Victorian Academy
of Teaching and Leadership

Churchill Primary School

VICTORIA State Government | Department of Education

Independent Schools Victoria

CECV

Churchill Primary School

- Churchill Primary School is set in the Latrobe Valley two hours east of Melbourne

- The school has an SFOE of .68 which means most students come from low socioeconomic demographic: trauma, domestic violence, generational poverty

- We have 210 students, but population is transient

- ES in each classroom, and we are well equipped with human resources

Achieving and maintaining consistency in instruction at CPS

"A bad curriculum well taught is invariably a better experience for students than a good curriculum taught badly: pedagogy trumps curriculum." Dylan Wiliam

Achieving and maintaining consistency in instruction at CPS

Results – Grade 3 reading

Top 2 band students in 2022 (%) ⓘ
For students in **Year 3**, **Reading**
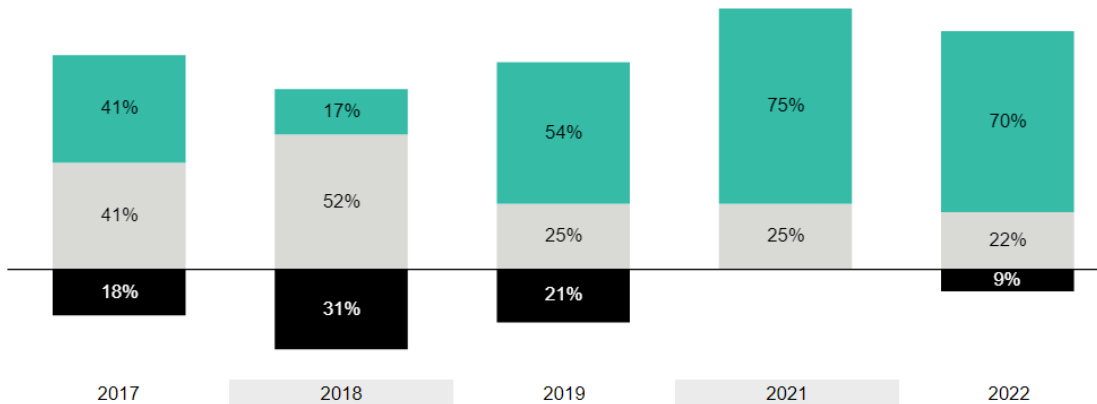
70%
Your school

36%
Similar schools

42%
Network

58%
State

Exceeding or Strong students in 2024 (%) ⓘ
For students in **Year 3**, **Reading**

77%
Your school

54%
Similar schools

60%
Network

Students by band over last 5 years (%) ⓘ
For students in **Year 3**, **Reading**

- Top 2 Bands
- Middle 2 Bands
- Bottom 2 Bands and E...

Year	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands and E...
2017	41%	41%	18%
2018	17%	52%	31%
2019	54%	25%	21%
2021	75%	25%	
2022	70%	22%	9%

Students by proficiency level (%) ⓘ
For students in **Year 3**, **Reading**

- Exceeding
- Strong
- Developing
- Needs additional support
- Exempt

Year	Exceeding	Strong	Developing	Exempt
2023	14%	36%	23%	23%
2024	20%	57%	17%	
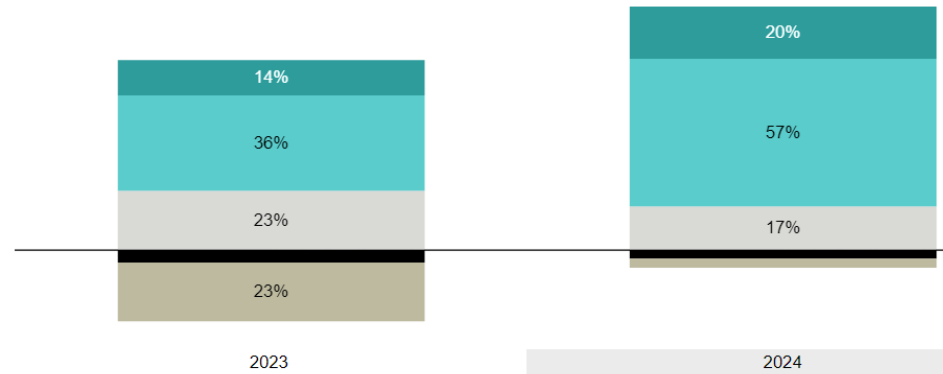
Results – Grade 3 numeracy

Top 2 band students in 2022 (%) ⓘ
For students in **Year 3**, **Numeracy**

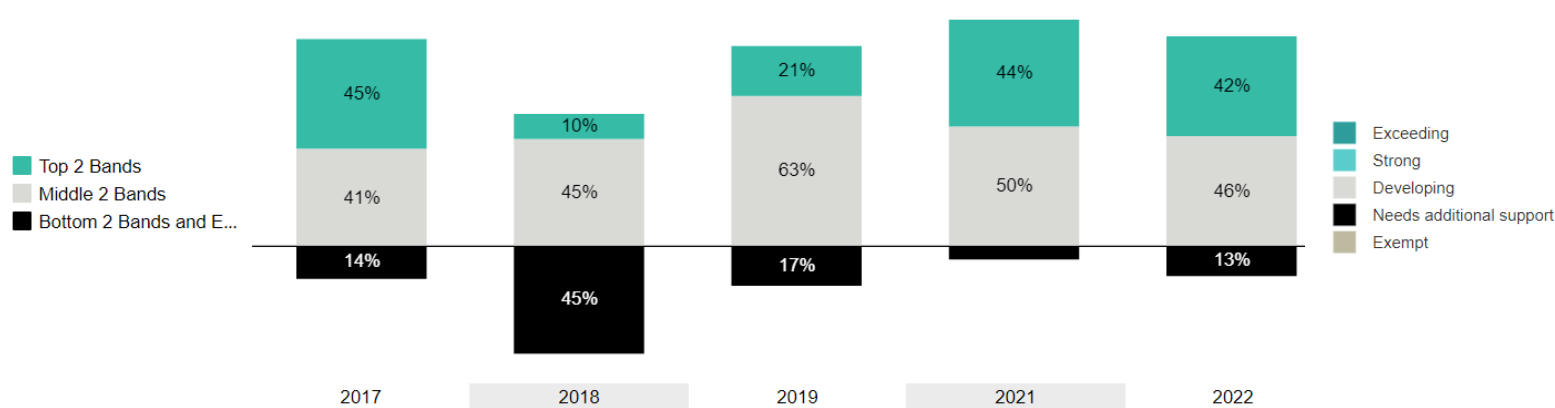| 42%	22%	29%	39%
Your school	Similar schools	Network	State

