

<p style="text-align: center;">Fernside School "Preparing children for unlimited success"</p>	<h1>CURRICULUM REVIEW</h1> <h2>Learning Staircase</h2> <h3>July 2012</h3> <p>Written –Lisa Bunton/Vicki Brookes</p>	<p style="text-align: center;">Inspire - Challenge</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Succeed</p>
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Summary Statement The Learning Staircase has now been operating at Fernside School for six months. Although too early to compare empirical evidence of student achievement data, there has been enough anecdotal evidence to suggest the programme will be a positive innovation in the school. We are grateful for the dedicated work of the Teacher Aides implementing the programme. Their highly professional attitude has ensured the programme has operated despite the hardware and timetabling issues we have faced. We are also thankful to Ros Lugg and her son David for their help and support in getting the programme operating. We are at the start of a long and hopefully successful journey.

Term 1 was frustrating for all concerned with a wide range of programming and resourcing issues. 90% of these have subsequently been dealt with and Term 2 has been far more successful. We have seen a huge improvement in attitudes and look forward to seeing formal assessment results in Term 4. Please read attached summary of our Learning Staircase programme and organisation and steps taken to ensure this programme runs smoothly and effectively.

SUMMARY OF IMPLEMENTATION

Term 4, 2011

After a number of meetings with Ros Lugg, the creator of the Learning Staircase and in consultation with the staff and David we decided to trial the programme at Fernside School. Judith Cain tested students on the Schonell Spelling test.

Term 1, 2012 *Organisation*

- Children were placed into groups.
- Teacher Aides and teacher timetables completed.
- Workbooks and games ordered from the Learning Staircase.
- Training of Teacher Aides, delivered by Ros Lugg.
- Computers setup, Children's information loaded onto them.
- Letters to parents sent out.
- Feedback forms (notes on students during lessons) developed and completed by Teacher Aides, which are completed daily and forwarded on to teachers.

Summary of Term 1:

Most of term 1 was spent

- setting up computers,
- teacher aides trained in the use of computers,
- books and literacy games required running the Learning Staircase programme purchases.

However, due to the shortage of computers and inadequate space for the teacher aides to work we were unable to run the programme effectively as we would have liked to.

Term 2, 2012 *Organisation*

- Ongoing training for teacher aides
- Extra computers order and installed
- Working spaces allocated for teacher aides to run programme more effectively

Summary of Term 2:

The programme has run more effectively this term. We held a parent evening run by Ros to give the parents more information on the programme, and the teacher aides have had more training from Ros. Ros has been giving her time free of charge.

We are making more changes in Term 3. We will have 2 sessions per week per student, and 2 students per session instead of 3 sessions per week. The third session the children will work on the computer only.

What are our student's strengths and learning needs?

<p>Junior School: All children have improved in reading and writing and this is seen in an improved focus on their work and a more positive attitude towards attempting to decode or try and spell unfamiliar words.</p>	<p>Middle School: There is great progress in reading. There is a huge surge in confidence in reading and writing. Children have a positive attitude towards the programme.</p>	<p>Senior School: Very impressed in the change in attitude towards learning. It has had huge impact on focus and completion of all work.</p>
<p>Student engagement: They are finding writing and reading easier.</p>	<p>Student engagement: They enjoying going to the program, are worried about missing other subjects because they are now interested in all learning areas and want to improve their writing</p>	<p>Student engagement: They enjoy the program, feel it helps them to learn. They are keen to participate in all schoolwork.</p>

What are the teachers Professional Strengths and Learning Needs?

<p>Junior School: Teacher Aide to pass on more information to the teachers.</p>	<p>Middle School: We need to have a better understanding of the program. Using it within the classroom as well as our computer systems improve school wide.</p>	<p>Senior School: We need more training and understanding of the program and the skills and strategies needed for students at the earlier stages of reading and writing.</p>
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How effectively has the programme worked for Term 1 and 2?

<p>Junior School: Children still below but are much closer to being 'at' the National Standard. It can be disruptive to classrooms if children go out at different times.</p>	<p>Middle School: They are maintaining reading levels and keeping up with the rest of the group. Apart from the change in attitude there is little progress in test results for Year 3 students at the moment.</p>	<p>Senior School: A good attitude is paramount to senior students learning and there has been a huge improvement with the students on the Learning Staircase in this area.</p>
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Evidence of overall student performance

We are unable to do a formal assessment at this stage, due to issues with computers and training the teacher aides. This has lead to not enough time for the students working on the program. Formal assessments will be done in Term 4, 12 months after the initial baseline testing. As noted from the teacher comments from Junior through to the seniors there has been a marked improvement in attitudes, which is paramount to a student's ability to learn. Most classes have also noticed improvement in reading and writing in their class work. For Year 5 and 6 it is been noted that the students have improved during independent work, and are more confident in completing work in all literacy areas.

Formal Assessment

There is not enough evidence available at this stage to report whether these students have made improvements in their learning against formal assessment.

Do any classes or groups need extra help and support in this area?

Ways to consolidate and improve within existing priorities and resourcing

Whole School;
We have regular contact with Ros Lugg (the creator of the program) and we will be making changes in term 3 to accommodate Ros' observations and feedback on how we can improve the running of the program. We are also running a PD for teachers during Term 3, and Lisa will be working with the Teacher Aides to assist in the improvement of certain aspect of the program.