

## CASE A: 'On the Money' Primary School

<p><b>On the Money Primary School:</b></p> <p>Over the past few years <b>On the Money</b> has improved its conditions for learning by investing in behaviour support and the development of a supportive school environment. Having secured stability here, the focus shifted to an extensive analysis of school data and NAPLAN student outcome data which have underscored the need for a shared pedagogy for the teaching of reading comprehension.</p>		
<p><b>Reading Focus</b></p> <p>-----</p> <p><b>Evidence Based Need:</b> Intensive Comprehension Instruction</p>	<p><b>Intervention Waves</b></p> <p>-----</p> <p><b>Wave 1: all students</b> Whole school comprehension strategy</p> <p><b>Wave 2:</b> <b>students identified through</b> TORCH data (Years 4-7) IPI (Years 2-7) PM Benchmarks (Years 1-2) Year 2 Net Validation and NAPLAN</p> <p><b>Wave 3: students</b> IEPs</p>	<p><b>Strategies</b></p> <p>-----</p> <p>Provide resources such as comprehension strategy charts. Ensure explicit teaching of comprehension strategies occurs in every classroom.</p> <p>Provide professional development and coaching in active comprehension strategies.</p> <p>Semester 1: students in years 3, 5, 7 taught in small group withdrawal, 1 hour x 3 times per week, based on explicit comprehension needs involving support personnel and teacher aides using set lesson plans to teach active comprehension strategies</p> <p>Semester 2: process repeated for students in years 4 and 6.</p> <p>Daily 30 minimum in-class support with an explicit phonics and word attack skills program to assist with decoding and to enable students to focus on meaning. Explicit teaching for individuals in groups of up to 5 facilitated through the use of support personnel and technology.</p>

## CASE B: 'Up and Up' Primary School

<p><b>Up and Up Primary School:</b></p> <p>In recent years <b>Up and Up</b> has been a bit 'down and out', experiencing periods of turbulence with lack of continuity in the leadership team. This has led to a lack of shared understanding among staff of the expectations regarding literacy learning and teaching. The need for an English scope and sequence 'curriculum map' across the primary years has been recognised and staff ownership and implementation of newly developed English programs is a focus for 2010.</p>		
<p><b>Reading Focus</b></p> <p>-----</p> <p>Enhancing Comprehension Skills in the Middle Phase of Learning</p>	<p><b>Intervention Waves</b></p> <p>-----</p> <p><b>Wave 1: all students</b> Implementation of literacy block with students in years 4, 5, 6.</p> <p>Explicit Teaching of 12 comprehension strategies</p> <p><b>Wave 2: students in years 3-6 needing additional support</b></p> <ul style="list-style-type: none"> <li>- as identified through disciplined dialogue</li> <li>- Explicit Teaching of 12 comprehension strategies for these Wave 2 students</li> </ul>	<p><b>Strategies</b></p> <p>-----</p> <p>Prescriptive Literacy Blocks organised and implemented across the school with a focus on implementing agreed school programs.</p> <p>Continuous focus on comprehension strategies in English but also across the curriculum. Supported by regular in-service activities for staff including the use of Disciplined Dialogue related to data on comprehension.</p> <p>2 x 30 minute lessons per week during literacy blocks with class teachers supported by the Literacy Initiative Teacher</p> <p>Parent information sessions and publication of a booklet for parents to support comprehension work done in school.</p>