



# The Science of School Improvement

*Thursday, 29th April 2021*

*Our Vision - To deliver evidence-based learning and wellbeing practices in an inclusive school culture.*



# Overview

- School context
- Our journey 2017-2021
- Professional learning
- Supporting teachers
- Role of IL
- K-2
- Decodables
- 3-6
- Differentiation
- Data and impact
- Student reflections
- Resistant and reluctant staff
- Where to next



# School Context

- Located in Dundas Valley, Western Sydney
- Opened in 1958
- 176 students in P-6
  - Preschool, Early Intervention, Support Unit, K-6
- 57% of students from LBOTE and 3% Indigenous
- FOEI (Family Occupation & Education Index) = 77
- ICSEA (Index of Community Socio Economic Advantage) = 1007



# 2017 - So what.....now what

- Universal teaching practices lacked consistency
- We didn't have systematic teacher collaboration
- NAPLAN reading data not pretty - well below similar schools
- Escalating behaviour impacting on learning

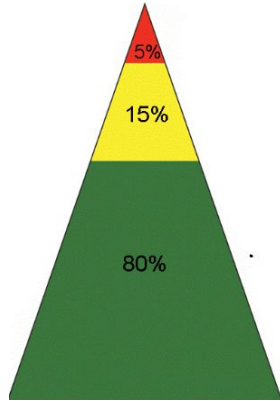
## Tier 2 reading interventions - Term 2

- MiniLit - K-2: explicit and systematic teaching of phonemic awareness, phonics, grapheme-phoneme correspondences (GPCs).
- MacqLit - 3-6: GPCs, decoding multi-syllable words, morphology.



# 2018 - Tier 2 Reading

- Many students withdrawn from class
- Measurable impact on reading skills for targeted students



- **55% of Year 1 students accessing MiniLit.**
- We can't intervene our way out of this.



# 2018 - So what.....now what

*So what.....*

- Data told us universal reading practices needed to improve

*Now what.....*

- Synthetic phonics (InitialLit) training for Kinder teacher.
- Late Term 1, 2018 - InitialLit started in Kindergarten

# 2019 - Learning from Others

## Term 2

- TeachMeet - Parramatta Head Office
- Attended by all exec. staff
  - High expectations
  - Explicit instruction
  - Collaboration
  - Clear vision for school improvement

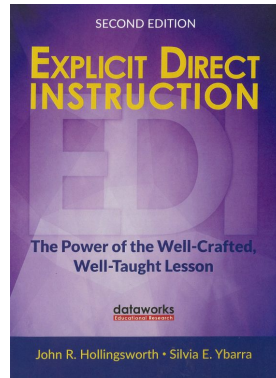
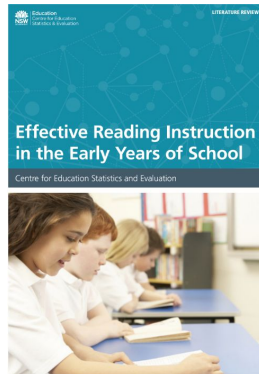
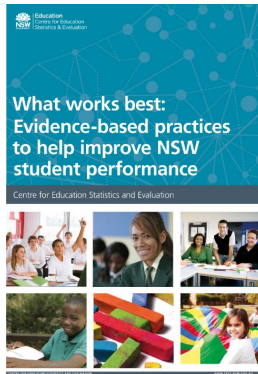
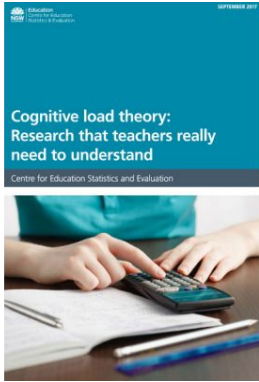


## Term 3 & 4 - bringing Yates staff on board

- 75% of teachers and 100% of exec. visited Blue Haven PS
- What could work for Yates, in our context?
- Started with warm ups/daily review in Term 4, 2019

# 2019 Readings - exec & some staff (from Term 4)

## Building teacher knowledge in.....



## ERRR #024. LORRAINE HAMMOND ON DIRECT INSTRUCTION AND INSTRUCTIONAL COACHING



The ERRR podcast can also be listened to on Spotify, apple podcasts, and all other podcasting apps.

In this episode of the ERRR we're speaking to Dr Lorraine Hammond about her paper, *Teachers Taking up Explicit Instruction: The Impact of a Professional Development and Directive Instructional Coaching Model*. I was excited to interview Lorraine on this paper for two main reasons. The first is that it explores coaching, and not just any coaching, but coaching that clearly positions the coach as an expert other. This is in contrast to how coaching is often promoted, with the coach being more of a support, asking questions of teachers, and



.....to understand why.

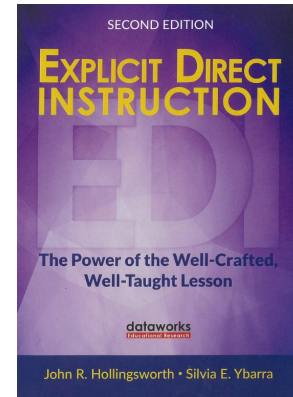
**Belief drives behaviour**





# 2020 - Professional learning - all staff

- Instructional coach - Amy Quilty from Blue Haven PS
  - supported Yates instructional leaders
- Dem. lessons, observations, feedback, staff meetings
- Yates ILs returned to Blue Haven PS
- Slowly built teacher knowledge in.....
  