Students by band over last 5 years (%) ⓘ
For students in **Year 3**, **Numeracy**

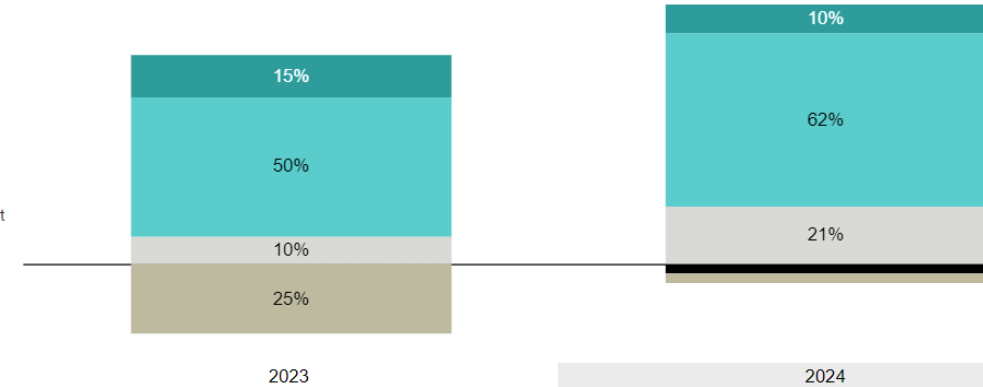**Exceeding or Strong students in 2024 (%)** ⓘ
For students in **Year 3**, **Numeracy**

72%	52%	60%
Your school	Similar schools	Network

Students by proficiency level (%) ⓘ
For students in **Year 3**, **Numeracy**

Legend:
- Top 2 Bands
- Middle 2 Bands
- Bottom 2 Bands and E...

- Exceeding
- Strong
- Developing
- Needs additional support
- Exempt

2017: 45% / 41% / 14%
2018: 10% / 45% / 45%
2019: 21% / 63% / 17%
2021: 44% / 50%
2022: 42% / 46% / 13%

2023: 15% / 50% / 10% / 25%
2024: 10% / 62% / 21%

Results – Grade 5 reading

Top 2 band students in 2022 (%) ⓘ
For students in **Year 5**, **Reading**

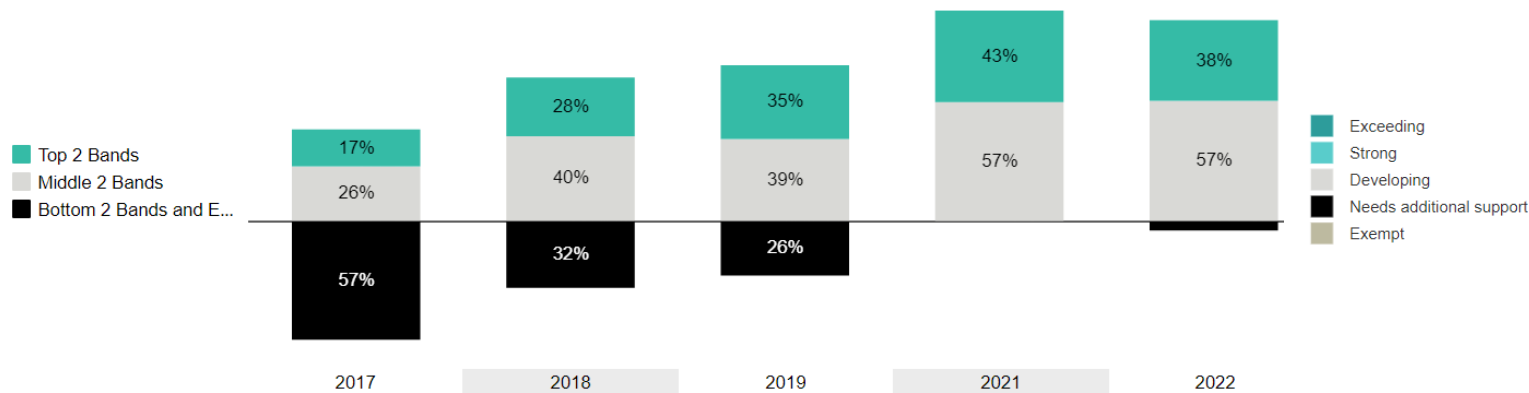| **38%**	**26%**	**30%**	**44%**
Your school	Similar schools	Network	State

