create block times for English and Mathematics, but too often there are interruptions to the regular school program.

Presently there is a Junior Years' Literacy and Numeracy Support Unit headed by a co-ordinator. This position is full time with an administration responsibility for coordinating all the literacy and support needs within the Junior Years. The co-ordinator conducts weekly team meetings and meets with the Dean of Junior Years biweekly. This was a new position created in 2011 to pull together the team and develop effective programs. Within the Literacy and Support Unit there are a combined total of 8 part-time teachers with an FTE equivalence of 2.88. Each teacher is assigned to one year level.

The teaching staff at MLC is highly committed to their profession and are constantly striving to improve. In the Junior Years the year levels are also separated into three zones with a Head of each area; Early Childhood K – PP, Years 1 – 4 and Years 5 – 6.

In 2011 the College developed its Preferred Educational Model (PEM) which sets class sizes K – 12 at around 20 students.

## **Rationale for the Intervention**

Prior to 2011 there was no clear systematic, data collection or identification process in place thus there was much confusion, misidentification of students and poorly defined intervention programs. This was particularly relevant to years 5 and 6 where the literacy and numeracy support teacher would have classes with between 15 – 20 students in a room with a vast array of learning needs. In 2011 the timetable had been designed to create 'Blocked Support Time' to address the needs of the girls in Years 5 and 6, but through analysis (disciplined dialogue) of data available in 2010 and 2011 it was clear that many of these girls were not actually improving at an acceptable rate.

Of the 19 girls identified at the commencement of 2011 in Year 5 as requiring Literacy Support only 4 were later to meet the new identification criteria.

In determining the intervention program discussions were held with various critical parties; Literacy and Numeracy Support teachers, students, parents and teaching staff. In particular the Year 5/6 Literacy and Numeracy Support teacher made the following comments at the end of 2011.

- Robyn felt that there were too many student in her group (should be less than 8)
- That she was expected to assist students with their regular English/Mathematics programs rather than design intervention programs
- She felt frustrated that she was unable to help her students with specific deficits in their understanding.
- There was not a lot of consultation with class teachers about programs, expectations and goals.
- There was no time to follow up with classroom teachers to make sure that a differentiation program was continuing in the classroom.

### **Purpose of the Intervention:**

#### **Purpose 1: To develop a clear, systematic identification process**

- What assessment tools should we use to collect the data?
- What criteria will we use to determine whether a child requires support?
- How will we determine if a child is Wave 1, Wave 2 or Wave 3?

#### **Purpose 2: To explicitly 'target' teach those children involved in the Year 5 and 6 blocked support program**

- How will we determine the specific 'learning needs' of individual students?
- How will the Literacy and Numeracy Support teacher work with the classroom teacher to create an effective program for the girls identified as needing support?
- What teaching resources are being used to meet the needs of these girls?
- How will we know if we've improved individual student achievement?

#### **Purpose 3: The Dean of Junior Years to create a vision, direction, team and structure for learning support at MLC**

- Are parents, teachers and students aware of the new structures and selection process?
- Have the changes been accepted by all players.
- To what extent has the Dean of Junior Years exhibited distributive leadership?

## 2012 Initiatives

### Purpose 1:

- In 2011 the Literacy Support Team and Class teachers reviewed the variety of assessment tools available. They looked at the purpose of the tool, the usefulness of information collected, the reliability of the data and the time taken to administer the test. A new list of year level assessments was created with secondary Wave 2 additional assessments – see Appendix A
- The Literacy Team developed criteria for identifying children classified as Wave 1, Wave 2 and Wave 3. In preparing this criteria they reviewed assessment data on students for 2010 and 2011 to be able to ‘test’ the new benchmarks – see Appendix B
- The Team decided that testing would occur at the end-of-year for existing students and new students would be tested in Week 2, Term 1. This was a change from what previously existed.
- In early 2012, once all the data had been collected on new and existing students, the Literacy Team spent an afternoon reviewing and creating a ‘long list’ of names of potential girls, discussing whether the data indicated they would be Wave 1, Wave 2 or Wave 3.
- The Literacy Co-ordinator met with the girls’ existing teacher, reviewed information on file and for new students she contacted parents.
- A ‘Short List’ of names was then generated, discussed with parents and existing class teachers.

### Purpose 2

- To provide an effective, targeted programs it was determined that group sizes should be no larger than 2 girls for Wave 3 and 6 students for Wave 2. Monitor students (Wave 1) were identified and tracked during the course of the academic year.
- A ‘Short List’ of names was then generated and a variety of further assessments were conducted to determine the specific needs of each child.
- The Literacy Support Teacher analysed all data available, met with parents and previous class/support teachers, reviewed psychologist, occupational and speech therapist reports, talked with external tutors and agencies to develop an action plan for Wave 2 students and an Individual Educational Plan for Wave 3 students.
- Once the needs of the children were identified the Literacy Support Teacher liaised with class teacher to develop a program that complimented the classroom curriculum.
- During 2011 specific teaching resources were purchased to support the Year 5 and 6 Literacy program namely: Totem and Talisman Series of books. It was determined these were high interest, decodeable readers that built on their phonemic awareness without being too daunting and overwhelming.
- The Year 5 spelling program was redesigned; time was made available each morning and students were assigned to 6 different levels.
- Blocked support time was created to take advantage of blocking four times per week all four Year 5 and then Year 6 classes at the same time. This coincided with the time available for three other literacy and numeracy support teachers. Wave 2 and Wave 3

### Purpose 3

- A new, full time, Literacy Co-ordinator position was created to support the Dean of Junior Years’ in creating a clear moral purpose with the intention of changing the attitudes and behaviours of class teachers as well as the Literacy Support Teachers.
- The Dean of Junior Years established a regular meeting time with the Literacy Co-ordinator
- All members of the Literacy Support Team, including the Junior Years’ Psychologist and Head of Learning Support meet on a biweekly basis.
- A professional development session was held taking all teaching staff through the process of disciplined dialogue
- At the Parent Information Evening the Dean of Junior Years’ focussed on explaining to parents the assessment tools used and methods for identifying girls’ needs

- All parents communicated first by letter and then follow up interviews explaining the intervention program.

#### **Data Collection**

Data was collected to justify the reason for the intervention and secondly to assess the effectiveness of the intervention.

#### **Data Gathered to Justify the Intervention**

- Girls in Years 5 and 6 learning support were interviewed to determine their attitude towards the intervention. Overwhelmingly comments received from the girls indicated the following:
  1. They stated that there were too many girls in the group and several girls took the opportunity to mess around.
  2. That their needs were not being met.
  3. They indicated they disliked being withdrawn as they were the seen to be the 'dumb' group.
  4. They didn't see the purpose and wanted to remain with their class teacher; one girl went on to write a letter asking for her to remain with her class teacher, even though this girl has severe dyslexia and struggles to write a coherent sentence.
- The Literacy Support Teacher for Year 5 and 6 was formally interviewed.
  1. She also conferred that there were too many girls in the group.
  2. That the needs of the girls were diverse
  3. That she felt she was just like a teaching assistant, not a literacy and numeracy support teacher
  4. The program was just an adaption of the regular Year 6 program
  5. The teacher expressed an element of frustration.
- Data was collected and analysed about the numbers of girls involved in literacy support and their needs.
  1. In 2011 19 girls were identified in Year 5 and 18 girls in Year 6
  2. Some of the girls were weak in all areas, others just in spelling. Others were determined to really be the responsibility of the class teacher. It was obvious that Literacy Support had become the 'dumping ground'
- Parents, through an MMG whole school survey, were asked specific questions about their attitude towards and their opinions of the effectiveness of literacy support.
  1. Only 8% of parents indicated they have an informed knowledge of programs for students with learning difficulties.
  2. Only 65% of parents agreed that programs for students with learning difficulties had been helpful for their daughter.
- The Junior Years Leadership Team including the Literacy Co-ordinator, used discipline dialogue to review the progress of girls in 2011 receiving literacy support. They reviewed a variety testing data namely, NAPLAN  
(Yr 5), school reports, class teachers opinions about individual girls and parent observations/comments.
  1. For example in spelling of the 19 students in Year 5 identified as having literacy needs, 6 students made more than 12 months progress using the South Australian Spelling Test, 7 girls made less than 12 months progress and 6 student had negative scores.

2. Similar disparities were evident looking at effect sizes of NAPLAN data for girls who were identified in Year 5 and their results compared to their Year 7 NAPLAN scores. Of the 12 girls who received literacy support in Year 5 in 2010 in reading, 6 girls made more than 0.4 progress per year and 6 students made less than this. Their average score was an effect size of 0.36. This indicated that whilst these girls were making progress their growth was below the benchmark 0.4.

### **Data Being Used to Assess the Effectiveness of the Intervention**

#### **Purpose 1:**

- Numbers of students involved in the Literacy program; Wave 2 and Wave 3
- Survey of Literacy Support Teachers and Class teachers about whether the assessment tools and associated criteria are effective in identifying girls. Were girls not identified? Should we expand or use different assessment tools.