- To understand **WHY** we teach using:
  - Engagement norms
  - TAPPLE (Teach first, Ask questions, Pair share, Pick non vol., Listen, Eff. feedback)
  - Learning intentions (3 times) / success criteria
  - I Do, We Do, You Do
  - Activating prior knowledge





# 2020 podcasts / webinars

*all staff, all webinars, in school time*



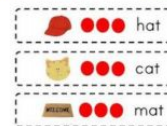
## TFE July Webinar Dr Robyn Wheldall

Webinar  
Jul 28 • Written By Think Forward Educators

### What is effective spelling instruction?

Teaches spelling as a linguistic rather than visual ability and focuses on three metalinguistic skills:

**Phoneme awareness** (reflect on and manipulate single sounds within words) (Gillion, 2004)



**Orthographic awareness** (the knowledge that the letters 'sh' makes the /ʃ/ sound, knowing that the grapheme 'ck' cannot be used in initial position in a syllable and storage of mental representations of spelling in long term memory (Apel, Wolter & Masterson, 2006, Apel, 2011).



**Morphological awareness** involves the ability to recognise the parts of words that convey meaning, such as heal/health (Berninger, Abbott, Nagy & Carlisle, 2010)





# 2021 - LDA conference (optional)

## Webinars - all staff



**Learning Difficulties Australia  
Science of Learning  
Theory into Practice  
Sydney National Conference 2021**  
Saturday 23 January 2021 Online through Zoom

**8.45-9.00: Arrival and Registration**

 9.00 - 9.05 Michael Roberts - LDA General Manager  
**Opening Address**

 9.05 - 10.05 Keynote - Dr Louisa Moats  
**Explicit Language Instruction is at the Heart of Structured Literacy**

LEARNING DIFFICULTIES AUSTRALIA PRESENTS  
*WEEKLY WEDNESDAY WEBINARS*  
**WWW #22**



Lorraine Hammond

TOPIC: EXPLICIT INSTRUCTION- WHY WHAT YOU SAY MATTERS

DATE: WEDNESDAY 25 NOVEMBER @ 6PM AEDT



Reading Science  
in Schools

*Bring me th... science of reading into Australian classrooms...*


**Re-thinking guided reading**

PRESENTERS:  
STEPHANIE LE LIEVRE  
& NATALIE CAMPBELL




Sound Walls:  
Using the Science of Reading  
to Spell

September 13, 2018



THE READING LEAGUE  
ADVANCING EVIDENCE IN PRACTICE

Dawn Durham



0:07 / 1:40:48 Pennsylvania Training and Technical Assistance Network

**How did we support teachers during this process?**



# Supporting Teachers - EDI

EDI - a slow and supported rollout in 2020:

- Warm-ups/daily reviews
- K, then 1, then 2 InitialLit
- Spelling Mastery Trial/Action Research then 3-6
- Initially focus: Number (73% not meeting expected growth in NAPLAN)
- Staff PL mirroring EDI
- Supporting observations
- Behaviours/routines first - then content
- Same message - many voices



# 2020 - Impact of COVID

- Teachers had to become more explicit and able to deconstruct key ideas.
- Explicitness of online learning through making Powerpoint or Google slides
- Fast tracked and refined our EDI skills
- Students returned to on-site learning with the engagement skills and the knowledge/academic skills required to seamlessly return to class.



# Refining our Practice with IL's



## EDI Reflection Guide



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_ Class/Lesson/Context: \_\_\_\_\_

- Warm Up
- Learning Intention
- Success Criteria
- Activate Prior Knowledge
- I do
- We do
- You do
- Reflection

EXPLICIT DIRECT INSTRUCTION (EDI) MODEL <small>Order of these may vary. Tick if observed ✓</small>						
Warm Up	Learning Intention, Success Criteria & Relevance	Activate Prior Knowledge	I Do (Modelled/Explicit)	We Do (Guided Practice with explicit corrective feedback)	You Do (Supported, Independent Practice)	Reflection
<input type="checkbox"/> Cumulative Review of previous concepts/skills  <input type="checkbox"/> Recite <input type="checkbox"/> Recall <input type="checkbox"/> Apply	<input type="checkbox"/> Well written - clear & specific <input type="checkbox"/> Made clear to students <input type="checkbox"/> Explicitly taught <b>Engagement Norms</b>  <input type="checkbox"/> Track with me <input type="checkbox"/> Read with me <input type="checkbox"/> Repeat with me <input type="checkbox"/> Relevance <small>Connect to outside world or bigger picture. Life experience or related skill in the form of a question</small> <small>CFU every 1-2 minutes</small>	<input type="checkbox"/> Activates Prior Knowledge  <input type="checkbox"/> Review the skills / prior knowledge required for the upcoming lesson  <input type="checkbox"/> Questions (Apply) <small>CFU</small>	<b>Concept &amp; Skill Development</b>  <input type="checkbox"/> Teacher teaches concept, rule or content  <input type="checkbox"/> Examples and non-examples used  <input type="checkbox"/> Teacher models the process to students <small>CFU every 1-5 minutes (Optimum: 1-2 mins)</small>	<b>Guided Practice</b> <input type="checkbox"/> Teacher guides practice (You do one or we do one together, they do one) <b>Pair/Share or Similar</b> <input type="checkbox"/> Opportunities for students to explain their understanding to others. <input type="checkbox"/> Students demonstrate their learning <input type="checkbox"/> 80% of class secure before moving on <input type="checkbox"/> Evaluation & feedback to students <small>CFU every 1-5 minutes</small>	<b>Independent practice of taught concept / skill.</b>  <input type="checkbox"/> Teacher circulates and monitors and/or works with small groups <input type="checkbox"/> Evaluation and feedback to students <input type="checkbox"/> Differentiated <small>Monitor / Formative assessment</small>	<input type="checkbox"/> Evaluation and feedback to students.  <input type="checkbox"/> Revisit learning objective <input type="checkbox"/> Opportunities for student self-reflection  <input type="checkbox"/> Discuss learning. Use traffic lights. Exit pass, thumbs up/down etc. <input type="checkbox"/> Students describe what they learned / what part of the lesson was successful for them

