



*Best Practice and
Innovation in
Literacy and
Numeracy*

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4 DECS STRATEGIC DIRECTIONS IN LITERACY AND NUMERACY

❖ **Curriculum and pedagogy**

All teachers are responsible for Literacy and Numeracy outcomes.
Literacy and Numeracy across the curriculum.

❖ **Assessment and intervention**

Evidence and teacher judgement are critical.
Intervention and individual learning plans.

❖ **Leadership and professional learning**

Deep curriculum knowledge of leaders.
Whole school approaches and whole school planning.

❖ **Accountability and resources**

Attention to raising the bar and closing the gap.
Addressing underachievement is a school, district and state responsibility.

PROVEN PROGRAM DESIGN RESULT IN RESULTS

- ❖ Long term commitment (more than one year – up to 3 years) from the provider and schools and building on the investment creates capacity and sustainability.
- ❖ Voluntary commitment from schools and teachers: no coercion.
- ❖ Full time specialists, to act as mentors at the local level, not burdened by extraneous administrative tasks.
- ❖ Focus on a particular cohort of students.
- ❖ Whole school approaches.
- ❖ Blending the central and the local.
- ❖ Concurrent evaluation.

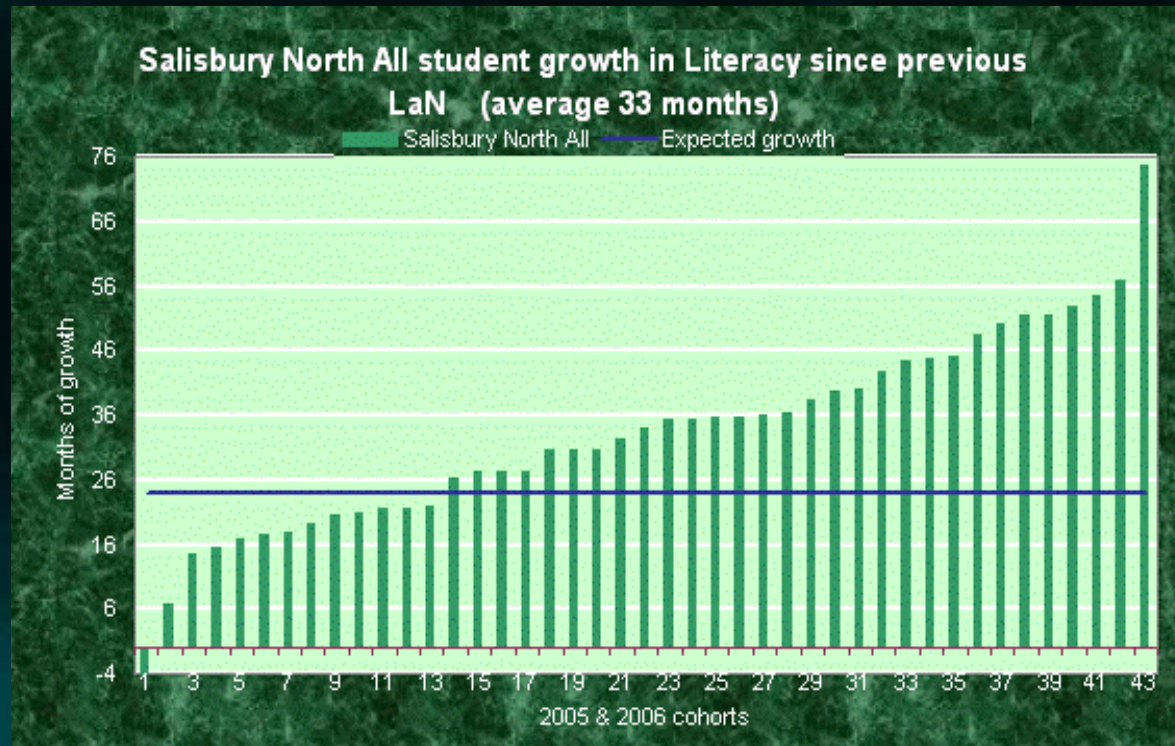
PROGRAM INNOVATIONS

Maths for Learning Inclusion, Accelerated Literacy (previously Scaffolded Literacy) and the Early Years Literacy Program

- ❖ Each program provides expert teacher coordinators who work alongside classroom teachers in cluster schools.
- ❖ Extensive central support for coordinators through shared planning and professional learning.
- ❖ Buy-in from Principals and service agreements for accountability.
- ❖ Use of valid and reliable data for local decision making.
- ❖ Access to state, national and international experts as well as local networks.
- ❖ Focus on pedagogy.
- ❖ Focus on low SES and Aboriginal students.