#### **Purpose 2:**

- Analysis of end-of-year testing data to determine whether the intervention has had a positive effect on the girls identified.
- Written feedback from Literacy Support Teacher to determine whether she feels the key questions were answered – please see Appendix C
- Year 5 and 6 class teachers observations about their students involved in literacy support
- Student questionnaire about their thoughts and feelings about being involved in literacy support.
- Parents of children in the literacy support program invited in to school discuss their perspective regarding their knowledge of the literacy support program.

#### **Purpose 3**

- Records of leadership activities such as staff meetings, documents, parent communication about literacy support
- Focus group with parents and then class teachers about their understanding about the procedures and processes surrounding literacy support.
- Meeting with Literacy Co-ordinator and Literacy Support teacher to determine whether they are accepting and working with the new guidelines.

### **Initial Evaluation/Conclusion**

At the time of writing this report evidence is still being collated to determine to what extent the purposes of the intervention have been successful. Initial observations would indicate the following.

#### **Pluses**

1. The assessment tools and criteria have proved effective in clearly identifying Wave 2 and Wave 3 students. In recent months this has been expanded to include 'monitor' students as Wave 1. Already the criteria for Wave 1, 2 and 3 has been reviewed and altered. The feedback from the Literacy Support Teachers and Classroom Teachers has been extremely positive. One teacher commented, "I feel I now have more control about what's happening rather than flying by the seat of my pants."
2. Class sizes for Wave 2 and 3 students were within the targeted range.
3. The model used at the commencement of 2012 was again utilized to identify students for 2013. This has never happened before and teachers are a clear understanding of the needs of their children in 2013 due to a thorough handover but also because of the involvement of the Literacy Support Team. In late November the Literacy Support Teachers reviewed all testing data, met with classroom teachers and



created lists of names of students who met the Wave 1, 2 and 3 criteria for the commencement of 2013. The Dean of Junior Years' and the Literacy Support Co-ordinator have also identified new students who might be at risk, completed some initial testing, met with parents and informed their class teachers. For the first time we will be able to commence literacy support in the first week of school.

4. In terms of leadership the PALL project has personally brought me closer to the Literacy Support Team and in the process given them clear a structure and direction. The appointment of a full time Junior Years' Literacy Co-ordinator has been extremely positive.
5. One of the purposes of this intervention was to improve student achievement. In the table below the girls who were identified in Year 5 2011 as requiring literacy support have been tracked as they progressed into Year 6. The girls in yellow are the Wave 1 students and the girls in orange Wave 2 students. Those students who didn't participate in one area of literacy support are coloured green for that particular area. There were no Wave 3 students in this cohort. Interestingly the Wave 1 students did, as a general cohort, not seem to be disadvantaged by remaining in the classroom. Of the 12 Wave 1 students 5 made less than 12 months progress and 7 more than 12 months progress in the South Australian Spelling Assessment. In terms of Wave 2 students there were significant gains in 3 of the four students. Overall the average score for Wave 1 students was 18.4 months in the South Australian Spelling, 28 months for the Wave 2 children. In PAT Comprehension the Wave 1 stanine scores increased from an average of 5.07 in 2011 to 5.86 in 2012. For Wave 2 children their increase was from stanine 3.25 in 2011 to stanine 4 in 2012.

Student Name	SA Spelling Age (yrs) - Term 4 2011	SA Spelling Age - term 4 2012	Months improvement	PAT Comp Stanine - Term 4 2011	PAT Comp Stanine - term 4 2012	Value Added	NAPLAN - term 4 2012	NAPLAN YRS 2012 Australian Average
Student 1	9.8	10.1	3	4	5	1	586	477
Student 2	9.8	12.1	27	6	5	-1	607	477
Student 3	9.8	10.1	3	5	4	-1	346	477
Student 4	10.1	12.6	29	4	7	3	449	477
Student 5	10.5	11.7	14	6	6	0	449	477
Student 6	10.6	12.1	19	5	5	0	411	477
Student 7	10.1	11.9	20	4	5	1	449	477
Student 8	10.5	11	7	5	5	0	468	477
Student 9	13	14.8	20	5	5	0	506	477
Student 10	9.11	10.5	6	9	8	-1	449	477
Student 11	10.1	15.6	65	5	8	3	449	477
Student 12	9.11	10.5	6	4	6	2	449	477
Student 13	11.4	15.6	50	5	5	0	431	477
Student 14	9.11	11.8	22	5	9	4	346	477
Student 15	14.3	15.6	15	4	5	1	431	477
Average Scores			18.41	4.08	5.75			
Student 16	12	14.9	33	2	6	4	411	477
Student 17	10.4	10.1	-3	5	3	-2	391	477
Student 18	8.1	9.11	22	1	1	1	369	477
Student 19	10.6	15.6	60	5	6	1	431	477
Average Scores			28	3.25	4			

## **INTERESTING – UNINTENDED CONSEQUENCES**

1. The 2013 timetable has been structured to provide 'blocked support' for all year levels, not just Years 5 and 6. This was certainly an unintended consequence of the intervention.
2. Time has also been created in the timetable for Literacy Support Teachers to meet with classroom teachers. Discussions have also been held with Literacy Support Teachers and classroom teachers as to the role played by the Literacy Support Teacher. It's been clearly articulated that the Literacy Support Teacher is an essential part of a year level team and they are responsible for supporting the classroom teachers' differentiated program.
3. Whilst the average growth scores in Spelling and Reading Comprehension was impressive it was interesting that there were still a significant number of girls who weren't progressing as quickly
4. It's brought the Literacy Support Teachers closer together as a unit. There is now a real sense of purpose and direction and everybody is working together collaboratively.

## **MINUSES**

1. Whilst extensive work has been done on establishing testing criteria and identification of children more work needs to be done on designing programs that meet the specific needs of the children. Whilst the spelling and reading data is positive the scores in Writing, particularly for Wave 3 children, is still disappointing. It has been a goal to bring all students close to the Australian NAPLAN average.
2. The team needs to develop Wave 2 assessment tools to clearly identify the needs of the individual girls. Also the testing that is completed needs to be analysed in more detail. There is still the tendency to offer a 'watered down' classroom program rather than teaching to the girls' individual needs.
3. Whilst the data would indicate value adding for students identified there seems to be some discrepancy amongst the students in their achievement. For example what happened to student 17?

## **Where Next?**

1. We need to improve the identification of students and make sure we are providing the necessary structured support. Whilst clear directives were given at the start of the academic year it appears that some of the secondary testing and development of programming didn't happen to the degree expected. This needs to be carefully monitored in 2013.
2. In developing the timetable for 2013 'blocked' time needs to be created for all Year levels that correspond with the days the Literacy Support Teachers are actually working.
3. Time needs to be created for regular meetings between Literacy Support Teachers and Classroom Teachers during the regular school day.
4. Literacy Support Teachers need to be seen as being experts in their field and not as an additional pair of hands in the classroom.
5. Literacy Support Teachers need to input more into the writing of reports and provide information to class teachers.
6. Literacy Support Teachers should not only plan for the times they are working with the girls but provide support materials and activities for the girls to work on in their classrooms.
7. To really develop a team mentality rather than individuals.
8. To continually review the assessments we use and to work on effectively using the data available to inform the teaching and learning programs for individual students.

APPENDIX A

K - 6 Assessment – How do we assess what our girls know?

KINDERGARTEN	PRE-PRIMARY	YEAR 1	YEAR 2	YEAR 3	YEAR 4, 5 & 6
*Testing to occur in Term 3*	PIPS	Running Records – accuracy, comp, rate, vocab, expression and prosody	Running Records/ Informal	Running Records/ Informal	Writing CAT
SOCS – Oral Language Assessment*	SOCS – Oral Language Assessment (new students only)*	Diana Rigg - Blend and Segment	Prose/PROBE – accuracy, comp, rate, vocab, expression and prosody	Prose/PROBE – accuracy, comp, rate, vocab, expression and prosody	SA Spelling
Fine Motor Checklist	Fine motor checklist (new students only)	SA Spelling	Writing CAT	Writing CAT	PAT Spelling
Diana Rigg Pre-Literacy Checklist	Alphabet sounds and names	Diana Rigg High Frequency	Waddington	SA Spelling	PAT
Alphabet sounds and names	Grapheme reading (ch, sh, th..)	Irregular Word testing (spelling and reading)	SA Spelling	PAT Spelling	Comprehension
Number recognition and representation 0-10	Diana Rigg - Blend and Segment	Nelson Maths Tests (Number Strand) 2 <sup>nd</sup> Year of School	Rlgyb Maths	PAT	PAT Vocab
	Non-word decoding	One minute Pete Westwood computation test – addition and subtraction	Nelson Maths Test (Number Strand) 3 <sup>rd</sup> Year of school	Comprehension	PAT Maths
	Nelson Maths Tests (Number Strand) 1 <sup>st</sup> Year of school	EOY Reading = Level 15 – 60 wpm	One minute Pete Westwood computation test – addition and subtraction	PAT Maths	MYAT (Year 6 only – Term 3)
			EOY Reading = Level 23 – 90 wpm	One minute Pete Westwood computation test – addition, subtraction and multiplication	One minute Pete Westwood computation test – addition, subtraction, multiplication and division (Years 4 and 5)
				EOY Reading = Level 30 – 120 wpm	