TAPPLE		Checking for Understanding (CFU)	Engagement Norms
<b>T</b>	<input type="checkbox"/> Teach first	<input type="checkbox"/> Non volunteers Eg paddle-pop sticks, spinner, or other selection strategy	<input type="checkbox"/> Pronounce with me Copy how I say it
<b>A</b>	<input type="checkbox"/> Ask a question <small>Specific to what you just taught.</small>	<input type="checkbox"/> Think-Pair-Share <small>All students must be ready to answer or respond</small>	<input type="checkbox"/> Track with me <small>Students track text while teacher reads</small>
<b>P</b>	<input type="checkbox"/> Pause, Pair-Share and Point <small>Wait 3-5 seconds for responses</small>	<input type="checkbox"/> Chin it <small>Whiteboards used</small>	<input type="checkbox"/> Read with me <small>Students read along with the teacher</small>
<b>P</b>	<input type="checkbox"/> Pick a non-volunteer <small>Random and/or strategic selection of students</small>	<input type="checkbox"/> Show it <small>Model concept showing working-out / using manipulatives</small>	<input type="checkbox"/> Gesture with me <small>Kinesthetic gesture, finger spelling, air writing, syllable clapping etc.</small>
<b>L</b>	<input type="checkbox"/> Listen to the response	<input type="checkbox"/> Gestures <small>Hands on heads, actions etc.</small>	<input type="checkbox"/> Pair-Share <small>Student A tells student B, and B tells A</small>
<b>E</b>	<input type="checkbox"/> Effective Feedback <small>Echo if correct, Explain if incorrect.</small>	<input type="checkbox"/> Other <small>Please comment...</small>	<input type="checkbox"/> Attention Signal <small>Eyes front, Back straight, "1 2 3, Look at me" "1 2 Look at you".</small>
			<input type="checkbox"/> Whiteboards <small>Students show understanding on whiteboards, Chin-it.</small> <input type="checkbox"/> Complete sentences <small>Students to us public voice &amp; academic vocabulary</small> <input type="checkbox"/> Pick a non-volunteer

TAPPLE

Checking for Understanding

Engagement Norms



# Refining our Practice with IL's

## EDI Lesson Evaluation & Discussion

+ Positive      ⇒ Constructive feedback

<b>Lesson content: Did the lesson achieve what you intended?</b>	+ →	
<b>Focus areas for future teaching:</b> What should be kept & what could change?		
<b>EDI Structure</b> What areas were implemented well?		
<b>Pacing</b> Was the pace right for understanding & engagement?		
<b>Student Engagement &amp; Behaviour</b> Did all students participate? Redirection/refocus strategies used? Behaviour management strategies used?		
<b>Areas for future development:</b> Subject knowledge, teacher observations etc		
<b>Other notes, feedback or reflection:</b>		

### WATCH YOUR STUDENTS

How close was student behaviour to your goal for an ideal class?	NOT CLOSE				RIGHT ON!
Students were engaged in learning (at least 90% engagement is recommended)	1	2	3	4	5
Students interacted respectfully	1	2	3	4	5
Students talked about learning for an appropriate length of time	1	2	3	4	5
Students rarely interrupted each other	1	2	3	4	5
Students engaged in high-level conversation	1	2	3	4	5
Students clearly understand how well they are progressing (or not)	1	2	3	4	5
Students are interested in the lessons and learning activities in class	1	2	3	4	5

### WATCH YOURSELF

Rate how close your instruction is to your ideal in the following areas:	NOT CLOSE				RIGHT ON!
My praise to correction ratio is at least a 3-to-1 ratio	1	2	3	4	5
I clearly explain the expectations of the lesson or activity	1	2	3	4	5
My corrections are calm, consistent, immediate and explicit	1	2	3	4	5
There was very little wasted time during the lesson	1	2	3	4	5
My questions are appropriate for the learning occurring	1	2	3	4	5
My choice of teaching structures/lesson formats and resources are effective	1	2	3	4	5

**What about the impact on K-2?**



# Years K-2

- Impact on students
  - Students master the code needed for reading
  - Students no longer guess
  - High level of phonemic awareness
  - High level of student confidence
  - Daily warm ups to manage cognitive load
- Impact on Teachers
  - Deeper knowledge of how children learn to read
  - Teacher instruction is crucial - whole class instruction
    - reduced time spent on Guided reading groups or 'Busy work'
  - Time management - eliminating wasted time





# Years K-2 - Literacy

## Kindergarten Morning Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.15am	Roll, Calendar	Roll, Calendar	Roll, Calendar	Roll, Calendar	Roll, Calendar
9.15-9.45am	Initialit - Whole Class Instruction Lesson 30 - /p/ Handwriting	Initialit - Whole Class Instruction	Initialit - Whole Class Instruction	Initialit - Whole Class Instruction	Initialit - Whole Class Instruction
9.45-9.55am	Crunch and Sip	Crunch and Sip	Crunch and Sip	Crunch and Sip	Crunch and Sip
9.55-10.35am	Writing - Weekend Writing	Writing	Writing	Writing	Writing
10.40-11.15am	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Sport

# Decodables

## Our Journey

- Whole-language practices - prior to 2018
- Change to decodables in 2019
- In classroom and moved to home readers
- Used K-2 - Year 2 where required
- Whole class reading - maximise instructional time
- Fluency pairs - Yr 1 and Yr 2.

Decoding Dragon keeps the Guessing Monster away!





# Decodables

- Whole-class decodable structure
  - Review of sounds used in text
  - Sounding out of a range of words found in text
  - Reading of 'tricky' words
  - Pre-comprehension skills
  - A look at any new vocabulary
- Whole class reading or fluency pairs

## Differentiation -

- Fluency focus while mastering the code
- Moving on once code is mastered.