Students by band over last 5 years (%) ⓘ
For students in **Year 5**, **Reading**

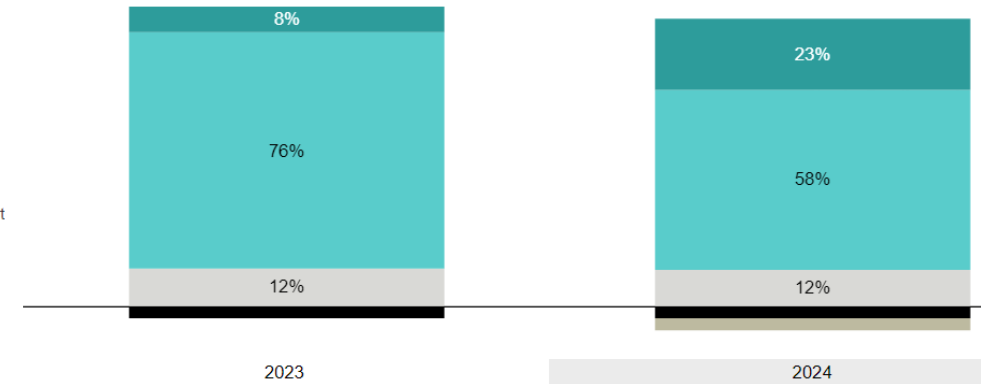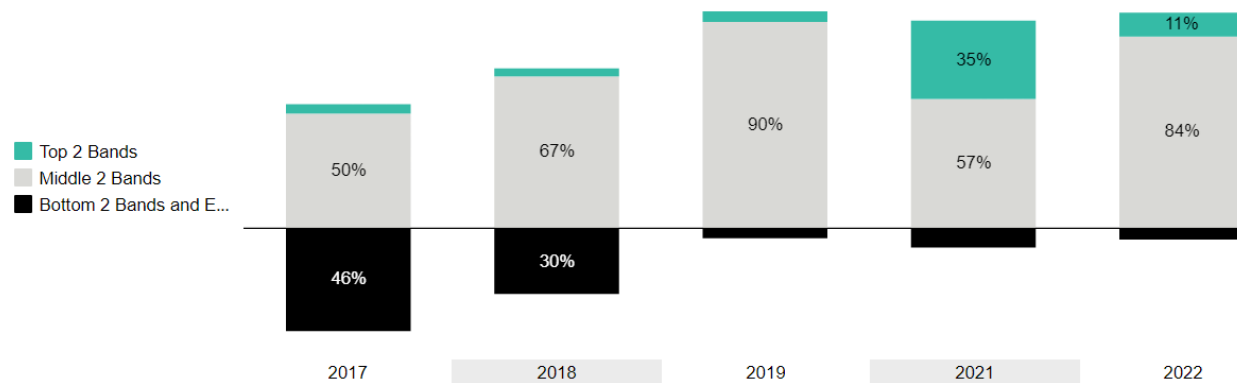**Exceeding or Strong students in 2024 (%)** ⓘ
For students in **Year 5**, **Reading**

81%	**57%**	**63%**
Your school	Similar schools	Network

Students by proficiency level (%) ⓘ
For students in **Year 5**, **Reading**

Legend:
- Top 2 Bands
- Middle 2 Bands
- Bottom 2 Bands and E...

2017: Top 2 Bands 17%, Middle 2 Bands 26%, Bottom 2 Bands 57%
2018: Top 2 Bands 28%, Middle 2 Bands 40%, Bottom 2 Bands 32%
2019: Top 2 Bands 35%, Middle 2 Bands 39%, Bottom 2 Bands 26%
2021: Top 2 Bands 43%, Middle 2 Bands 57%
2022: Top 2 Bands 38%, Middle 2 Bands 57%

Legend:
- Exceeding
- Strong
- Developing
- Needs additional support
- Exempt

2023: Exceeding 8%, Strong 76%, Developing 12%
2024: Exceeding 23%, Strong 58%, Developing 12%

Results – Grade 5 numeracy

Top 2 band students in 2022 (%) ⓘ
For students in **Year 5**, **Numeracy**

11%	11%	17%	27%
Your school	Similar schools	Network	State

Students by band over last 5 years (%) ⓘ
For students in **Year 5**, **Numeracy**

- ■ Top 2 Bands
- ■ Middle 2 Bands
- ■ Bottom 2 Bands and E...

Year	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
2017		50%	46%
2018		67%	30%
2019		90%	
2021	35%	57%	
2022	11%	84%	

Exceeding or Strong students in 2024 (%) ⓘ
For students in **Year 5**, **Numeracy**

81%	50%	59%
Your school	Similar schools	Network

Students by proficiency level (%) ⓘ
For students in **Year 5**, **Numeracy**

- ■ Exceeding
- ■ Strong
- ■ Developing
- ■ Needs additional support
- ■ Exempt

Year	Exceeding	Strong	Developing	Needs additional support
2023		70%	22%	7%
2024	22%	59%	7%	7%

Achieving and maintaining consistency in instruction at CPS

Results - Attitude to school survey

Percentage Endorsement in 2023 (%)

Differentiated learning challenge for students in **Years 4 to 6**

92%	**84%**	**87%**	**84%**
Your school	Similar schools	Network	State

Percentage Endorsement in 2023 (%)

Effective teaching practice for cognitive engagement for students in **Years 4 to 6**

	Not positive	Neutral	Positive
Differentiated learning challenge	5%	4%	92%
Effective classroom behaviour	7%	3%	90%
Effective teaching time	8%		90%
Stimulated learning	18%	3%	79%

■ Not positive   ▨ Neutral   ■ Positive
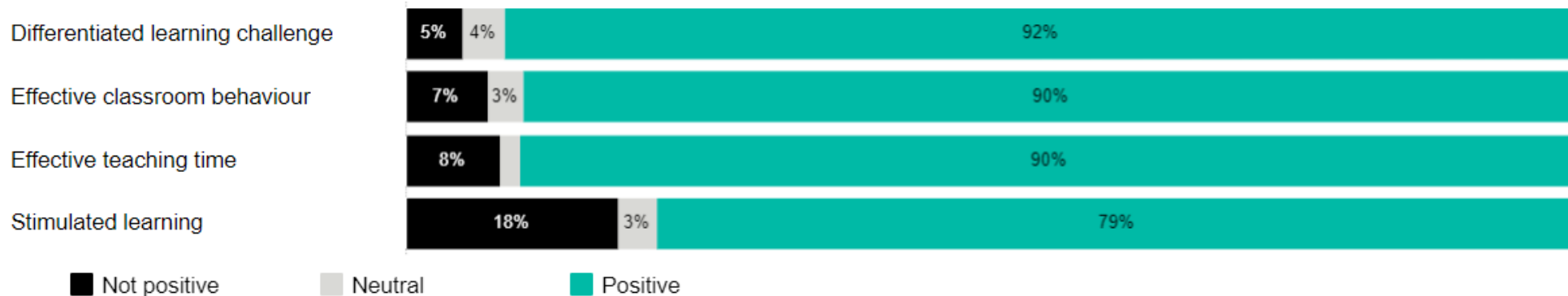
Results - Staff survey

School Climate for all respondents

Category	Not positive	Neutral	Positive
Academic emphasis	5%	16%	79%
Collective efficacy	3%		96%
Collective focus on student learning			99%
Collective responsibility			100%
Guaranteed and viable curriculum			100%
Parent and community involvement		12%	87%
Shielding/Buffering		6%	94%
Staff trust in colleagues			98%
Teacher collaboration	8%	14%	78%
Trust in students and parents		12%	88%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Not positive   ▢ Neutral   ▩ Positive

2019	2020	2021	2022	2023
60%	72%	71%	81%	91%
34%	23%	23%	17%	

Instructional model

Daily review – spaced, interleaved and retrieval practice

Parts of speech

Saying verbs tell us how the person is speaking, or how something is being said.