SUPPORT CRITERIA				
	IDENTIFIED FOR SUPPORT GOING INTO PP		REFERRAL TO THERAPY	
	KINDY	<ul style="list-style-type: none"> <li>Very limited understanding of letter names and sounds (Term 3)</li> <li>Very limited understanding of numbers to 10 (Term 3)</li> <li>Cannot detect rhyme, syllabification, initial and final phonemes (end of term 3)</li> </ul>		<ul style="list-style-type: none"> <li>Has no understanding of letter names and sounds</li> <li>Has no understanding of numbers to 10</li> <li>SOCS assessment scores within 'Below Average' range for CA</li> <li>SCDC OT checklist</li> </ul>
WAVE 2 CRITERIA			WAVE 3 CRITERIA	
	LITERACY	MATHS	LITERACY	MATHS
PRE-PRIMARY	<ul style="list-style-type: none"> <li>Only knows approx half of alphabet names and letter sounds (end semester 1)</li> <li>Cannot blend and segment at CVC level (end semester 1)</li> <li>SPAT score between 13<sup>th</sup> – 25<sup>th</sup> percentile</li> <li>'D' grade on PP Semester 1 report for reading and/or writing</li> </ul>	<ul style="list-style-type: none"> <li>Limited understanding of numbers to 20 (Term 3)</li> <li>'D' grade on PP Semester 1 report for number strand</li> </ul>	<ul style="list-style-type: none"> <li>Very limited understanding of letter names and sounds</li> <li>SPAT score below 13<sup>th</sup> percentile</li> <li>'E' grade on PP Semester 1 report for reading and/or writing</li> </ul>	<ul style="list-style-type: none"> <li>Very limited understanding of numbers to 10</li> <li>'E' grade on PP Semester 1 report for number strand</li> </ul>
YEAR 1	<ul style="list-style-type: none"> <li>Does not know most of the alphabet names and letter sounds at start of year 1</li> <li>Cannot decode or spell CVC text at start year 1</li> <li>Reading below Level 7 by end Semester 1</li> <li>Reading fluency &lt; 25 wpm by end of Semester 1</li> <li>'D' grade on PP Semester 2 or Y1 Semester 1 report for reading and/or writing</li> </ul>	<ul style="list-style-type: none"> <li>&lt;20% on Nelson Number assess</li> <li>'D' grade on PP Semester 2 or Y1 Semester 1 report for number strand</li> </ul>	<ul style="list-style-type: none"> <li>Only knows approx half of alphabet names and letter sounds</li> <li>Cannot blend and segment at CVC level</li> <li>'E' grade on PP Semester 2 or Y1 Semester 1 report for reading and/or writing</li> </ul>	<ul style="list-style-type: none"> <li>Limited understanding of numbers to 20</li> <li>'E' grade on PP Semester 2 or Y1 Semester 1 report for number strand</li> </ul>

	WAVE 2 CRITERIA		WAVE 3 CRITERIA	
	LITERACY	MATHS	LITERACY	MATHS
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Reading at or below Level 14 at start of year</li> <li>• Reading fluency &lt;50 wpm</li> <li>• SA Spelling 1-2 yrs behind</li> <li>• 'D' grade on Y1 Semester 2 or Y2 Semester 1 report for reading and/or writing</li> </ul>	<ul style="list-style-type: none"> <li>• SOS Maths stanine 2/3</li> <li>• 'D' grade on PP Semester 2 or Y1 semester 1 report for number strand</li> </ul>	<ul style="list-style-type: none"> <li>• Reading below Level 7 at start of year</li> <li>• SA Spelling greater than 2 yrs behind</li> <li>• 'E' grade on Y1 Semester 2 or Y2 Semester 1 report for reading and/or writing</li> </ul>	<ul style="list-style-type: none"> <li>• SOS Maths stanine 1</li> <li>• Limited understanding of numbers to 100 'E' grade on Y1 Semester 2 or Y2 semester 1 report for number strand</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Reading at or below Level 18 at start of year</li> <li>• Reading fluency &lt;70 wpm</li> <li>• SA Spelling 1-2 yrs behind</li> <li>• PAT Spelling stanine 2/3</li> <li>• Writing CAT WAMSE score 1-2 yrs behind (less than 300)</li> <li>• PAT Comp stanine 2/3</li> <li>• 'D' grade on Y2P Semester 2 or Y3 Semester 1 report for reading and/or writing</li> </ul>	<ul style="list-style-type: none"> <li>• PAT/SOS Maths stanine 2/3</li> <li>• 'D' grade on Y2 Semester 2 or Y3 semester 1 report for number strand</li> </ul>	<ul style="list-style-type: none"> <li>• Reading below Level 14 at start of year</li> <li>• SA Spelling greater than 2 yrs behind</li> <li>• PAT Spelling stanine 1</li> <li>• Writing CAT WAMSE score greater than 2 yrs behind (less than 200)</li> <li>• PAT Comp stanine 1</li> <li>• 'D' grade on Y2 Semester 2 or Y3 Semester 1 report for reading and/or writing</li> </ul>	<ul style="list-style-type: none"> <li>• PAT/SOS Maths stanine 1</li> <li>• 'E' grade on Y2 Semester 2 or Y3 semester 1 report for number strand</li> </ul>
<b>Year 4, 5 &amp; 6</b>	<ul style="list-style-type: none"> <li>• SA Spelling 1-2 yrs behind</li> <li>• PAT Spelling stanine 2/3</li> <li>• Writing CAT WAMSE score 1-2 yrs behind (Yr 4 = less than 350, Yr 5 = less than 400, Yr 6 = less than 450)</li> <li>• PAT Comp stanine 2/3</li> <li>• 'D' grade on previous year Semester 2 or current year Semester 1 report for reading and/or writing</li> </ul>	<ul style="list-style-type: none"> <li>• PAT/SOS Maths stanine 2/3</li> <li>• 'D' grade on previous year Semester 2 or current year Semester 1 report for number strand</li> </ul>	<ul style="list-style-type: none"> <li>• SA Spelling greater than 2 yrs behind</li> <li>• PAT Spelling stanine 1</li> <li>• Writing CAT WAMSE score greater than 2 yrs behind (Yr 4 = less than 300, Yr 5 = less than 350, Yr 6 = less than 400)</li> <li>• PAT Comp stanine 1</li> <li>• 'E' grade on previous year Semester 2 or current year Semester 1 report for reading and/or writing</li> </ul>	<ul style="list-style-type: none"> <li>• PAT/SOS Maths stanine 1</li> <li>• 'E' grade on previous year Semester 2 or current year Semester 1 report for number strand</li> </ul>

## APPENDIX S:



PALL intervention report Maryann Malzer and Daniel Stopl

### **SCHOOL CONTEXT**

Quinn Baptist College, a co-educational College was established in 1996 as an outreach into the community by Quinns Baptist Community Church. Its purpose was to provide high quality education in a Christian context to families in the rapidly expanding northern coastal suburbs of Perth. The College opened with 77 students. In 2007 it split into Primary and High school campuses. The High school caters for four classes of students per year group and the Primary school for two classes of students per year group. Current numbers are 550 students in High school (Years 7-12) and 464 students in Primary school (Kindergarten to Year 6).

The school draws from both local and country areas, with some students catching a bus from Two Rocks and Yanchep to attend. There is a significant difference in income levels between families depending on which side of Marmion Ave the household resides. The school has an ISCEA value of 1052. There are a significant number of students from South Africa and Zimbabwe attending the school, Afrikaans is the most common second language spoken at the College.

The College is staffed by committed Christians and is founded on Christian principles. The College values are care, co-operation and commitment to learning. The College employs a school chaplain part time. He works predominately in the High school. A mentoring program was initiated in 2011 to help students with non-academic concerns. A STAR (students at risk) program in the primary school caters for students who are struggling academically. This aligns with our belief that all students have the right to high quality teaching. Explicit, innovative and quality teaching is expected and supported throughout the College.

The Primary school has developed a focus on improving teacher and leadership effectiveness in order to improve student outcomes. In late 2009 the College became involved in the National Partnership program funded by the Commonwealth to raise academic standards. NAPLAN results in 2010 reflected the most improvement made by a school in Australia. In 2011/12 the Primary school participated in the Principals as Literacy Leaders (PALLS). An evidence based approach to literacy practices is developing along with the knowledge and skills to needed to lead effective teaching.

### **WHOLE SCHOOL PLANNING**

In 2010/11 the Primary and High school joined together for Whole School planning in Reading. We developed a whole school:

#### **Overarching belief**

*In a culture of care, cooperation and commitment to learning every child can reach their potential regardless of social or economic circumstances.*

#### **Belief**

With determination every child will learn to read, together with a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through synthetic phonics.

Engaged learners reach and extend their potential.

As a whole school we discussed how we teach reading. The Primary School incorporated the Literacy Practice Guide into gathering of information as to how reading is taught. A reading audit was done.