ACCELERATED LITERACY

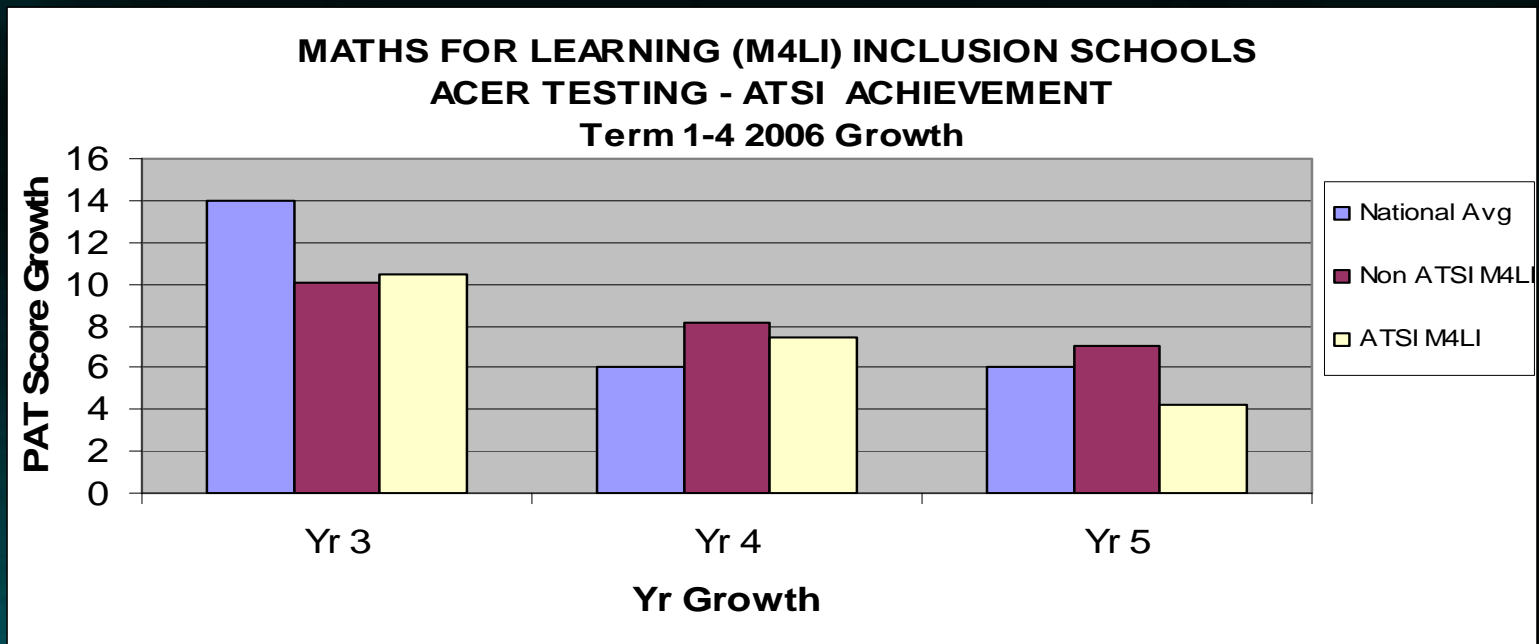
- ❖ This graph represents all Salisbury North PS Year 7 students in 2005 and 2006 who completed two consecutive LaN Literacy tests
- ❖ 70% have shown more than the expected growth of 24 months
- ❖ The median point is 34 months, almost 1.5 times the expected growth



MATHS FOR LEARNING INCLUSION SCHOOLS – ACER TESTING PATMATHS SCORES FOR NON-ATSI AND ATSI STUDENTS AS COMPARED TO NATIONAL AVERAGE GROWTH

These scores indicate higher than national average growth for

- ❖ both ATSI & non-ATSI students at year 4
- ❖ at year 5 greater growth for non-ATSI students



Program Innovations cont

Supporting Improved Student Achievement (SISA)

- ❖ Identifies schools who consistently, over time, have high numbers of students not achieving Literacy and Numeracy national benchmarks.
- ❖ A research pilot to identify both school and central operational, pedagogical and leadership strategies that assist or hinder school improvement.
- ❖ Uses Maths for Learning Inclusion and Accelerated Literacy program design, including concurrent outside evaluation.

YEAR 9 SUPPORT

- ❖ First year of year 9 literacy and numeracy tests.
- ❖ Pre test support for all year 9 teachers to understand the structure of tests and what they can tell about student achievement.
- ❖ Post test support for all year 9 teachers to understand, read and analyse test data and plan for intervention.
- ❖ Ongoing access to centrally provided professional learning aimed at building teachers' knowledge of aspects of literacy and numeracy across learning areas.