Underline the saying verbs:

I <u>yelled</u> at him when I was angry.

"Can I please have a lolly?" <u>begged</u> Pip.

My coach <u>screeched</u> during the breaks.

The girl <u>cried</u> out the answers.

"I stayed up too late," <u>yawned</u> Tim.

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push

push

A force that pushes an object away from you.

The man is <u>pushing</u> the cupboard.

Write decodable words

thrash   **thin**

cloth   **thud**

Learned words reading – G2

honest   already   court

although   tomorrow   tough

rough   enough   trouble

Develop a <u>command</u> AND <u>exclamation</u> sentence for the picture.

Get off me.

He can stand on his back legs!

TWR - SPO

Convert these notes into sentences:

1. st. gov. → police/courts/pub. trans/housing + water
The state government maintain the police force, the courts, public transport, housing and water.

2. st. gov. = road safe
The state government make sure our roads are safe.

3. st. gov. = house ↑ population
The state government ensure there is enough housing for our growing population.

Abbreviations	
bc = because	
w/ = with	
w/o = without	
b/4 = before	
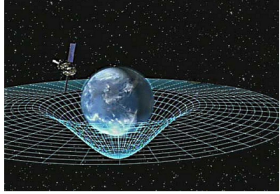
Symbols	
= means definition or explanation	
& or + = and	
/ = full stop, comma, new idea	
→ = one thing has resulted in another	

Vocabulary

gravity

grav-i-ty

Part of speech: noun

Origin: Latin

Meaning: the force that attracts a body towards the centre of the earth, or toward any other physical body having mass.

Like Words	Word Family
pull	gravitation
pressure	
attracting force	

Arrows would continue to fly forever were it not for <u>gravity</u>, which brings it down to earth.

Match the prefix to its meaning:

ob-	forward, for
sep-/sept-/septem-	one (1)
intra-	to, towards, against
pro-	seven (7)
mono-	inside, within

Instructional routines

- Development of key documents
- Teaching and learning handbook
- Instructional routines
- Common planning documents
- Developed by leadership - provided to staff for feedback/refinement

Routines help with

- Reducing cognitive load (students and teachers)
- Increasing time on task
- Providing predictability
- Achieving low variance

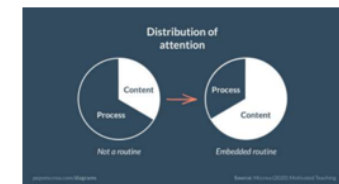**Churchill Primary School**

Literacy Instructional Routine Booklet P-6

Introduction

What is an instructional routine?

A sequence of specific and repeatable designs or consistent steps for delivering content across a range of learning areas. The routine becomes familiar for both the teacher and the students, enabling all students to engage more fully in learning opportunities (Kelemanik, Lucenta, & Creighton, 2016)

Why are instructional routines important?

- Instructional routines reduce the cognitive load on working memory because they shift the balance of attention
- Students spend less time thinking about the 'how' of their learning, and can spend more time thinking about the 'what' of their learning
- When the instructional routine is familiar, working memory is freed up to process new information
- Clearly defined routines support student engagement and behaviour
- Instructional routines also reduce the cognitive load for teachers by freeing up mental capacity to monitor learning and be more responsive

Distribution of attention

- Instructional routines take time and effort to establish

Professional development

- External professional learning

- Middle leaders generally first implementers

- Chapter studies (EDI, TWR, QtA)

- Action plans, short, mid and long-term goals

- Targeted professional learning based on needs of school/teachers

- Observing teaching in schools with exemplary practices

- Collaboration between leaders/coaches at exemplary schools

Instructional routines - Classroom

"If you expect it – pre correct it." – Anita Archer

- Daily schedule

- Exit and entrance routines

- Line order

- Seating plans

- Physical environment

- Learning materials organisation

- Berry Street practices i.e. morning circle, soft-landing, brain breaks.
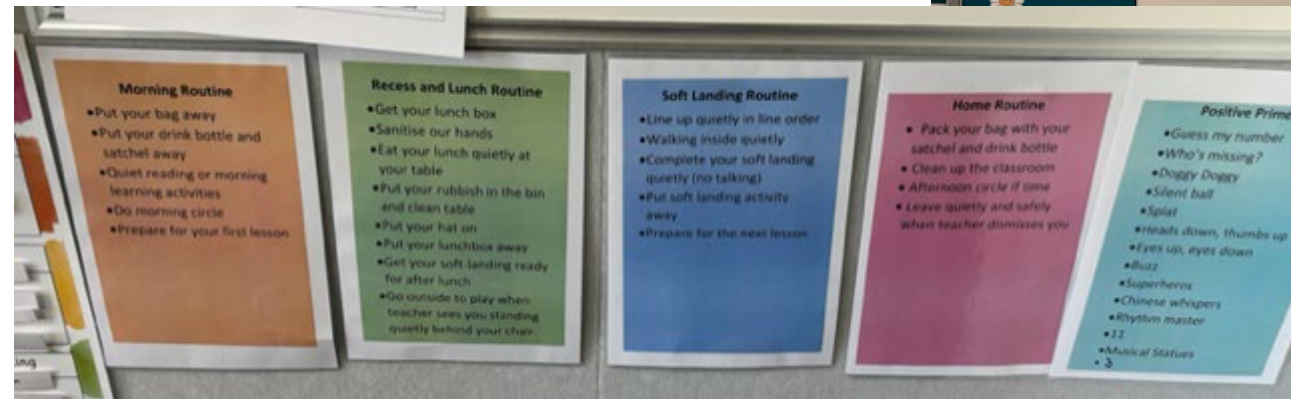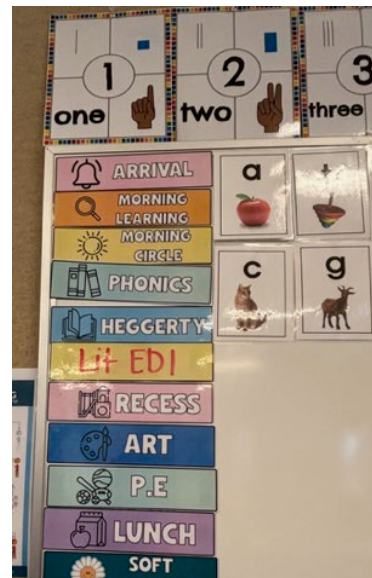
Induction of new staff