## HOW DO WE TEACH READING

### Whole School reading Approach

Need a

- Diligent
- Concentrated
- Systematic
- Carefully planned
- Tightly structured
- Fast paced
- Multi-sensory
- Well assessed
- Early intervention

### Teaching of phonic knowledge and skills

#### SYNTHETIC APPROACH

Children need

- Rich opportunities to talk
- Listen to a wide range of contexts
- Experiences with books, stories and rhymes
- Language skills developed through *songs games toys stories rhymes phonics (phonological skills)*
- Explicit teaching
- Celebration of success

#### GUIDED READING

- Students grouped according to ability
- Explicit teaching
- Comprehension – higher order questions

### INTERVENTION RATIONALE

As a result of our whole school planning the Head of the High School English Department commented that our students were finding it difficult to interpret text. The Junior Primary classes have a very systematic approach to phonics and they do running records but through disciplined dialogue with the Upper Primary teachers it became evident that comprehension was being practiced rather than being taught and that general classroom practices didn't include differentiation of programmes and lessons to accommodate various student abilities.



## PURPOSE OF THE INTERVENTION

The intervention plan was :

*Getting all students to “read to learn” by the end of Year 6 by increasing their comprehension skills in Year 6 so that students can make reasonable understanding of higher order questions and relate this to a variety of texts.*

This was implemented by

- a) Develop Wave 1 by going back to basics and finding out what makes a good lesson
- b) Develop what is comprehension and strategies for teaching comprehension
- c) Introduce a Guided Reading Programme.

To fulfil these purposes the school undertook a number of initiatives which could be categorised into Data Gathering and Reading Practices.

### 1. Data Gathering

- Completed the Literacy Practices Guide with teachers
- Looked at the NAPLAN data and Easy Mark Data and established that we need higher order thinking comprehension skills as we haven't been teaching comprehensions strategies or skills.
- Questionnaire completed by the staff and students
- Year 6 students were tested using the PAT Comprehension.
- Identified that we would work with Year 6 students because they would need these skills going into high school.

### 2. Reading Practices

- Discussed and brainstormed what a good lesson looks like – encouraged staff to use W.A.L.T. and W.I.L.F ( we are learning to and what am I looking for)
- Set up professional learning for all staff
- Used our National Partnership Consultant to demonstrate good guided reading practices.

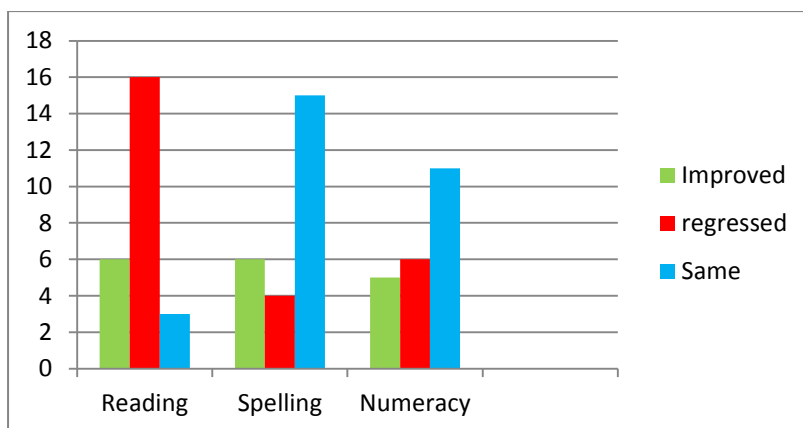
- Introduced a Reading Cafe and Read aloud time to encourage students to read and to enjoy reading.

## DATA COLLECTION

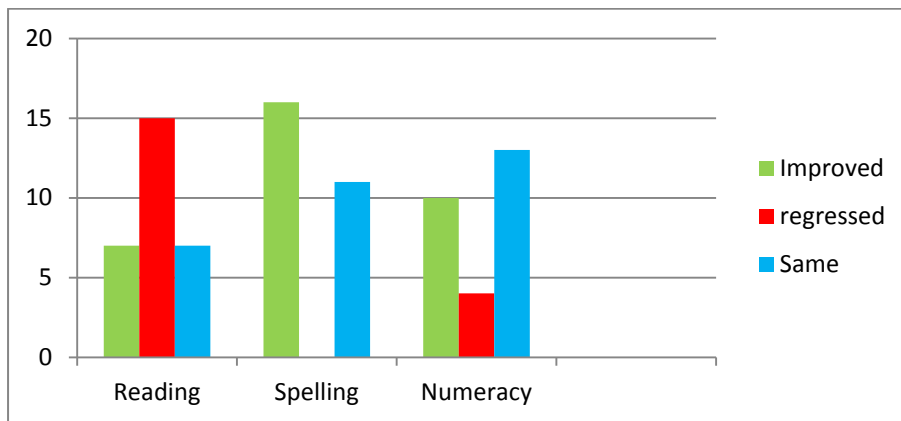
The collection of data was to meet the following purposes

1. The Literacy Practice Guide was completed and discussed with class teachers. A reading audit was then done to find out the evidence of reading practices. It was noted in this audit that purposeful questioning, the use of Blooms, was not being used by all the teachers especially those in the Upper Primary.
2. A survey was conducted on the staff to find out their understanding of reading comprehension and strategies they use to teach comprehension and what a comprehension lesson looked in their classroom. This was to find out how comprehension was being taught.
3. The Year 6 students completed a questionnaire on what they thought about comprehension tasks and how important comprehension is.
4. Easy Mark Reading testing from the current Year 6s Year 4 and 5 results were analysed noting any differences.
5. In 2012, the Year 6 classes completed a pre and post PAT Comprehension test to see measure any change

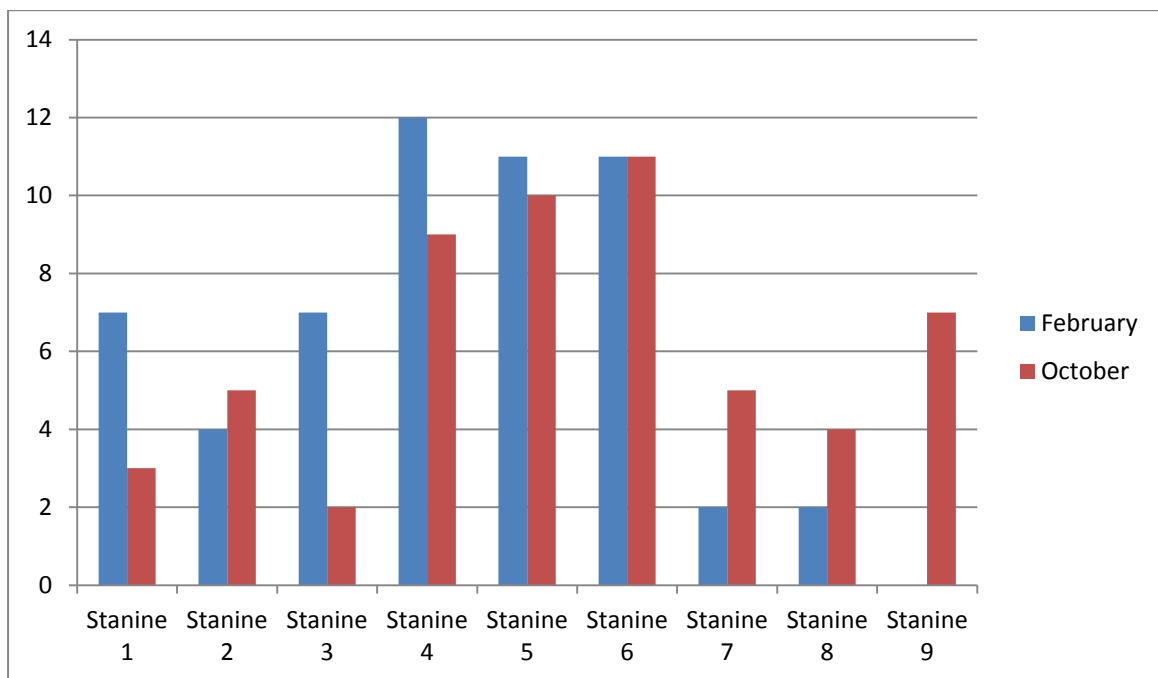
**Graph 1.1: Year 5.1 Easy Mark results November 2010 – November 2011**



**Graph 1.2: Year 5.2 Easy mark Results November 2010 – November 2011**



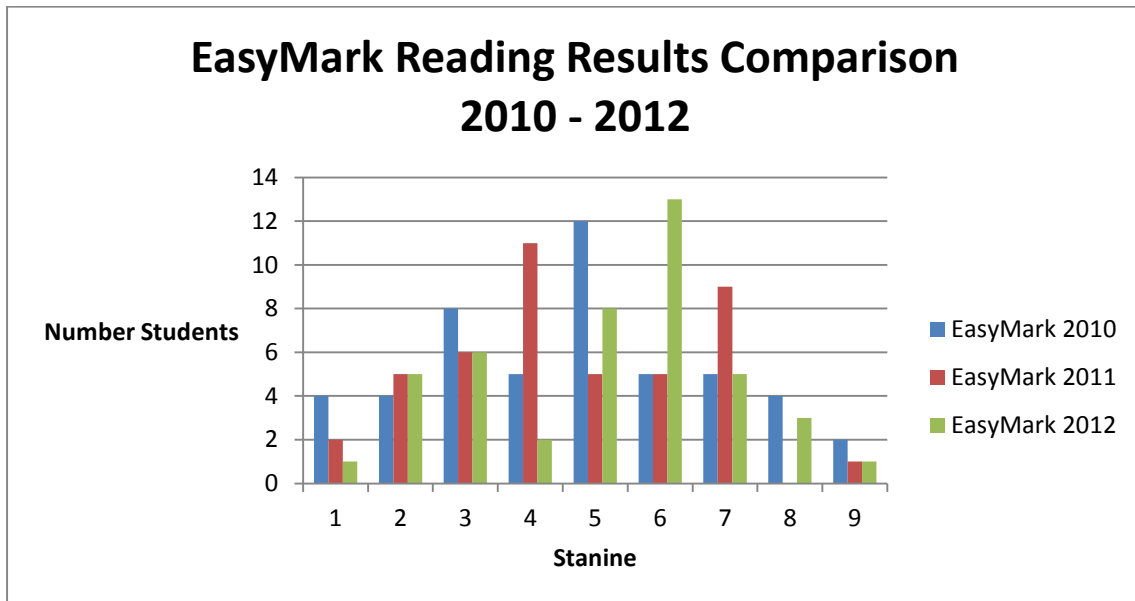
It was clear from these results that our Year 5 classes of 2011 had not improved in their reading over the course of the year from the end of Year 4 to Year 5. On a closer look at these results it was evident that students were unable to answer questions that required either inference or higher level thinking.