*What about the impact on 3-6?*



# Years 3-6

## Our journey:

- Range of abilities & behaviours
- Rethinking instructional levelled groups & comprehension program
- Moved towards whole-class novel study
- Tier 2 & 3 vocabulary & background knowledge





# Rethinking Guided Reading

BLOCK COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Daily review	Fast paced review of previously taught material (distributed/ retrieval practice): *Vocabulary *Written sentences / grammar & punctuation *Spelling	Fast paced review of previously taught material (distributed/ retrieval practice): *Vocabulary *Written sentences / grammar & punctuation *Spelling	Fast paced review of previously taught material (distributed/ retrieval practice): *Vocabulary *Written sentences / grammar & punctuation *Spelling	Fast paced review of previously taught material (distributed/ retrieval practice): *Vocabulary *Written sentences / grammar & punctuation *Spelling	Fast paced review of previously taught material (distributed/ retrieval practice): *Vocabulary *Written sentences / grammar & punctuation *Spelling
Reading and writing focus  (Not all tasks have to be done each day, the list is an overview of what can/should be covered in reading and writing lessons).	TEXT: *Pre-teach tier 2& 3 vocabulary *Read text as a class *Class discussion *Students read the text in mixed ability pairs while teacher works with a small group of students *Sentence level writing directly linked to text OR *Comprehension strategy directly linked to writing: summarising, forming questions, note taking etc.	TEXT: *Pre-teach tier 2& 3 vocabulary *Read text as a class *Class discussion *Students read the text in mixed ability pairs while teacher works with a small group of students *Sentence level writing directly linked to text OR *Comprehension strategy directly linked to writing: summarising, forming questions, note taking etc.	TEXT: *Pre-teach tier 2& 3 vocabulary *Read text as a class *Class discussion *Students read the text in mixed ability pairs while teacher works with a small group of students *Sentence level writing directly linked to text OR *Comprehension strategy directly linked to writing: summarising, forming questions, note taking etc.	TEXT: *Pre-teach tier 2& 3 vocabulary *Read text as a class *Class discussion *Students read the text in mixed ability pairs while teacher works with a small group of students *Sentence level writing directly linking to text OR *Comprehension strategy directly linked to writing: summarising, forming questions, note taking etc.	TEXT: *Pre-teach tier 2& 3 vocabulary *Read text as a class *Class discussion *Students read the text in mixed ability pairs while teacher works with a small group of students *Sentence level writing directly linking to text OR *Comprehension strategy directly linked to writing: summarising, forming questions, note taking etc.
Writing	Text level writing instruction: *Focus on paragraph/text level: planning, reviewing, writing, editing	Text level writing instruction: *Focus on paragraph/text level: planning, reviewing, writing, editing	Text level writing instruction: *Focus on paragraph/text level: planning, reviewing, writing, editing	Text level writing instruction: *Focus on paragraph/text level: planning, reviewing, writing, editing	Text level writing instruction: *Focus on paragraph/text level: planning, reviewing, writing, editing
Spelling	*Spelling patterns *Morphology- prefixes, suffixes, root words (etymology) *Dictation	*Spelling patterns *Morphology- prefixes, suffixes, root words (etymology) *Dictation	*Spelling patterns *Morphology- prefixes, suffixes, root words (etymology) *Dictation	*Spelling patterns *Morphology- prefixes, suffixes, root words (etymology) *Dictation	*Spelling patterns *Morphology- prefixes, suffixes, root words (etymology) *Dictation
Handwriting (short practice session)	*letter formation with connected text *Handwriting fluency	*letter formation with connected text *Handwriting fluency	*letter formation with connected text *Handwriting fluency	*letter formation with connected text *Handwriting fluency	*letter formation with connected text *Handwriting fluency

## Vocabulary

writhe



Phonemes -

Syllables -

Di/tri/graphs -

**Noun** - make twisting, squirming movements or contortions of the body. <sup>A</sup>

**Etymology** - from the German word *wreathe*; to twist or entwine round something

**Suffix** - writhe**d**      writhe**ing**      writhe**s**

9:00  
10:20

10:40  
11:10



# Differentiation

- Seated in rows- floor and table
- You Do
  - Everybody
  - Mini Challenge
  - Super Challenge
- Think, Pair, Share
- Verbal differentiation - questioning



# Assessment & Data

- Placement tests:
  - InitialLit screeners
  - Spelling Mastery
  - DoE mathematics diagnostic tasks
- Ongoing program assessments:
  - Initalit , MiniLit, MacqLit
  - Spelling Mastery
- External data:
  - SA spelling test
  - WARL & WARP
  - PAT
  - SENA
  - Yr 1 Phonics Screening Check

*How did the data impact on our decisions?*





# Data Impacting our Decisions

**Student are placed at their point of need, not at their grade level**

## **InitialLit**

Screeners identified students should be in an InitialLit level above or below grade level.

## **Spelling**

Spelling Mastery placement test identified students should be in a Level above or below grade level.

## **Maths**

Assessment data was used to place Stage 2 and 3 students, including one student from Stage 1 joining Stage 2 class for maths lessons.

# Impact - Kindergarten

## Kindergarten Initial Screener - Term 1

5.2.2020	6	19	26	4	<b>55</b>	71%
5.2.2020	3	0	1	0	<b>4</b>	5%
5.2.2020	3	3	11	0	<b>17</b>	22%
5.2.2020	5	1	8	0	<b>14</b>	18%
4.2.2020	12	21	24	2	<b>59</b>	77%
5.2.2020	6	0	5	0	<b>11</b>	14%
4.2.2020	15	0	1	0	<b>16</b>	21%
5.2.2020	4	0	18	0	<b>22</b>	29%
6.2.2020	6	0	1	0	<b>7</b>	9%
6.2.2020	8	0	1	0	<b>9</b>	12%
4.2.2020	9	1	1	0	<b>11</b>	14%
6.2.2020	3	0	19	0	<b>22</b>	29%
5.2.2020	11	15	26	4	<b>56</b>	73%
5.2.2020	17	21	25	3	<b>66</b>	86%
5.2.2020	0	0	0	1	<b>1</b>	1%
5.2.2020	19	12	19	0	<b>50</b>	65%
5.2.2020	9	3	9	0	<b>21</b>	27%