- Recruitment and onboarding expectations

- Professional learning suite

- Resources and key documents provided

- Mentor

- Provided with already planned lesson suite

- Observation of expert PR actioners

- Co-teaching

- Coaching

- Collaborative planning weekly and termly (Professional practice days)

MENTORING ACTION PLAN FOR INDUCTING NEW EMPLOYEES IN EDI

Executive Leadership: Halie McColl, Gail Harding, Jacquie Burrows

Target: To mentor new employees into the EDI instruction model

Action Plan review date: End of Term 3, 2021

Action	Yes/No	How?	Who?	When?
1. New employees to complete chapter reading of Explicit Direct Instruction by Joe Ybarra	Y	Each new employee to get a book to read on holidays	Curriculum Leader	End of Term 4, 2020
2. Term planning days to plan and create EDI lessons in all learning areas supported by Leading Teacher/Learning Specialist	Y	Teaching teams to plan EDI lessons collaboratively to build knowledge and capacity in creating EDI lessons – content and delivery strategies	Teachers Curriculum Leader Learning Specialist	Beginning of every term, 2021
3. Whole school PD chapter studies and activities on EDI book	Y	Teachers to read chapter and participate is chapter discussions then complete follow up activities (creating lesson elements)	Curriculum Leader Learning Specialist	Up to beginning Term 2, 2021
4. EDI template developed	Y	EDI template developed and used by teachers to create EDI lessons	Leadership	End of Term 2, 2021
5. Extra APT time allocated to teachers for peer observations of EDI lessons	Y	Terms 1 & 3 – 1 hour ex... Terms 2 & 4 – 1 hour ex... Classroom teachers to s... teachers or meet with L... Instructional coach for s...		
6. Instructional coaching and feedback on EDI PowerPoints and lessons	Y	Coaching observations t... Instructional coach to o... EDI elements and delive...		

Instructional coaching

- Focuses on research-based instructional strategies that have the biggest impact on improving teacher practice
- Instructional coaches work with teachers to improve their practice, knowledge and understanding of our instructional model to improve student outcomes
- Using a model where the coach is the expert
- Instructional coaching occurs in all classrooms across the school.

Instructional coaching involves:

- Formal and informal observations, modelling/co-teaching lessons
- Lesson planning and instructional practice routine rehearsal
- Feedback with a focus on what is working well with their practice and setting 2-3 goals to work on, with tracking check-ins between observations
- Learning walk observations

Organisational design

Supports prioritising and protecting instruction

Instructional routines and engagement norms are used in staff learning to reinforce understanding and as reminders for classroom practice

Timetabling for collaborative planning during school time

Administration roles for non-teaching staff

Yard duty – reduction for new teachers

APT

Professional Practice days

Shared planning drives

Networking

Curriculum and planning – Scope and sequences

- Phonics

- Morphology

- Fluency

- Core knowledge and novel studies

- Writing revolution

- Pr1me

- Daily reviews – non-negotiables

Beginning Reading Instruction

Comprehension

vocabulary

Fluency

Phonics

Phonological Awareness

Oral Language Development

Secure Base

Corinne Eisenhart ERRFTAC, 2007)
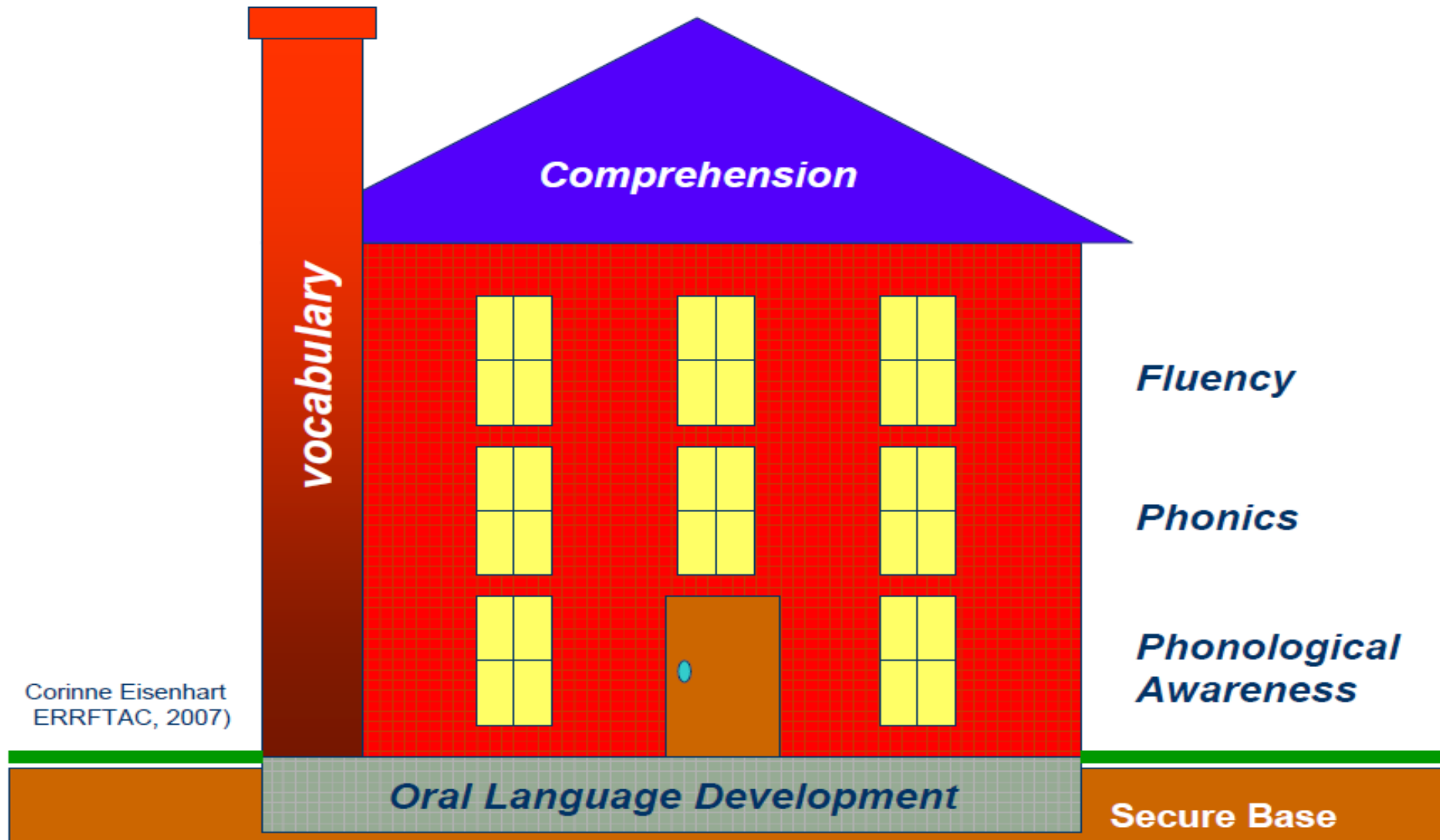
Setting a low variance curriculum for English