**Graph 2.1 Year 6 Results for PATR Comprehension Test – February and October 2012**

The above graphs are a comparison between a pre- and post PATR Comprehension Test conducted on the current 2012 Year 6 Classes at Quinns Baptist College. There is an indication that there has been a shift in the results to the right. In the Pre-intervention test in February, more students were at a Stanine of 4 or below. A Stanine of 4 is considered as average. The results from the Post-intervention PATR test in October show a more classic

“Bell-shape” curve, but with the addition of a greater number of students above the Stanine 6.



**Graph 3.1 Year 6 Results for EasyMark Reading Results – 2010 - 2012**

The results shown in Graph 3.2 are taken from the EasyMark Reading tests conducted at the end of each year at Quinns Baptist College. To be able to compare the progress of the current Year 6 students involved in the Intervention, the data used was from only those students who completed the EasyMark Reading Tests in each of the 3 years – 2010, 2011 and 2012. A comparison between the results of the 2011 and 2012 results appears to confirm that of the PATR results that there has been a shift to the right of the “Bell-shape” of the graphs. There also appears to be a greater number of students in 2012 to have scored above Stanine 5.

## **Conclusion**

As part of our quality teaching programme we introduced and encouraged staff to use W.A.L.T and W.I.L.F to show the learning intention of their lesson. Teachers were encouraged to make the learning intention clear before the start of the lesson. Teachers were reminded that this is an important part of student learning.

We also introduced teacher observation of each other. Teachers observed a lesson and completed an observation checklist. Teachers then had the opportunity for a disciplined dialogue between themselves and the Principal or Deputy to lead the dialogue.

To encourage good Literacy practice in the school our Librarian introduced a “Reading Cafe” once a month. This is an opportunity for the students to come to the Library before school, enjoy a biscuit and some juice and listen to 2 guests share their favourite book. The guests are usually teachers and admin staff and it gives the children the opportunity to see that all staff read even the sports teacher!

Visits from authors Morris Gleitzman and Steven Layne have encouraged our students to read and write their own stories. A very interesting workshop was conducted by Steven Layne where he encouraged our teachers to read aloud to their class. He explained the value of this and we have made it our challenge to do this every day.

Although this intervention was aimed at Year 6 the professional development was aimed at all year levels. Guided reading is a practice now done throughout the school with an emphasis on levelled questions. Comprehension strategies are taught throughout the school and we are moving away from practicing comprehension to teaching comprehension.

The ultimate effectiveness of the intervention of the Comprehension strategies taught to the 2012 Year 6 students will only be fully realised when they enter High School in 2013. It will be a conversation with much interest with the High School Heads of Departments, if the new Year 7 students appear to be “Reading to Learn”. Next year in May will also see the Year 6 students of 2012 participate in the Year 7 NAPLAN where further analysis of their results may confirm that the intervention in 2012 had a degree of influence in their comprehension levels.

## **Where to from here?**

The initial thoughts of the School Leadership regarding the implementation of an intervention at Quinns Baptist College were either grand or too specific. As the leadership looked more closely at the school's data regarding Reading in the school, it soon became apparent that the data collected was out dated, uninformative, too little and not used effectively. Furthermore it was discovered that the staff were also requiring more professional development regarding strategies to effectively teach reading.

This led to a change in the thought process as to what Wave of intervention was required, from a Level 3 back to a Level 1 – whole school Reading approach.

The school already had an effective Level 3 Wave strategy in place with the withdrawal of students identified with reading difficulties going a remediation class during the week. This has been further developed with more diagnostic testing of students identified by the class teacher.

Beyond 2012, the school will be utilising more standardised testing throughout the year and analysing the results in more detail in order to inform teaching with a greater emphasis on formative assessments. Work will commence on developing a Wave 2 Intervention within the classroom across all years to assist teachers in providing remediation during class.

APPENDIX T:

**PRINCIPALS AS LITERACY LEADERS (PALL)  
PROJECT**

**SCHOOL INTERVENTION EVALUATION REPORT  
NOVEMBER 2012**

**Principal: Karyn Stanton**

**RIVERSIDE COMMUNITY SCHOOL**

**PRINCIPALS AS LITERACY LEADERS (PALL) PROJECT  
SCHOOL INTERVENTION EVALUATION REPORT  
NOVEMBER 2012**

**RIVERSIDE COMMUNITY SCHOOL**

**SCHOOL CONTEXT**

Riverside Community School is a member of Adventist Christian Schools (WA). The school provides a Christian-based education program to around 100 students of diverse backgrounds. It is located in the suburb of Victoria Park, close to the Swan River and Perth's CBD. It currently offers four composite classrooms. The composite classes are intended to encourage the development of leadership, responsibility and self-confidence. They also allow for students to be given a differentiated curriculum with no stigma attached.

The school places a high level of importance on the “community” atmosphere of personal care and compassion, and also holistic development which includes academic, physical, social, civic, emotional and spiritual growth. The School Motto, 'Do the Right Thing; Love Mercy; Live Humbly with God,' encompasses all school activities.

Riverside is a school that welcomes cultural diversity. It is registered to accept limited numbers of international students. There are more than one third of students with English as their second language. There is a wide range of cultural backgrounds within the school. There is a fairly high level of transiency with overseas families coming to work in Perth for two years, then moving on, and others who start out renting, but move to outer suburbs once they can buy a house.

Schools ICSEA value is 1056, reflecting an average of a wide range of family backgrounds. We have 6 out of 8 indigenous students from families with low levels of literacy and English as their second language. These students have minimal academic skills and 5 of the students have poor attendance rates - due to family funerals, extended home trips to desert areas and poor health. We also have highly educated families with high aspirations for their children. We also have a number of students with learning challenges. Parents chose our school because of the individual care they receive. We don't often have a bell curve of abilities, and in some cohorts the bell is inverted, with the “average” being the smallest percentage.

We employ Christian teachers who are well-qualified and committed to further learning and reflective teaching practices based on current research-based methodology. Curriculum is based on the Australian Curriculum, and infused with a Christian world-view. Teaching staff has been stable for the 2 years involved in the PALLS project, as have support staff. This has enabled to school-wide learning journey to be consistent and productive.

Being a small school, there are not the range of specialist teachers available to call on to meet the support needs in the school. During 2011 and 2012, Learning Support has been offered by the school Principal. Limited



funding has been granted by AISWA for Literacy and Numeracy projects, however the targeted group has been over 20, and funding levels around \$3,000 per year. Teachers were always differentiating in the classroom as a matter of course (composite classes), however some students' needs are outside the range class teachers feel they can manage within class.

The PALL Project was undertaken initially in the search for better ways to meet the needs of students requiring significant intervention. It became much more than that, influencing the teaching of reading in all classrooms, advancing more effective use of data, sparking off interschool networking, focusing Professional Development school wide and inspiring culture of disciplined dialogue.

### **RATIONALE FOR THE INTERVENTION**

Initially the school entered the PALLS project to support more effective intervention for students working outside the literacy skill range teachers felt they could differentiate for effectively within the classroom. The numbers of these students were quite high, and financial resources to cater for their needs quite low. PAT data, along with NAPLAN, showed a significant group of children scoring at Stanine 3 or below. Throughout 2011, however, staff gained a greater understanding of the sequences and interdependencies of skill development in reading acquisition through intensive Professional Learning of the Big Six Framework. The improved ability to use data more effectively and conduct school-wide disciplined dialogue supported the staff in an understanding that the greatest majority of students experiencing difficulty in literacy were needing improved ability to decode, using phonemic awareness and phonic skills. This area of development was seen to be pivotal in any ensuing ability in comprehension. It was decided that the intervention would be schoolwide, ranging from a school wide approach to phonemic and phonic teaching, parent education, data-based grouping of students in three waves and an intervention for students from Years 3-7 who have been identified through PAT testing as being in Stanines 1-2 (Wave 3).

