

Governing Council Education Update

Tuesday 16th June 2022

Literacy:

In 2022 new literacy initiatives have been introduced across the school with a focus on the Early Years.

Nest:

All teachers have undertaken professional learning to implement the **PreLit** and **InitiLit** programs. These programs are highly structured, evidence based, sequential and provide explicit instruction on foundational literacy skills (e.g. vocabulary, phonics, phonological awareness).

Each home group (Preschool and Reception) has daily literacy group time and adjustments in place to provide additional learning support for identified children. Midyear Reception assessment indicates over 70% of children have developed the expected literacy skills and understandings. Based upon the success of this initiative we are exploring the potential for the InitiLit program to be extended into Year 1 and 2.

Literacy Support:

In 2022 a Literacy Support Team was established and reading support programs implemented to support students who are identified as requiring additional reading instruction. Jo Statton (AET) and Jill Ozols (Literacy Support) attended a 2-day intensive training course enabling them to implement and deliver the **MiniLit** (Broad Street) and **MacqLit** (New Street) program to 36 students in Semester 1.

This intervention has been very well received with positive feedback from families about their child's progress, children's enthusiasm to participate, and teacher's comments about the growth in confidence shown by children.

We are currently in the monitoring and evaluation stage in preparation for Semester 2 (eg. looking at growth for each participant). Our initial scan indicates strong growth for the high majority of children who are engaged in the sessions.

Year 1 Phonics Screen:

In mid Term 3 all Year 1 students are involved in a statewide Phonics Screen (short reading assessment delivered by the classroom teacher) which helps to assess children's phonics knowledge and foundational reading skills.

In 2022, we are expecting a growth in student achievement due to the synthetic phonics and targeted reading program being implemented across the Early Years. The table below summarises the results from the Year 1 Phonics Screen since 2019.

	2019 51 children	2020 46 children	2021 34 children	2022 35 children
Children reaching SEA (SEA = educational standard) (Score: 28 out of 40)	4 children (8%)	7 children (17%)	13 children (38%)	Target is above 50%
Average score (max 40)	6	14	21	
Score of 0	14 children (27%)	8 children (17%)	4 children (11%)	Predicted 2 children
Score below 10	25 children (49%)	24 children (52%)	9 children (26%)	Predicted 4- 6 children

Investigation (Inquiry Based Learning / Integrated Studies):

In 2022 all classes have adopted a consistent inquiry model based upon Kath Murdoch's work (an expert in the field). Inquiry model has 6 stages (1. Tuning In, 2. Sorting Out, 3. Finding Out, 4. Going Further, 5. Drawing Conclusions, 6. Taking Actions).

A 2 Year Inquiry scope and sequence has been developed with staff and identifies cross curricular links (referenced back to Australian Curriculum) and a consistent focus for each term. This framework allows for breath and depth of coverage across the curriculum, whole school connection to be made and consistency of learning for students.

As part of our Site Improvement Plan, we are building our knowledge about and application of formative assessment that is linked through all areas of learning. This is critically important to support a teachers planning and evidence collection of a child's progress.

Goal Setting:

Staff have undertaken collective professional learning about the importance and effectiveness of goal setting with children.

Goals setting, helps to motivate students, connect them to their learning and is proven as a high impact learning strategy.

Goal setting often provides a child the purpose and urgency to master a skill or concept. Our students are currently working through the 'Monitoring and Reflection' stage in readiness for Semester 2 and 3-Way Conferences.

In term 1 all teachers supported children to identify learning goals in 3 areas: Literacy, Numeracy and Personal Wellbeing. These goals have been recorded, shared with families and made visible in classrooms.

Staff are currently working with students to review the goals made in term one, to identify success points, next steps, strategies and if relevant update goals.

Life Science Centre:

Students from Pre-school to Year 6 participate in weekly Life Science and Sustainability lessons consisting of 3 interrelated strands of cooking, gardening and animal science that integrate and are assessed against the Australian Science Curriculum.

A strong sustainability focus ties all strands together with a central theme each term. Term 1 focuses on resources, term 2 climate, term 3 ecosystems and term 4 food and fibre.

Through scientific inquiry vocabulary, oral language and comprehension skills are specifically taught. Pre and post vocabulary assessment supports students to identify areas of growth and stretch, and set goals for the term.

Jessica James from Cook n Create in weeks 4 and 5, and Rebecca Mumford Greenhill Living in week 6 support the program by collaboratively offering learning experiences that compliment student learning and topics taught each term.

Students have seen great engagement and progression in their cooking and gardening skills, and ability to apply learning and taught vocabulary across contexts, while utilising all the amazing resources and natural spaces that we have at Alberton Primary School.

It is the programs goal to build a positive culture of respect for the environment among staff, the community and students with the aim of building more sustainable futures for our school, local community and boarder community.

We are working hard to build strong partnerships in the community to provide students hands-on real-world learning opportunities with the Semaphore and Largs Dunes Group, the BINSHIFT program and Aquasave who support the breeding of our Southern Purple Spotted Gudgeons.

We will report on our Maths progress in Term 3.