Phonological awareness (20)	
Letter-sound knowledge: Sound (26)	
Letter-sound knowledge: Name (26)	
Reading words (5)	

## Kindergarten Initial Screener - Term 4

30.10.2020	20	26	26	5	<b>77</b>	100%
30.10.2020	16	20	13	4	<b>53</b>	69%
30.10.2020	20	26	26	5	<b>77</b>	100%
30.10.2020	18	26	24	5	<b>73</b>	95%
30.10.2020	20	26	26	5	<b>77</b>	100%
2.11.2020	20	26	25	5	<b>76</b>	99%
2.11.2020	20	26	26	5	<b>77</b>	100%
2.11.2020	20	25	24	5	<b>74</b>	96%
2.11.2020	20	25	25	5	<b>75</b>	97%
2.11.2020	20	26	25	5	<b>76</b>	99%
30.10.2020	20	26	26	5	<b>77</b>	100%
2.11.2020	20	26	26	5	<b>77</b>	100%
30.10.2020	20	26	26	5	<b>77</b>	100%
30.10.2020	20	26	26	5	<b>77</b>	100%
2.11.2020	20	26	26	5	<b>77</b>	100%
2.11.2020	20	26	26	5	<b>77</b>	100%
2.11.2020	18	24	22	5	<b>69</b>	90%
30.10.2020	18	26	26	5	<b>75</b>	97%
25.11.2020	17	26	25	5	<b>73</b>	95%
25.11.2020	15	26	26	5	<b>72</b>	94%



# Impact - Year 1 Phonics Screening Check

**2019**

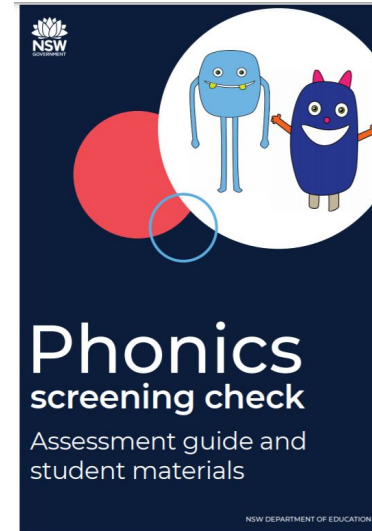
- 50% of students at or above Benchmark

**2020**

- 75% of students at or above Benchmark

**2021 (anticipated)**

- 95 -100% of students at or above Benchmark





# Impact - Year 1

Beginning of 2018

**55%** of Year 1 students  
accessing Tier 2 intervention

Beginning of 2021

**0%** of Year 1 students  
accessing Tier 2 intervention

## Year 1 - Cumulative Review - Term 1, 2021

31.3.21	10	5	50	10	10	85	100%
31.3.21	10	5	50	8	9	82	96%
31.3.21	10	4	49	3	8	74	87%
31.3.21	10	5	49	8	10	82	96%
31.3.21	10	5	50	7	10	82	96%
31.3.21	10	5	50	8	10	83	98%
31.3.21	9	5	49	4	8	75	88%
31.3.21	10	5	48	4	9	76	89%
31.3.21	10	5	50	7	10	82	96%
31.3.21	10	5	48	3	9	75	88%
31.3.21	7	4	41	5	9	66	78%
31.3.21	10	5	50	9	10	84	99%
31.3.21	10	5	50	10	9	84	99%
31.3.21	10	5	50	9	10	84	99%
31.3.21	10	5	50	8	10	83	98%
31.3.21	8	4	45	0	4	61	72%



# Impact - Year 2

## Year 2 - Initial Screener - Term 1 2021

8.2.21	35	9	26	129	10	8	0	217	79%
4.2.21	40	10	29	128	18	14	16	255	93%
8.2.21	37	9	26	131	12	13	5	233	85%
4.2.21	39	10	30	137	15	13	19	263	96%
4.2.21	40	10	30	140	19	15	20	274	100%
8.2.21	40	9	30	138	8	12	5	242	88%
8.2.21	27	9	24	129	11	8	11	219	80%
4.2.21	40	10	30	140	20	15	19	274	100%
4.2.21	39	10	30	140	20	15	19	273	99%
4.2.21	40	10	30	140	16	15	17	268	97%
4.2.21	40	10	30	139	18	15	19	271	99%
4.2.21	40	10	30	140	20	15	20	275	100%
8.2.21	40	10	30	140	18	14	15	267	97%
4.2.21	40	10	30	140	20	15	19	274	100%
4.2.21	40	10	30	140	18	12	14	264	96%
4.2.21	40	10	30	140	20	15	20	275	100%
8.2.21	40	10	30	140	19	14	17	270	98%
4.2.21	40	10	30	140	20	15	20	275	100%

## Year 2 Reading Check - Term 4 2020

Date	Reading regular words (20)	Reading non-words (10)	Reading tricky words (20)	Passage reading 1 (150)	Passage reading 2 (155)	Total (355)	Total (%)
	17.8	8.3	19.3	146.4	151.9	344	97%
4.12.20	20	10	20	150	155	355	100%
9.12.20	18	7	20	145	153	343	97%
14.12.20	17	8	20	142	153	340	96%
11.12.20	12	6	17	141	148	324	91%
14.12.20	19	7	20	149	155	350	99%
10.12.20	20	10	20	148	153	349	98%
11.12.20	13	5	17	138	145	318	90%
3.12.20	20	9	20	150	154	353	99%
10.12.20	19	8	19	145	154	345	97%
3.12.20	20	10	20	149	154	353	99%
7.12.20	20	9	20	150	155	354	100%
3.12.20	20	10	20	150	155	355	100%
7.12.20	17	8	20	149	155	349	98%
8.12.20	16	2	20	149	155	342	96%
9.12.20	19	10	20	148	154	351	99%
3.12.20	19	9	19	145	154	346	97%
15.12.20	19	8	20	150	155	352	99%
3.12.20	20	10	20	150	154	354	100%
9.12.20	18	10	20	145	155	348	98%
11.12.20	15	5	17	143	143	323	91%
15.12.20	9	7	16	136	137	305	88%
8.12.20	20	10	20	148	155	353	99%
10.12.20	20	10	20	149	155	354	100%
10.12.20	17	10	18	147	140	332	94%