### **PURPOSE OF THE INTERVENTION**

The intervention was planned and implemented to:

- a) Develop Wave 1 instructional practices in phonic skills that were common across the classrooms and provided a syllabus that was accessible for the majority of students.
- b) Encourage Disciplined dialogue between staff which leads to effective schoolwide literacy practices.
- c) Undertake early assessment to ascertain those students who were unable to access this program and who required further intervention (Wave 2) and provide an effective differentiation within the class for them.
- d) Identify Wave 3 students and develop effective intervention for them which had some withdrawal lessons.
- e) Educate Ed. Assistant and interested parents in regard to Big Six. Provide opportunities for them to support student development.

To fulfil these purposes, the school undertook a number of initiatives.

1. Classroom teachers undertook a shared review of their own literacy teaching practices.
2. Professional development was ongoing throughout the PALLS project on a school wide collaborative basis.
3. A school-wide literacy block (90 min) was instituted along with protection from distraction (music lessons etc).
4. Diagnostic assessments were administered using the PAT Reading and PAT Spelling tools in addition to the Words Their Way spelling inventories.
5. Education assistants underwent professional learning in phonic skills to prepare them for an expanded role in classrooms. This was conducted by the school principal, and a guest speaker was brought in to expand knowledge. Teachers, Ed. Assistant and parents were invited to listen to Dr L. Fawcett regarding cracking the ABC code - (phonic skill acquisition)
6. An inventory of resource material was developed and deficiencies redressed. Staff chose to adopt synthetic phonics as methodology, and purchased Sound Waves resources for a common phonic approach from Foundation to Year 7.
7. Teachers planned to meet needs of wave 2 within class with some supplementary support within class by Ed. Assistant.
8. Plans for regular withdrawal of Wave 3 students for intensive phonic learning to be conducted by school principal as Learning Support.
9. Resources made available to parents and class teachers to further support skill development of Wave three students in class and at home.

The collection of data was to meet the following purposes:

**Purpose #1** was to find out the effect that leadership and professional learning, of both teachers and education assistants, had on their ability to carry out their roles in teaching and supporting reading instruction. The question posed was:

- a) "How effective has the professional learning and leading in literacy learning been in helping staff members improve their Literacy Programs?"

**Purpose #2** was to plan and implement changes to teaching and learning of phonic skills (alphabetic letter and sound skills) and measure the effects of these changes. To answer this, the following key questions were posed:

- a) "How effective has the school-wide approach been in developing student knowledge and skills in use of phonics in decoding and spelling?"
- b) "How well has the school identified and catered for Wave 2 and 3 students?"

**Purpose #3** was to measure any changes to student achievement in their knowledge and skills in phonemic awareness. The key question here was:

- b) "To what extent has student achievement in the acquisition of phonic skills improved for Wave Two and Three students?"

## DATA COLLECTION

To answer the above questions, a combination of data sources and collection methods were employed.

### **Purpose #1 - Leading Literacy Learning: A Guide for Principals; Lit Practices Guide and in depth group interview**

1. The Leading Literacy Learning : A Guide for Principals was given to all teachers to collect data on the effectiveness of leadership behaviours stemming from the PALLS program. Teachers were asked to find the areas of leadership that had improved and impacted their teaching and school wide literacy practices.
2. The Literacy Practices Guide was given to all teachers at the beginning of the project and then again at the end of the project.
3. Upon collation of the results of the 'before and after' surveys, an in depth group interview asked for both teachers and ed. assistant to identify to what extent the following was true:
  - I have an enhanced understanding of what synthetic phonics is and where it fits within the Big 6;
  - I feel confident in planning and delivering lessons to support effective learning in phonics (teachers only);
  - I feel confident at using data to determine judgements of students knowledge in phonics (teachers only);
  - I have improved my ability to monitor student progress, collect data and use the data to meet student needs (teachers only);
  - There is a greater collaborative approach (using Disciplined Dialogue) on the teaching of reading in our school staff;
  - I am better meeting the needs of my students;
  - I have received effective professional learning which has met my professional needs and led to changed and confident practice.

### **Purpose #2 - PAT Reading and Spelling data Feb / September and teacher group interview**

4. Student achievement was assessed through the 'pre' and 'post' assessments using PAT - Spelling and PAT reading for screening of all students. Spelling was chosen to reflect growing phonic ability rather than writing skills. The PAT tests were used primarily to group students in Waves of literacy need.
5. The focus group interviews asked for feedback from teachers about the day to day achievements of students that relate to confidence in decoding of new words, taking reading risks and attitude to reading in other areas of curriculum.

### **Purpose #3 - Words Within Words Data for Wave two and three students - diagnostic**

6. Students in Wave 3 were diagnostically assessed with a spelling inventory (Words Their Way) to identify progress in specific phonic skills.

**DATA COLLECTION - RESULTS with discussion:** The results may be summarised as follows:

**Purpose #1 - Leading Literacy Learning: A Guide for Principals (developed by Sandra Easey and Pam Pearson)**

Leading Literacy Learning: A Guide for Principals - specifies particular leadership actions which research has shown links with improved literacy learning and student achievement. Four teachers were asked to look through the framework and tick whether an action has 'not been observed', whether there is 'some evidence' or whether there is 'ample evidence' of the action being currently in practice within the school. They were also asked to mark to what extent this was evident at the beginning of the PALLS project. Results show the number of practices within each area of the framework that are currently seen with 'ample evidence', and the number of practices which have improved during the project from either 'not observed' or 'some evidence'. Practices seen to have made the most improvement are listed.

**Data Results**

Developing a shared moral purpose

Out of five practices, 4 were seen by all teachers to now have ample evidence of their practice within the school. Out of the four areas, the following three were noted as not being observed before the PALLS project began.

**"The school vision and directions have been developed collaboratively."**

**"High Expectations are set, understood and communicated."**

**"Learning and achievement goals are clear and are articulated in school programs."**

A strong evidence base

This area had mixed results. Out of six practices listed 3 were seen by three out of four teachers as having ample evidence. The practice that was seen to have improved most consistently was,

**"The monitoring of learning is regular, comprehensive and generates useful data."**

Disciplined Dialogue

All areas were seen as either 'some evidence' or 'ample evidence' by teachers. The two seen as most improved were:

**"The following questions provide the basis for disciplined dialogue: 'What do we see in this data?' 'Why do we think this is so?' 'What, if anything, should be done about it?'"**

**"The above questions are used as probes to develop deep understanding."**

Professional Development

Out of eight listed practices, Two were seen by all staff as having ample evidence, with the other six having mixed results between 'some evidence' or 'ample evidence'.

Three areas were seen to have been most improved during the PALLS project:

**"Teachers and paraprofessionals are engaged in extended professional learning about literacy priority areas."**

**"Professional development promotes teachers' skills in data analysis and interpretation."**

**"A comprehensive induction program is in place for staff new to the school."**

### Conditions for Learning

Out of eight listed practices, four were seen to be in ample evidence by all staff. With two seen by most staff to be seen only with 'some evidence'. There was no comments of growth in this area. For the purposes of this report I will list the two practices seen by most teachers as only having some evidence. This can be a point of learning for further improvement.

Some evidence

*"Resources are managed strategically."*

*"Resources are applied to the conditions of learning."*

### Curriculum and Teaching

Out of eight practices, six were identified by all teachers as being seen with 'ample evidence'.

Three were seen to have come from 'some evidence' to 'ample evidence' over the project.

**"The Principal participates actively in curriculum decision making."**

**"The Principal is actively involved in coordinating, managing and overseeing the teaching and learning program."**

**The Principal actively oversees the school's overall curriculum in literacy by: ensuring that school English programs are developed and implemented; Ensuring that continuity of content is articulated explicitly in a scope and sequence; Ensuring that all teachers view themselves as teachers of literacy."**

### Parent and Community Support

With mixed groupings all 8 practices were seen as either 'some evidence' or 'ample evidence'. One had all four in agreement as ample evidence -

**"Parents are seen as integral to the school's learning programs. There were no comments about improvement."**

### Shared Leadership

All six practices were evenly divided between 'some evidence' and 'ample evidence'. A point of discussion may be around the possibility that some teachers may not yet see them selves as integrally involved in leadership in literacy, preferring to leave leadership to those they see as strong in this area. This could be a point for further improvement.

## **DISCUSSION**

From the perspective of practicing teacher's in the school, the PALLS Projects has made considerable changes to aspects of leadership that research has shown to be linked with improved literacy learning in a school. These aspects of leadership are likely to be ongoing. The results also indicate that teachers feel that the management and effective use of resources need to be more intentional and consistent in evidence. It may be that teachers are now equipped to make more strategic reflection of practice.

**Purpose #1 - Lit Practices Guide (D. Konza)**

Teachers were asked to self assess their classroom literacy practices based on the Literacy Practices Guide for the Primary Years. (developed by Deslea Konza) They completed this reflective form near the beginning of the PALLS Project in early 2011, then again in September 2012. In 2011 teachers simply ticked if they were using the methodology listed. One common comment from teachers in the 2012 session was that they now understood many of the concepts better and they believed that their quality of use had improved as their knowledge base had grown.

Data -

Lit Practices Guide (D. Konza)

Pre-Primary Teacher

**Classroom -15 descriptors**

14 descriptors ticked on both occasions -

Comment -*'These have always been part of my practice'*

**Student Work - 7 descriptors**

5 descriptors ticked.