			CPS Morphology			
			'Morphology is the study of the smallest meaningful unit in the English language (prefixes, suffixes, roots)' Morphology is the third level in decoding			
			Prefixes			
Prep	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
TEACH	REVISE / TEACH	REVISE / TEACH	REVISE / TEACH	REVISE / TEACH	REVISE / TEACH	REVISE / TEACH
<u>Prefixes:</u> un, re	<u>Prefixes:</u> **un, re**, mis, ex, pre, de, in, non <u>Number Prefixes:</u> bi, tri	<u>Prefixes:</u> **un, re, mis, ex, pre, de, non** in/im,(chameleon), e, per, inter, trans, con/com, sub, dis, pro <u>Number Prefixes:</u> bi/di uni/mono, quar/quad/tetra semi/hemi	<u>Prefixes:</u> **un, re, mis, ex, pre, de, in/im, e, per, inter, trans, con/com, sub, dis, pro**, intro, intra, ad, ob, mid <u>Number Prefixes:</u> quin/penta sex/hexa sep, septem, hepta oct/octa/octo multi/poly mega milli/kilo	<u>Prefixes:</u> (chameleon) con/com/co/cor/col in/im/il/ir sub/sup/suc dis/dif/di ex/ef/ee ob/oc/of/op ambi <u>Number Prefixes:</u> novem/ennea centi/cent/hecate/ hecaton	<u>Prefixes:</u> (chameleon) syn/sym/sys/syl ad/ac/af/ag/al/an/ap/ ar/as/at ambi, anti, em, fore, mini	<u>Prefixes:</u> Omni, over, retro, super, ultra, en, ante, contro, infra, out, post, self, with

Transforming the way we teach reading: Churchill Primary School

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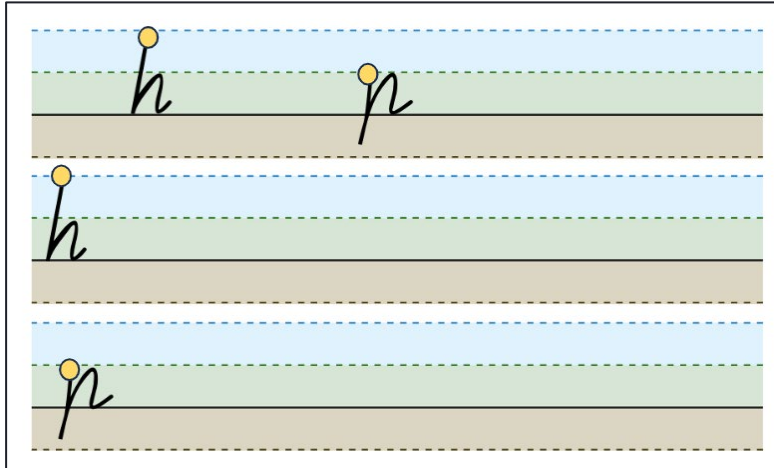
a u s m r

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sum

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cat
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c

C

Words to read

cap
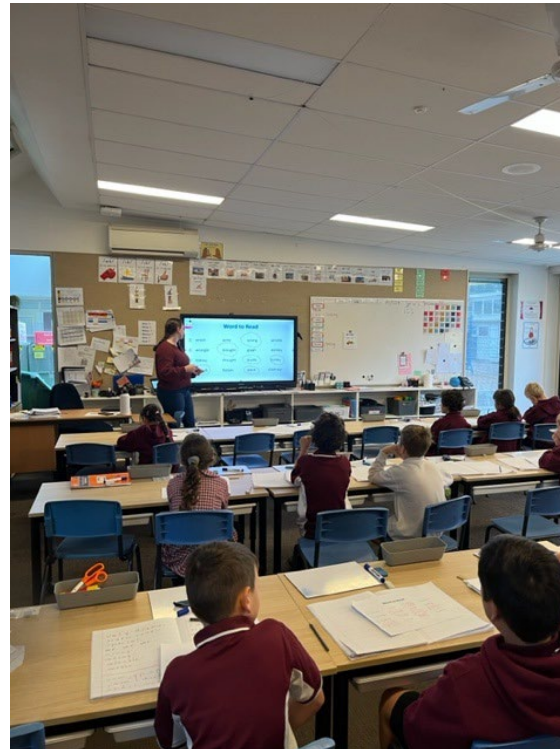
Learned Word

a

Word to Read

1) antique   critique   plaque   unique

2) oblique   physique   technique   squat

3) journalist   quadrant   phrase   earth

4) grammar   deceive   deceptive   gnawed

New phonogram

wor

as in world

word

work

worth

worse

Dictation

I do: Say sentence/phrase, reminder of strategies for spelling/grammar

We do: Repeat, count words

You do: Write sentence, sound/spell out words if needed, read sentence

There was a bookworm reading the old journal about the isle.