# Impact - Spelling

Year 3 and 4

Dec - Feb = growth in spelling age over 9 teaching months (including 3 school holidays/6 weeks)

FEB		JUNE		DEC		CURRENT AGE	ADDED VALUE in 9 MONTHS	SPELLING AGE ABOVE CHRONOLOGICAL AGE?
SCORE /70	SPELLING AGE	SCORE /70	SPELLING AGE	SCORE /70	SPELLING AGE			
		39	9y 9m	45	12y 2m	11y	2 years 5 months	
35	9y 4m	41	10y 11m	39	10y 2m	9y 4m	10 months	
34	9y 1m	36	9y 6m	39	10y 2m	9y	1 year 1 month	
27	7y 6m	29	7y 11m	38	10y 2m	9y 2m	2 years 8 months	
36	9y 6m	39	10y 5m	40	10y 8m	8y 6m	1 year 2 months	
44	11y 10m	58	>16y	56	>16y	10y 5m	> 4 years 2 months	
35	9y 4m	39	9y 9m	41	10y 11m	10y 2m	1 year 7 months	
33	8y 10m	41	10y 11m	44	11y 10m	9y 7m	3 years 1 month	
32	8y 7m	32	8y 7m	37	9y 11m	9y 11m	1 year 4 months	
52	14y 11m	59	>16y	57	>16y	10y 10m	> 1 year 1 month	
11	<6y	18	6y 7m	34	9y 1m	10y 0m	>3 years 1 month	
40	10y 8m	48	13y	46	12y 5m	8y 10m	1 year 7 months	

80% made more than expected growth

11	<6y	18	6y 7m	34	9y 1m	10y 0m	>3 years 1 month
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35	9y 4m	43	10y 8m	41	10y 11m	10y /m	1 year / months	
38	10y 2m	46	11y 2m	38	10y 2m	10y 3m	0	
34	9y 1m	44	11y 10m	41	10y 11m	8y 9m	1 year 10 months	
39	10y 5m	42	10y 5m	44	11y 10m	10y 4m	1 year 5 months	
31	8y 4m	33	8y 8m	37	9y 11m	11y 3m	1 year 7 months	
		36	9y 3m	38	10y 2m	10y 7m	11 months	
		36	9y 3m	38	10y 2m	9y 4m	11 months	
37	9y 11m	42	10y 5m	40	10y 8m	11y 5m	9 months	
47	12y 8m	54	13y 8m	48	13y	10y 0m	2 months	
30	8y 1m	38	9y 6m	40	10y 8m	10y 8m	2 years 7 months	

What about maths?



# Impact - Spelling

## Year 1 InitialLit 2020 June - Dec

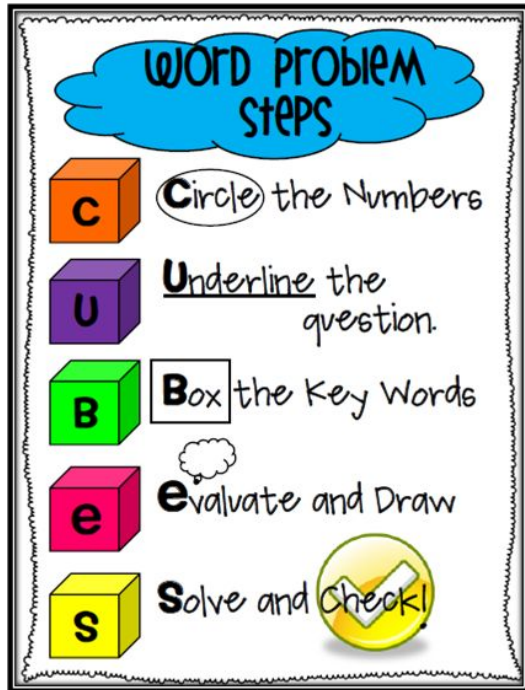
June to Dec = growth in spelling age over Term 3 & 4

FEB FORM A		JUNE FORM B		DEC FORM A		CURRENT AGE	ADDED VALUE	SPELLING AGE ABOVE CHRONOLOGICAL AGE
SCORE /70	SPELLING AGE	SCORE /70	SPELLING AGE	SCORE /70	SPELLING AGE			
		15	6y 2m	24	7y 1m	6y 6m	11 months	YES
		16	6y 3m	32	8y 7m	7y 4m	2 years 4 months	YES
		16	6y 3m	26	7y 4m	7y 5m	1 year 1 month	NO
				38	10y 2m	7y 3m		YES
		27	7y 6m	35	9y 4m	6y 6m	1 year 10 months	YES
		27	7y 6m	33	8y 10m	6y 10m	1 year 4 months	YES
		24	7y 1m	36	9y 6m	7y 2m	2 years 5 months	YES
		27	7y 6m	38	10y 2m	6y 10m	2 years 8 months	YES
		19	6y 6m	33	8y 10m	7y 4m	2 years 4 months	YES
		25	7y 2m	35	9y 4m	6y 4m	2 years 2 months	YES
		26	7y 4m	32	8y 7m	7y 2m	1 year 3 months	YES
		20	6y 7m	29	7y 11m	7y 1m	1 year 4 months	YES
				25	7y 2m	7y 4m		NO
		32	8y 7m	39	10y 5m	6y 6m	1 year 10 months	YES
				18	6y 5m	7y 2m		NO
				31	8y 4m	7y 6m		YES
		7	<6y	26	7y 4m	6y 7m	> 1 year 4 months	YES