Comment: *"I am more targeted in my approach to student work. I am also harder on myself now, as I am reflecting on how I can continue to improve my practice with student work."*

**Planning- 11 descriptors**

8 ticked in 2012, 10 in 2011.

Comment: *"I feel that I am planning with a great deal more explicit goals in mind. I am more critical as I reflect. My practice has improved."*

**Reading Lesson / Observation - 16 descriptors**

16 ticked in 2012, improved from 11 in 2011.

Comment: *"This is the area of practice I feel I have made most improvement in. I feel I have added to my repertoire of skills to explicitly teach reading."*

Lit Practices Guide (D. Konza)

Year 1,2 Teacher

**Classroom -15 descriptors**

15 descriptors ticked in 2012 ; improved from 10 in 2011-

Comment -*'I feel I am using these practices more purposefully now.'*

**Student Work - 7 descriptors**

7 descriptors ticked in 2012; improved from 5 in 2011.

Comment: *"I am more intentional in my display of student work and student engagement."*

**Planning- 11 descriptors**

10 ticked in 2012, 8 in 2011.

Comment: *"I feel that my intentional planning for oral and vocabulary teaching has improved because I have a greater understanding of its importance to the Big Six."*

**Reading Lesson / Observation - 16 descriptors**

16 ticked in 2012, improved from 10 in 2011.

Comment: *"I have a better understanding of the importance of oral language to the acquisition of reading skills. I have improved in my use of oral language skill development, vocab, questioning and comp strategies."*

Lit Practices Guide (D. Konza)

Year 3,4 Teacher

**Classroom -11 descriptors**

8 descriptors ticked in 2012 ; improved from 7 in 2011-

Comment - *'I guess my greatest improvement in this category is my use of "living word walls". They are being used very well on a daily basis.'*

**Student Work - 7 descriptors**

6 descriptors ticked in 2012; improved from 5 in 2011.

Comment: *"I am intentionally attempting to give specific feedback to student work, which is intended to focus attention for learning."*

**Planning- 7 descriptors**

7 ticked in 2012, 6 in 2011.

Comment: *"I am collaborating more with the other teachers in my planning. This is very helpful."*

**Reading Lesson / Observation - 7 descriptors**

7 ticked in 2012, improved from 6 in 2011.

Comment: *"I am far more intentional as I work through texts with my class. I am using better before, during and after reading strategies."*

**Other areas - 6 descriptors**

5 ticked in 2012, improved from 4 in 2011

Comment: *"I am trying to more explicitly teach comprehension strategies."*

Lit Practices Guide (D. Konza)

Year 5-7 Teacher

**Classroom -12 descriptors**

7 descriptors ticked in 2012 ; improved from 4 in 2011-

Comment - *"I now display task checklist and research projects. Our library now contains more culturally diverse books to engage my students."*

**Student Work - 7 descriptors**

6 descriptors ticked in 2012; improved from 4 in 2011.

Comment: *"I feel most of my students are attempting all tasks now. I am also seeing more evidence of student self-correction."*

**Planning- 8 descriptors**

8 ticked in 2012, 6 in 2011.

Comment: *"SSR is now at an instructional level. My students are taking part in a school wide reading plan. (A-Z)"*

### **Reading Lesson / Observation - 9 descriptors**

9 ticked in 2012, improved from 5 in 2011.

Comment: *"I do think my practice has expanded in quality. There is purpose to each lesson, and explicit instruction of strategies. I have found Sound Waves really good for that. We are referring to reference books more often, and I feel more confident to expect my students to give evidence for their opinions."*

### **Other areas - 8 descriptors**

8 ticked in 2012, improved from 2 in 2011

Comment: *"I now give specific attention to content-specific vocabulary; preview text format; check for students understanding; more confidently allocate whole class and individual specific teaching. I am using graphic organisers effectively and I am intentional n relating new to existing knowledge."*

### **Discussion -**

When teachers filled in the lit Guide early in 2011, they were quick to tick many of the practices listed. The dialogue amongst the teachers was quite different when they filled in their forms in September 2012. There was more talk of quality of use, changed understanding of purpose, and more critical evaluation of effective use. As teachers commented on practices they had improved use of, it was clear that the PALLS project has led to improved literacy practices in the teaching program at Riverside.

### **Purpose #1 - In depth group interview**

**After collation of the above individual surveys and comments, the staff met together and commented about the degree to which they agree with the following statements. There were 4 teachers and one EA present at the meeting, which was conducted by the Principal.**

- *I have an enhanced understanding of what synthetic phonics is and where it fits within the Big 6;*
- This was an overwhelming sentiment. The staff grappled together to find the points that were common and those that were different to their current practice in the first semester of 2011. Making the change needed some paradigm shifting from the Early Childhood teacher.
  - *I feel confident in planning and delivering lessons to support effective learning in phonics (teachers only);*
- Adopting a single resource for the school (Sound Waves) to base their phonics instruction was seen to be a great support in this, as teachers were able to share ideas, trial and collaborate on improving practice.
  - *I feel confident at using data to determine judgements of students knowledge in phonics (teachers only);*
- Although some teachers still couldn't say they felt confident, they realised they had a better understanding and were more willing to talk about results with each other. They were finding collaboratively dealing with data to be most helpful. They also felt that after doing parent education through the newsletter, they had some common level of shared knowledge from which they could talk about a student's reading skills.



- *I have improved my ability to monitor student progress, collect data and use the data to meet student needs (teachers only);*
- Teachers felt that they had been monitoring student progress all along, but that they had more ideas on what to do with the data now.
  - *There is a greater collaborative approach (using Disciplined Dialogue) on the teaching of reading in our school staff;*
- This was seen by the staff to be the greatest outcome of the Project.
  - *I am better meeting the needs of my students;*
- There are still some students that some teachers find very hard to meet learning needs for, however all agreed they had at least improved in differentiation.
  - *I have received effective professional learning which has met my professional needs and led to changed and confident practice.*
- The staff response to his statement was that there is never a point in which PD has met needs. They felt that they had been on a learning journey, and that was still a lot more that they should learn. Knowing the Big Six has now opened doors to further PD that is needed. They felt that now they might actually feel more of a need for continued PD than before.

#### **Discussion -**

This group interview gave strong evidence that teachers felt the PALLS Project had improved their understanding of acquisition of reading skills (Big Six), that they were more confident in using data, dialoguing effectively with peers and parents, and they had an improved level of confidence in planning to meet student need.

#### **Purpose #2 - PAT Reading, Spelling, Vocab data Sept 2011 / Feb 2012 / September 2012**

The PAT tests conducted in 2011 were used to plan for the three waves.

Teachers looked at the results of all three tests and grouped students according to average stanine between the three tests. Some professional judgement was used based on student willingness to take risks in learning, ability to access differentiated learning in the classroom etc, however in the end both methods led to much the same grouping.

#### **Grouping Students**

##### **Wave One**

There were 21 students grouped as Wave 1. These students had an average stanine of 4-9 in the PAT testing. They were also seen by the classroom teachers as accessing learning effectively in the classroom. Classroom teachers worked to further improve classroom instruction with a great deal of emphasis on phonics across the school.

##### **Wave Two**

There were 8 students grouped as Wave two. These scored a stanine of an average of 3-4 in the PAT tests and teachers believed that with a little extra in-class support and further differentiation, they would be able to make progress in their literacy learning.

An ed assistant was given some limited time to give extra support in the classroom for these students, however the classroom teachers took responsibility for differentiation.

School-wide phonics instruction was designed to attempt to meet differentiated needs whilst also expanding vocabulary.

### **Wave Three**

18 students were grouped as Wave Three. These students scored an average of stanine 1-2 in the PAT tests and were seen by teachers as needing withdrawal for intervention beyond the classroom setting. This was a very large group. Further testing revealed phonics to be a need in common with all of these students, so it was decided to make phonics the focus of instruction.

Wave three students were withdrawn from class for one period a week with a learning support teacher. They were given sequential phonic instruction, and their learning was intentionally linked to vocabulary relevant to their classroom units. Parents were asked to review the learning at home. At the end of term 2 in 2012 the program had to be changed somewhat due to time pressures for Principal / learning support teacher. A phonics intervention program was purchased which looks to be very effective when given weekly focus and time. Ed assistants have been trained in this program so that it can continue to be used in 2013.

As this data shows, we were faced with an inverse bell curve of need, and limited resources to meet those needs. We did, however have a focus for our intervention, and a purpose to improve student learning.

### **Results**

Unfortunately there were some discrepancies in testing results as we changed to online PAT tests, however upon analysing data across the three tests we found that a number of students did have positive growth in stanine in at least one of the three areas tested. The PAT tests were only indicators of phonic learning, however teacher observation backed up the results from class observation and student engagement, along with Reading A-Z results.

#### **Wave One students**

Out of 21 students 10 improved results by at least one stanine in at least one of the tests. As students are often very stable in their stanine results, we considered this to be significant.

#### **Wave Two students**

Out of 8 students , all 8 moved up at least one stanine in at least one of the three PAT tests. This was a significant result.

