



Howrah Primary School
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Background

Howrah Primary School is committed to its motto *Every child every day, every chance*. This commitment is exemplified in the whole school approach to the teaching of literacy. Shared beliefs and understandings have been agreed upon by teaching staff and remain the central point of reference for the literacy program. Seven intersecting aspects of literacy have been identified as being integral to the success of the school's literacy program. These are: clear articulation of teaching programs at grade level, early intervention, ongoing intervention, extension, professional learning, parents as partners and school organisation.

Lexia was introduced to teaching staff as a powerful tool to support all students in the acquisition of independent literacy skills. Lexia features in the areas of class programs, early intervention, ongoing intervention and extension.

Lexia as part of the Howrah Primary's Whole School Literacy Program

- 2007 - Lexia was trialled with Year 3 students at Howrah Primary School
- 2008 - Student performance data shared with teaching staff
 - Training of teaching staff in the use of Lexia as a diagnostic tool to input into teaching programs
 - All students below or close to bench mark were assessed using Lexia Quick Reading Test and placed appropriately on the software.
 - All teachers were given the opportunity to place other students in their class on Lexia
 - At the end of Term 1 all classroom teachers participated in a literacy conversation of 30 minutes with the literacy teacher and the principal/ assistant principal to look at the Lexia diagnostics, learn how to read them and how to use the data to plan explicit teaching for individual or groups of students.
 - Howrah Primary School gained a \$5000 grant to explore the use of Lexia as part of the whole school literacy plan. This money was used to employ a literacy teacher to continue the Literacy Conversations, throughout Term 2. The Literacy Conversations were timetabled on a three week rotation.
 - Literacy Conversations continued to facilitate teachers to use Lexia data to plan explicit literacy teaching to meet the identified needs of their students. All teachers were supplied with a folder of explicit teaching material to support their teaching strategies. Teachers also added to this bank of resources.
 - The literacy teacher/ Assistant Principal demonstrated the use of the literacy resources within the classrooms for teaching staff.
 - In Term 3, the school funded the Literacy Conversations to continue. All available data - Lexia, NAPLAN, PAT testing, reading levels - was looked at to specifically plan for individual and group teaching to meet identified student needs. Lexia diagnostic graphs were provided to all teachers as one reference for student reports.

- Records were kept of each Literacy Conversation and added to on each subsequent conversation. Follow up regarding agreed courses of action concerning teaching and learning programs was also undertaken.
- 2009
- It is planned that each class teacher will be allocated a literacy co-teacher to work alongside them in their respective classrooms, to collaboratively plan and to explore a range of evidence based strategies to meet student need. Once in place, it is planned that grade group teachers will meet on a rotational rostered basis to discuss and deliberate student performance data and how best to address student need.

Outcomes

- Teachers were monitored to ensure they put the students on Lexia to protocol.
- Teachers began planning their literacy teaching based on data and to match student need.
- Teachers became independent at reading data and linking it to their teaching.
- Teachers became interested in new literacy materials and how to use it with their students.
- Literacy specialists on staff were invited into classroom to model best practice.
- Lexia has now become integral to classroom literacy programs and has widened the repertoire of teaching strategies within class literacy programs
- Student performance data reflects the effective teaching and learning of literacy
- All student progress has been closely monitored to ensure no student does not make expected progress in literacy
- In a survey, teaching staff reported greater understanding of literacy acquisition, being more able to specifically plan to address student need and further enthusiasm for their literacy program.

Anne Hay
Principal
Howrah Primary School