Almost all have a spelling age higher than their chronological age

More than 80% made more than expected growth

# Impact - Maths 2020



- Students with the key skills to do problem solving
- introduced CUBES across the school formative assessment - adjustments made on the spot
- Warm ups allow students to access harder concepts
- Not starting topics from beginning
- Tracking from SENA - moving to IfSR





# Impact of EDI

- Behaviour management through explicit instruction
  - Engaging all students
  - Investing time to teaching the routines first
  - High expectations of students
  - Consistency in all classrooms
- Prioritising the core skills of literacy and numeracy
  - Meeting students at their current needs
  - Streamlining timetables across the school



# Impact of EDI

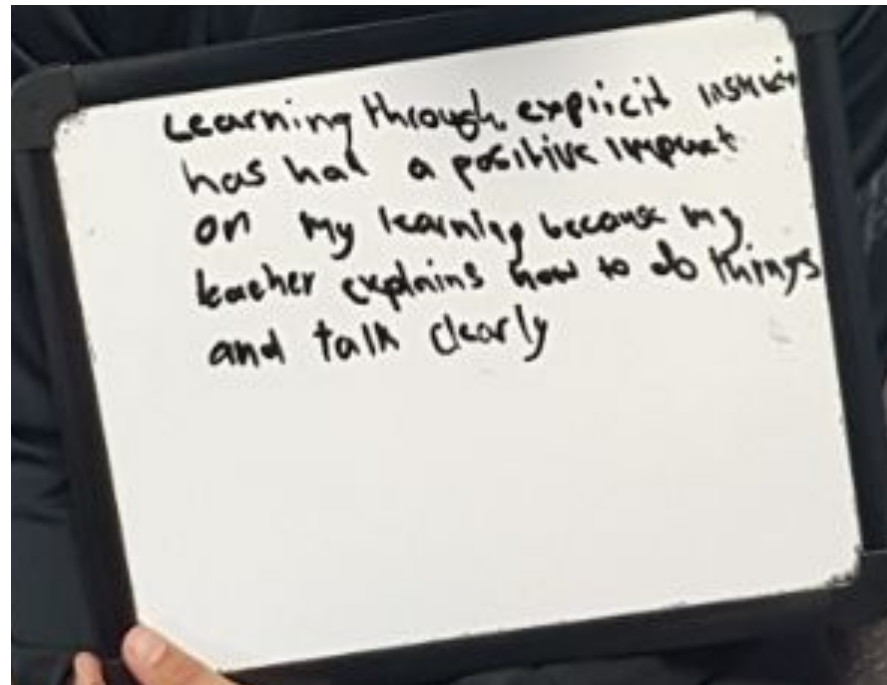
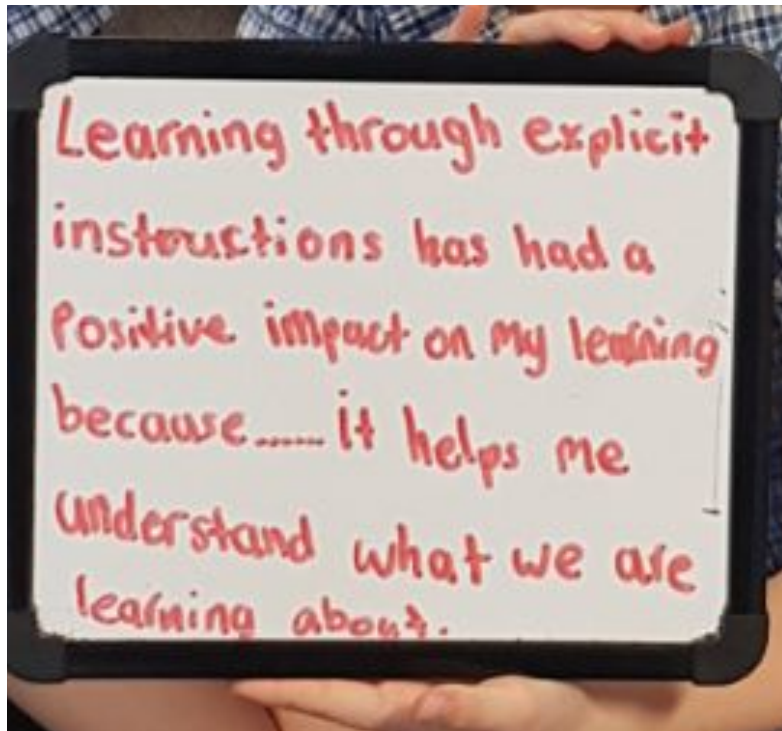
- **Teacher confidence**

- behaviour
- content
- open to collaboration
- more open to feedback

- **Student confidence**

- access the learning
- articulate what and why they are learning
- Solid understanding of key facts
- Feeling successful