### **Wave Three students**

Out of 19 students, 13 students improved by at least one stanine in at least one of the tests. Those that stayed on the same low stanine in all areas with little observable improvement were absent for a significant period of time.

**Discussion:** Some improvement was indicated by these tests. The tests need to be backed up with one to one fine tuned testing. Unfortunately these tests were not able to be completed in time for this report. For the purposes of this report, the intervention has given some positive results in students achievement, however the results are not overwhelming. Teachers will look to effect even greater improvement in 2013.

### **Purpose #2 - Teacher group interview**

Upon working through the data received and looking into more specific diagnostic data, teachers got together and were asked to share anecdotal observations about Wave Three students' willingness to be involved and engage in other in-class tasks and learning. It was noted that prior to PALLS Project intervention, the Wave three students used to be quite disruptive in class as they did not attempt to take part.

### **Here we saw the greatest success of the intervention.**

In the Year 3,4 classroom - with 8 students in Wave three, the teacher commented that all but one of the students were far more willing to be involved in classroom tasks across the curriculum. In discussion teachers felt that the students felt more positive about their learning and their ability to decode, and that the teacher understood the students better and was therefore more able to differentiate expectations, and challenge students with their areas of strength.

In the Years 5-7 classroom - with 11 students in the Wave Three group initially, the teacher felt that four of the students had moved from Wave Three to Wave Two. Of the six remaining all but one was felt to have made significant progress in aspects of their decoding ability and willingness to attempt class tasks in other areas of the curriculum that required reading. One student had gone from not being able to attempt any word longer than three letters to being able to read words with three syllables with very minimal support. These are good results, however they are not totally consistent, and it was felt by all in the meeting that we need to continue to work to find ways to give Wave three students more frequent intervention.

### **Discussion**

These results indicate another positive benefit of this Project. Students in Years 3-7 who had experienced a great deal of "failure" in learning to read, were seen to be more willing to attempt classroom tasks. Whilst more needs to be unpacked in this regard, this observation is worth noting.

**Purpose #3 - Words Within Words Data for Wave two and three students - diagnostic**

Students from across Yrs 3-7 were given the Words Their Way Spelling Inventory to more accurately track their phonic development. Students were given this test in the first two weeks of school, so we are able to track their learning pathway to some extent. In this report we will consider the movement of students In Waves two and three.

**Results**

Words Their Way Elementary Spelling Inventory Feature Guide has the following sequence of spelling stages, which Riverside teachers felt informed phonic skill development. Each of these broad sections has two to three specific skill descriptors eg. Late Letter-Name Alphabetic late is the transition from digraphs to blends. The teachers tested for these specific skill areas, however for the purpose of this report results are considered in the movement through the broader descriptors.

Emergent - Late

Letter Name - Alphabetic - early

Letter Name - Alphabetic - middle

Letter Name - Alphabetic - late

Within Word Pattern - Early

Within Word Pattern - Middle

Within Word Pattern - Late

Syllables and Affixes - Early

Syllables and Affixes - Middle

Syllables and Affixes - Late

Derivational Relations - Early

Derivational Relations - Middle

Derivational Relations - Late

**Wave three results**

Out of eleven students for whom we had pre and post tests to compare:

- a. 4 had moved one stage forward
- b. 4 had moved 2 stages forward
- c. 3 had moved 3 stages forward

**Discussion -**

- a. Good to see progress in all, however the four that had only moved one stage forward need greater attention. Upon further discussion with teachers it was felt that two of these had made a great deal of improvement in their ability to decode and their wiliness to try new words. The two that had only made one stage improvement from Yr 6 however, it was felt, had made minimal progress.
- b. Of the four that had made two stages improvement, teachers had seen some use of these skills in their reading. All four have major challenges in their learning. Two are very inconsistent in their results, however teachers could see that progress is happening.

c. Of the three that had made three stages of improvement, teachers felt that the students are far better equipped to decode and use their skills across the curriculum.

### **Wave two results**

Out of the eight students for whom we had pre and post test information:

- a. One had made no improvement;
- b. One had made only stage improvement;
- c. 3 had made 2 stages of improvement;
- d. 3 had made 3 stages of improvement.

### **Discussion**

- a. The student with no improvement shown, the class teacher also feels, has made little progress in his reading. He can read and understand passages for his grade level, but phonics is poor, as is spelling. More consideration needs to be given to meeting his needs.
- b. The student making one stage improvement however has made very large steps in her ability to try reading new words and access information. The classroom teacher sees this progress as significant and impacting her ability to participate in class activities.
- c. The three making two stages of improvement were seen to be using these skills to their advantage in the classroom . Teacher is happy with progress.
- d. The three students making three stages of progress have all worked hard to make this progress and are using it to better access curriculum.

### **Overall Discussion**

The Words Their Way Spelling Inventory was able, at a quick glance to track phonic development. Students In wave three will have one on one finer tuned testing - York Assessment later in November to see how they are using these skills in their reading.

Results were mixed but helpful. Teachers felt that their in class phonics focus was making a difference to most students. They could see that some students were not making the same progress as others and this will influence their forward planning.

### **CONCLUSION**

Evidence gathered for the three purposes clearly indicates that the intervention provided a number of positive changes to school and classroom practice.

#### **Purpose #1 -**

*“How effective has the professional learning and leading in literacy learning been in helping staff members improve their Literacy Programs?”*

- There is greater shared knowledge and purpose amongst the staff in terms of literacy development.
- Professional learning in literacy has been seen to be more effective and strongly influenced school wide planning and implementation of improvement plan.

- There is now a much stronger experience of disciplined dialogue amongst all staff.
- In some instances this disciplined dialogue is shared with parents who have involved themselves in parent education through newsletter and visiting speaker.
- Collaborative practice is far more evident.
- The knowledge gained through Professional Development was used to evaluate need, usefulness and limitations of various resources, including a school wide spelling and phonics program (Sound Waves) and in the latter part of 2012 an intervention program that could be administered by Ed Assistant (ABC Crack the Code).

**Purpose #2 -**

*“How effective has the school-wide approach been in developing student knowledge and skills in use of phonics in decoding and spelling?”*

- Stronger student engagement in learning, including Wave 2 and Wave 3 groups.
- Teachers have felt more able to differentiate according to student need within the classroom.
- Data already gathered is now used more purposefully by classroom teachers to meet student need.
- Improved classroom practices that are more commonly applied across classes.
- Greater ability by staff to reflect on effectiveness of classroom practices.

*“How well has the school identified and catered for Wave 2 and 3 students?”*

- Teachers have been more willing and able to plan for, and track development of Wave Two students.
- Teachers have been more willing and able to engage Wave 3 students when they are in class.
- Students have felt some level of empowerment through the interventions. This has been evident in their improved engagement in other class tasks and activities.
- A stronger use of data for every child that has been developed through the intervention. Classroom teachers who used to depend on the Learning Support Teacher for interpreting data are now far more involved in the process, and feel comfortable in working collaboratively to interpret and make use of the data.
- Classroom practices more evenly applied across school.

**Purpose #3 -**

c) *“To what extent has student achievement in the acquisition of phonic skills improved for Wave Two and Three students?”*

- d) There is some evidence of stronger achievement in most children involved in the intervention (Wave 2 and 3).
- e) Stronger student engagement in learning.

There are aspects of the intervention that have not developed as well as might have been expected and there have been unforeseen circumstances that have impinged on its delivery.

- Resource management - needs further thought and effort

- Shared leadership is experienced by the more confident teachers, however there is still need for further Professional Development and support to have all teachers feeling thus empowered.
- The large group of students screened to be in Wave two and Three groups needed some more one to one fine tuned testing throughout the intervention to track development 'formatively'. This has not happened because of staffing limitations. Teacher judgement based on classroom observations and short focused observations have been used instead.
- It has proven extremely difficult to give enough intensive, frequent intervention to Wave 3 groups because of the overwhelming number of students and limited resources (staffing). The groups are too big to be of maximum impact.
- It has proven difficult to engage all parents in supporting their Wave 3 students. Those parents who have become involved have seen improvement and feel more empowered to support their children's literacy learning.
- With the principal as Learning Support Teacher, the program lost some of its intensive nature when admin pressures built up in latter part of the year. This led to the adoption of a program that could eventually be carried out by ed assistants (2013).

#### **WHERE TO FROM HERE**

9. Intervention needs to be ongoing.
10. Early screening and grouping will continue as part of School policy.
11. More allocation of staffing resources for the one to one assessments required to both ascertain specific need and track rate of development throughout intervention.
12. Continued training of Ed Assistant in the Wave 3 intervention.
13. Continue to embed quality practice into classrooms through modelling and sharing of knowledge and skills.
14. Maintain the current approach to collaborative decision making and associated professional learning processes that value in-school learning that is reinforced by targeted expert tuition.
15. Continued encouragement of disciplined dialogue.
16. Continue to seek ways to engage parents, especially from an individual classroom level
17. Consider other members of the wider community who can contribute to the school
18. Develop target setting processes both at a class and individual level. Share these with the students to encourage even stronger 'buy in'.
19. Review resources and ensure an improved school-wide approach to effective use of the resources.
20. Continue to evaluate and decide upon new resources, Professional Learning and methodologies based on understanding of the Big Six.

