



# Durack State School Strategic Improvement AGENDA



Developing Performance Plans

CAPACITY BUILDING  
Collegiality

Instructional Leadership

BUILDING COMMUNITY PARTNERSHIPS

RECOGNISING DIVERSITY

## MINILIT & MACQLIT

- Evidenced based, early Literacy program – effective model for teaching reading
- Provides reading instruction for struggling readers – at risk students
- Practical, explicit and systematic
- On-going monitoring through regular assessment

MINILIT Year 1 & 2 (80 lessons)

- Text reading, story book reading
- Use positive teaching strategies to develop phonemic awareness – learning to blend and segment
- Emphasis on building thorough sound letter correspondence
- Align letters and sounds with introduction of high frequency words

MACQLIT Y3-6 (122 lessons)

- Focus on phonics, or word identification, supported by connected reading text to ensure skills are generalised to reading
- Build vocabulary and comprehension skills
- Reinforced reading program to build fluency

## VOCAB SOS – Whole Class Robust Vocabulary Instruction

- Research shows that children who hear and use fewer words require explicit and targeted instruction
  - Our bilingual population means that many children have limited exposure to English outside school
  - Vocabulary development is one of the highest predictors of academic success and literacy learning
  - We need a daily program that is high impact and integrated into other key learning areas
1. Daily lessons: as part of literacy block runs year round in years 1-3
  2. Explicit teaching of tier 2 vocabulary with high curriculum mileage
  3. Intentional revision of words learned each week/term
  4. Strong contextual base: use of 'sensational sentences' encouraged
  5. Supported transfer: students rewarded for hearing or using 'power words' when talking/writing
  6. Build a core vocabulary of tier 1 words
  7. Use Core Vocab to answer questions. and speak in sentences and retell stories taught in class
  8. Develop phonological awareness and concepts about print

DATA DRIVEN



RESEARCH BASED

Improving Student Outcomes

Explicit Instruction

## Story Club

Oral language screener for all Preps, 'red flags' prioritises understanding & using language in home and/or English receive small group intervention. Focussing on:

- Active listening
- Developing vocabulary around familiar class stories – people, actions, places, times, objects
- Answering questions about class texts using target vocabulary
- Improve sentence structure, focusing on increased length and complexity
- Putting sentences together to retell a familiar class story

## Extension Programs

Improving our Upper 2 Bands through Identification of students and on going monitoring. Programs include:

- Robotics and coding
- Research and debating
- After school robotics program
- Maths challenge coaching
- Distant Ed extension online literacy
- Indigenous online learning
- Maths Challenge
- Robotics and coding competition
- Lunchtime extension programs

## Story Bridge

1. Make Links between home language and English.
2. Build a core vocabulary of tier 1 words
3. Use Core Vocab to
  - Answer questions and speak in sentences
  - Retell stories taught in class
4. Develop phonological awareness and concepts about print
  - Team work – Teachers, Teacher-Aides Speech, HOC, Pathologist, Master Teacher,
  - Embedded program in literacy block
  - Literature based differentiated approach
  - Coaching and Support

## Prep Phonics Program

Our Prep Phonics program provides a consistent and balanced approach to the teaching of phonics instruction that includes:

- Integrated components of Jolly Phonics, MINILIT and Words Their Way
- Explicit teaching of letter sound and symbol using warmups, letter/sound sorts and interactive whiteboard resources
- Use common language, actions, set scope & sequence, lesson delivery
- Targeted segmenting and blending – hand actions from MINILIT
- Consolidated phonological awareness skills through the Prep Oral Language Program – Story Bridge

The Phonic program includes:

- Daily warm up using familiar sounds
- Daily blending and segmenting practice
- Introduce 3 letter sounds per week
- Daily handwriting and letter formation practise
- Identify and use letter sounds in reading, writing and follow-up activities

## SCHOOL WIDE POSITIVE BEHAVIOURAL SUPPORT

Shared Values

Trust

Relationships

High Expectations

On Task Behaviour