# Student reflections on EDI

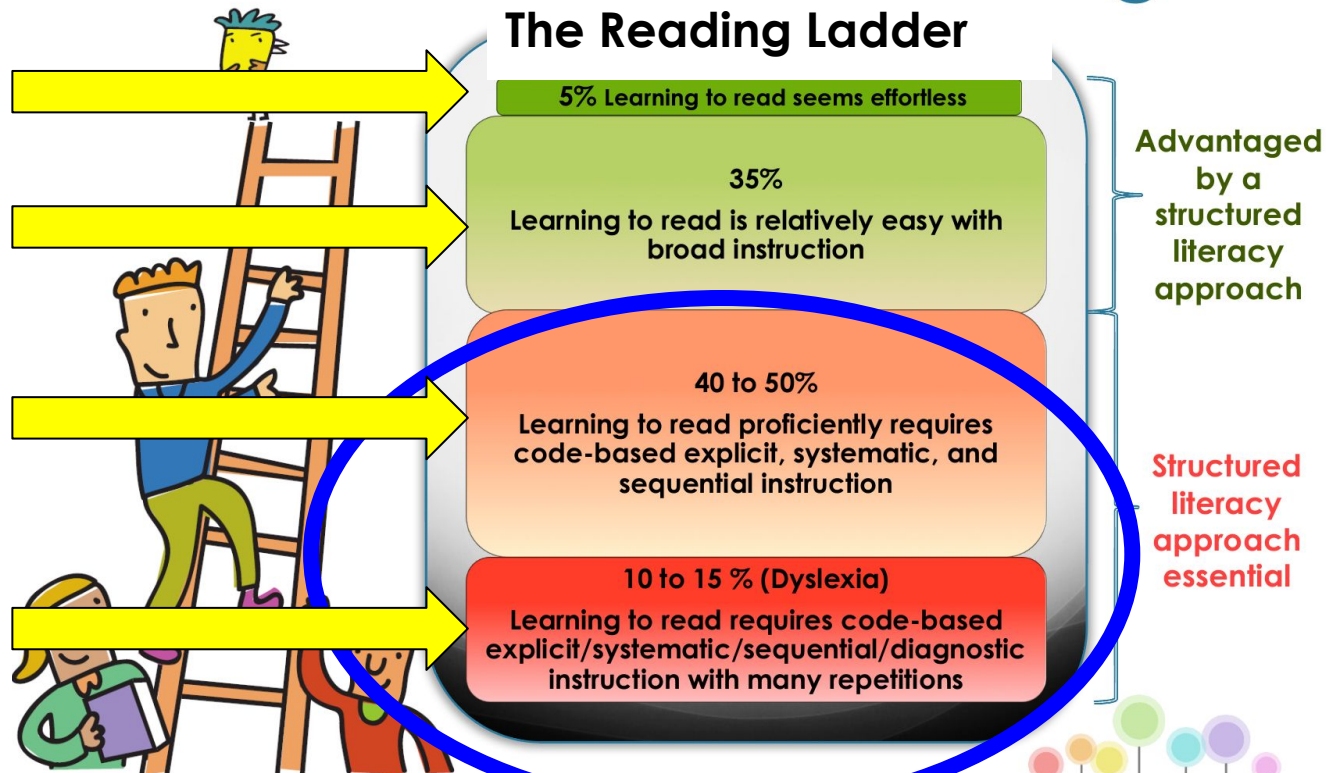


Learning through  
explicit instructions  
has had a positive impact  
on my learning because  
there is no big pressure  
to get things right or  
wrong.

Learning through explicit  
instruction has had  
a positive impact  
on my learning because  
I don't have to guess  
answers any more.

# Challenges & Responses

What if a school is already teaching reading successfully?





# Challenges & Responses

- New and changing staff
- New students enrolments
- Time constraints

*What about resistant  
and reluctant staff?*



# Parent communication / feedback

## Newsletter

- EDI lessons filmed and embedded
- School focus areas communicated.

## 2020 Tell Them From Me survey responses

- *“My child is happy and confident with the teaching and likes to share his achievement in school”*
- *“...my son has improved with his school work school and actually enjoys going to school. He has so much confidence doing his homework by himself - thank you so much...”*
- *“Explicit Direct Instruction gives my child a clear picture of what to learn and what he can achieve at his own pace, which helps with his confidence.”*



# Teacher feedback

## 2020 Tell Them From Me survey responses

- *“I have seen an improvement in student achievement. Students are retaining content and producing work of a higher standard.”*
- *“Students now understand why they are learning skills/knowledge... I believe it has increased the expectations across the school, with all students expected to be engaged and participate in learning - no longer passive or able to 'opt out' of the learning.”*
- *“ EDI has led to greater consistency across the school.”*
- *“Engagement norms keep students on task and ready to answer questions. Behaviour management is minimal and there is much less disruption.”*





# Resistant and reluctant staff

- WHY = HOW
- TIME
- SUPPORT
- LIFE-LONG LEARNING *When we know better, we do better.*
- DATA
- THE EVIDENCE BASE
- CONSOLIDATE EACH STEP
- CHANGE FATIGUE
- LET GO

I NEVER  
LOSE,  
I EITHER  
WIN *or*  
LEARN.

*–Nelson Mandela*

*Where to next in 2021?*



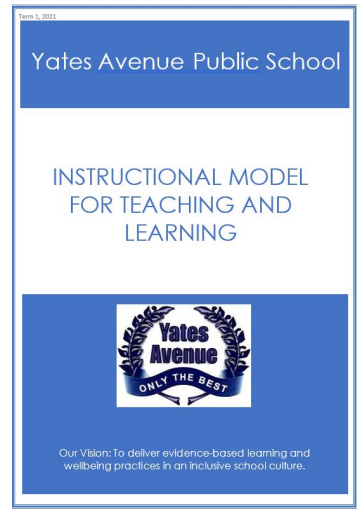
# Resistant and reluctant staff

- Be mindful of change fatigue
  - Be mindful of *pace*
  - *replace* rather than *add on*
- Let go of things that don't add value
- Let go of things that do not have a solid evidence-base. Just stop it or get rid of it.



# 2021 - Where to next ?

- PL in technology to support EDI practices
  - overhead document camera (I Do)
  - 'Swivl' camera for teacher reflection / coaching
- Teacher PDP (Performance & Development Plan) goals linked to EDI
- Instructional model document for new staff / prac students
  
- Term 2 - parents observing Kinder reading lesson





# Where to next? 2021-2024

## Strategic 1 - Student growth & attainment

1. Science of Reading practices:
  - systematic, synthetic phonics K-2 .
  - vocabulary lessons P-6
  - Scarborough's Reading Rope - lang. comp & word recognition
2. Direct Instruction spelling program in Years 1-6.
3. Word-based problem solving using CUBES in K-6.
4. Science of Learning practices:
  - daily warm ups using spaced, interleave and retrieval practice.
  - explicit teaching with carefully paced explanations to reduce demands on working memory.



# Visiting Yates Avenue PS

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# Questions?



or