We
We visited
We visited the
We visited the isle
We visited the isle on
We visited the isle on the
We visited the isle on the other
We visited the isle on the other side
We visited the isle on the other side of
We visited the isle on the other side of the
We visited the isle on the other side of the world.

as + sist = assist (verb)

as means to, towards
sist means stand, remain, stay

Meaning: to stand by, give help to others

Example: Wheelchairs _assist_ people who can't walk.

Build as many words as you can using the new root **trib** and prefixes and suffixes.

* Write the meaning of the words
** Put your words into complete sentences

dis re con at	**trib** _Meaning: give_	ute or tion ing ed able

mare + ine = marine

mare means sea or seawater
ine means relating to, like, of

Meaning: relating to the sea or things living in the sea

Example: The **marine** life on the Great Barrier Reef is spectacular.

Turn and talk: What does marine mean in the context of this sentence?

Your turn: Write a complete sentence which includes the word **marine**.

I do: Say sentence/phrase, reminder of strategies for spelling/grammar
We do: Repeat, count words
You do: Write sentence, sound/spell out words if needed, read sentence

Dictation

Her career routine was possessing her life.

The foreign feminine animal was a champion comedian.

Foundation language arts unit – nursery rhymes and fables

Session 5 – Little Miss Muffet
- Identify Little Miss Muffet and the spider as the characters in the nursery rhyme
- Retell the events of the nursery rhyme
- Identify rhyming words in Little Miss Muffet

Introducing the read aloud	Vocab: - beside - frightened
	Picture talk – show the picture of Little Miss Muffet - Name things in the picture. - What is the girl doing? What is the thing next to her? - Tell students that the next nursery rhyme they are going to hear is called "Little Miss Muffet." Tell students that this nursery rhyme has two characters. - Ask students, "Who are the two characters in this nursery rhyme?" – Point to them in the picture. - Tell students that the girl is eating curds and whey. Explain that curds and whey is similar to cottage cheese. "Curds" are the white lumps of cheese, and "whey" is the liquid they are in. If available, you may pass around a container of cottage cheese for students to see and smell. – Point to the curds and why in the picture. - Ask students if they have ever seen a spider? What do you know about spiders? How do you feel about them?
	Purpose for listening - To listen carefully to find out what the characters in this nursery rhyme—Little Miss Muffet and the spider—do. - Also ask students to listen for words that rhyme
Presenting the read aloud	1st read - Teacher reads without interruption 2nd read – guided listening support – using gestures **Little Miss Muffet,** Sat on a tuffet, - Say to students "A tuffet is like a small chair." Pretend to sit. Eating her curds and whey, - Say to students, "Curds and whey are like cottage cheese." Mime eating. Along came a spider, - Do And sat down beside her, And frightened Miss Muffe 3rd read – echo read - Teacher reads a l 4th read - Echo read with g
aloud	Comp discussion – oral: 1. Who are the cha 2. What is Little Mi 3. What happens w

Little Miss Muffet

Little Miss Muffet,

Sat on a tuffet,

Eating her curds and whey,

Along came a spider,

And sat down beside her,

And frightened Miss Muffet

away.

4B-1

frightened

If something frightens you, it scared you.

The hairy spider frightened Miss Muffet.

Grade 5/6 knowledge unit - Civics

Types of Government

Governments have many responsibilities and many more people to manage tasks than they did in ancient times. Not only do governments create and **enforce** rules, but they also defend the country, run the **economy**, and make sure **citizens** are safe. These jobs are carried out in different ways, depending on which form of government a country uses.

A **democracy** is a form of government in which the people make the decisions about how the government runs. In a direct democracy, citizens vote directly on issues the community faces. Every person has a say—these governments are truly run by the citizens. The ancient city-state of Athens is believed to have been the first direct democracy.

In an indirect democracy, also known as a **representative democracy**, the people vote for leaders who make the decisions about government. The leaders make laws on the citizens' behalf. The Australian government is an example of a presentative democracy.

Vocabulary

democracy, n. a form of government in which people choose their leaders; a country with this form of government

representative democracy, n. a form of government in which people vote for leaders to make governing decisions on their behalf

Athenian democracy

Check for Understanding

What are some of the responsibilities of governments?

Some of the responsibilities of governments are…..

1. Since ancient times, modern governments have changed by ……..

2. Although Australia is a representative democracy, ……

3. Sometimes dictatorships and oligarchies hold elections. Do you think these elections are free and fair? Why or why not?

   I think these elections would/wouldn't be free or fair because ………..

4. What do you think would be the best type of government to live under? Why?

   I think _____ would be the best government to live under because ………..

Vocabulary

economy

e-con-o-my

Part of speech: noun

Origin: Greek

Meaning: the way a country manages its money and resources to produce, buy and sell goods and services.

An increase in tourism will help the city's economy.

Like Words	Word Family
wealth	economies
financial resources	economic

Types of governments around the world

Use symbols and abbreviations to take notes on the different types of governments as we read

Democracy	Representative democracy	Confederation
Monarchy	Dictatorship	Oligarchy
Theocracy		

Grade 3/4 weekly overview

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 8:50	**Morning Learning** Daily edit Punctuation, spelling, skill from previous lessons	**Morning Learning** Daily edit Punctuation, spelling, skill from previous lessons	**Morning Learning** Daily edit Punctuation, spelling, skill from previous lessons	**Morning Learning** Mental Maths - Indep.	**Morning Learning** Mental Maths - Indep.
	**8:50 – 9:00: Morning Circle**				
9:00 – 9.30	**Phonics/Morphology lesson** **Advanced Latin**	***Artur EAL virtual session** 9-9:45 **Charlotte's Web Chapter 1 & 2** • Vocab • TWR - transitions	**Phonics/Morphology lesson** **Advanced Latin**	**Phonics/Morphology lesson** **Suffix -let**	**Phonics/Morphology lesson** **Suffix -let**
9.30 – 9.50	**Literacy review**		**Literacy review**	**Literacy review**	**Literacy review**
9.50 – 10.05	**Fluency Pairs**		**Fluency Pairs**	**Fluency Pairs**	**Fluency Pairs**
10.05 – 10.15	**Handwriting**		**Handwriting**	**Handwriting**	**Handwriting**
10.15 – 11.00	**EDI – Transitions**	**APT Art**	**Charlotte's Web Chapter 3** • Vocab • TWR - transitions	**Charlotte's Web Chapter 4** • Vocab • TWR - transitions	**Pr1me lesson**
	**11.00 - 11.30: RECESS**				
11:30 – 11:45	***Artur EAL virtual session** 11:30 -12:15 **Mental Maths – Guided (15m)**	**Spelling Mastery** (11:30 – 11:50)	**APT ICT**	**APT Music**	**Mental Maths – Corrections (15m)**
11:45 – 12.30	**Maths review (30m)** **Times tables/Quick facts**	**Maths review (30m)** **Times tables/Quick facts**			**Maths Review (30m)**
	**FRUIT**				
12:40 – 1.30	**Prime lesson (45m)**	**Prime lesson (45m)**	**APT PE**	**Maths Review (30m)**	**Berry St**
				Spelling Mastery 1:10 – 1:30	
	**1.30 – 2.15: LUNCH**				
	**2.15-2.20:** Soft Landing				
2:25 – 2:45	**APT Zac C covering** **Spelling Mastery** (2:25 - 2:45)	**Mental Maths & Corrections**	**Spelling Mastery** (2:25 - 2:45)	**Pr1me lesson (45m)**	**Assembly**
2:40 - 3:15	**Respectful relationships**	**Respectful relationships**	**Library**		
	**HOME TIME**				

Assessment	Skill(s) assessed	Norm referenced	Purpose	Administration level and time	When to administer
Heggerty Phonemic Awareness Assessment	Phonological / phonemic awareness skills	N	Summative Formative	Individual 15-20 minutes	Term 1 Term 2 Term 4
Orton-Gillingham (OG) Sounds	Identify phonemes	N	Formative	Individual 5-10 minutes	Each term
OG Learned Words	Reading irregular words Writing irregular words	N	Formative	Reading – Individual 5 minutes Writing - whole class 10-20 minutes	Each term
OG Morphology Assessment	Meaning of morphemes	N	Formative Tracking	Individual 5 minutes	Each term
Dynamic Indicators of Basic Early Literacy Skills 8th Edition (DIBELS-8th) Nonsense Word Fluency	Grapheme-phoneme knowledge when decoding	Y	Summative Formative	Individual 1 minute	Beginning - Term 1 Middle - Term 2 End - Term 4
DIBELS 8th Word Reading Fluency	Oral Reading fluency (word)	Y	Summative Formative	Individual 1 minute	Beginning - Term 1 Middle - Term 2 End - Term 4
DIBELS 8th Oral Reading Fluency	Oral Reading Fluency (passage)	Y	Summative Formative	Individual 1 minute	Beginning - Term 1 Middle - Term 2 End - Term 4
DIBELS 8th Maze	Comprehension Reading fluency	Y	Summative Formative	Individual 3 minutes	Beginning - Term 1 Middle - Term 2 End - Term 4
Progressive Achievement Test - Reading (PAT-R)	Reading comprehension Vocabulary knowledge Spelling	Y	Summative	Individual/small group 20-30 minutes	Term 3 *An adult can sit with child to make sure they are answering all questions
York Assessment of Reading for Comprehension (YARC) – Primary	Reading accuracy Reading rate Comprehension	Y	Summative Formative	Individual 20-30 minutes	Term 2 Term 4

Transforming the way we teach reading: Churchill Primary School

Impact at CPS

- Improvement in academic results

- Increase in student engagement

- Teachers feeling empowered with a commitment to continual professional growth

- Decrease in problematic behaviour

- Culture of high expectations
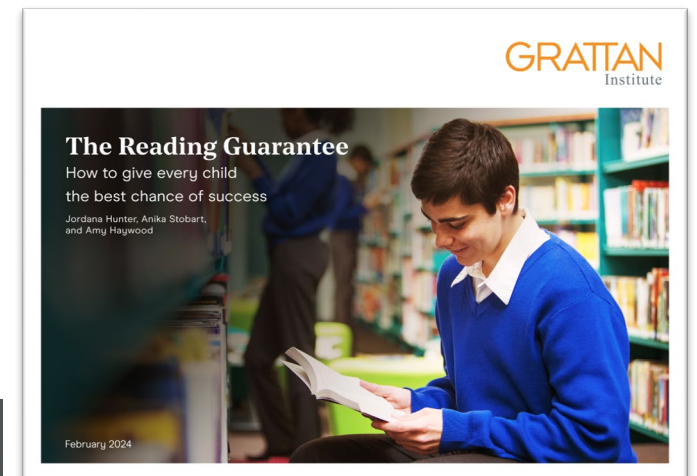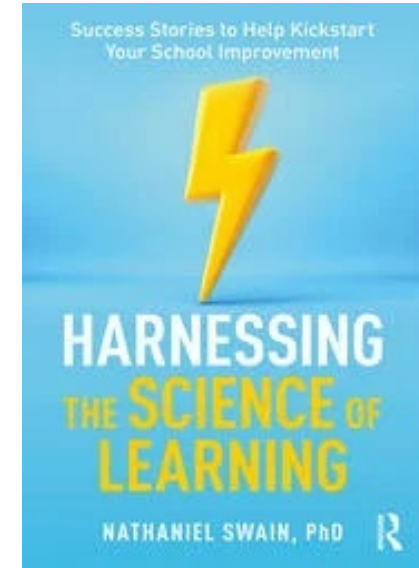
"How well we teach = how well they learn."
Anita Archer

If you want to learn more about Churchill's story…

- *Harnessing the Science of Learning: Success Stories to Help Kickstart Your School Improvement* by Nathaniel Swain. Due for release October 2024

- *The Reading Guarantee: How to give every child the best chance of success* by Grattan Institute. See Appendix B.

- *The Science of Reading in Practice* webinar with Think Forward Educators. Available free to all members.

- jacquie.burrows@education.vic.gov.au "SBP"

Questions?

Thank you

Victorian Academy
of Teaching and Leadership