

## Network Principal's Message

Welcome to 2018! I trust you had a relaxing holiday and are refreshed for the start of a new year. As a network, we look forward to supporting staff through our many projects and network events in 2018.

### Focus 2018

Focus 2018 reflects the four priority areas outlined in the 2016-2019 Strategic Plan: High Performance - High Care. These areas are:

1. Success for all students;
2. High quality teaching;
3. Effective leadership; and
4. Strong governance and support.

The directions identify the work we need to pursue to embed a culture of high performance and high care across the Department. The activities undertaken by the WEN support these priorities by:

- building capacity of staff in delivering the Western Australian curriculum through offering after school professional learning events and establishing a Languages Support Network

for specialist language teachers;

- developing a K-10 Framework to support staff with curriculum, assessment and reporting of the mandated Digital Technologies curriculum;
- building understanding of the SIS continuum to maximise student learning with our Science Working Group; and
- improving the support of student and staff wellbeing through our Mental Health project.

### Network Coordinator

Meagan Pass has taken on a new appointment for Semester One 2018. We would like to thank Meagan for her dedication over the past five years and wish her well with her new endeavor. We welcome Stacey Van Der Velden from Joseph Banks SC as the new Network Coordinator.

2018 promises to be an exciting year for the WEN. If you have any suggestions about how we can further support staff, please email Stacey.

### In The Spotlight

In 2017, WEN representatives explored how to use diagnostic assessments and evidence-based interventions to support students with literacy difficulties. Their work led to the development of an *Assessment and Intervention Pathways* which can be viewed on page 2. This document outlines the actions schools can take to pinpoint and address literacy deficits. It is important to note these pathways are not prescriptive but may be a useful guide for SAER teams.

In this edition, the assessments in the *Pathways* document are in the spotlight. Read on to find out why these assessments were chosen and how they can inform effective interventions.

Eleanor Hughes  
Network Principal

Source:  
Dyslexia SPELD. (2014). *Understanding Learning Difficulties: A Practical Guide*. DSF, Western Australia.



### Diagnostic Assessments

The assessments in the *Assessment Pathways* document (page 2) target the six main elements that underpin effective reading, namely oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. These assessments were selected as they are:

- research and evidence based;
- diagnostic so they provide evidence of 'holes' in learning;
- mostly normed to Australian norms; and
- can be administered by teachers.

### Testing Phonic Knowledge

Most reading difficulties stem from a student's lack of phonic knowledge. When assessing phonic knowledge it is important to use non-word tests so students do not rely on their visual memory. The Alien Names and the Assessment to Programming Non-Word Spelling assessments can be administered to primary and secondary students.

### Testing Comprehension

The York Assessment of Reading for Comprehension (YARC) is a comprehensive assessment for 5-18 year olds. The test kit costs \$600 but all WEN schools have access to the YARC through our network.

Accurate assessment enables teachers to implement targeted interventions. Effective intervention programs should be evidence-based, multisensory, sequential and use explicit and direct instructional methods. View the *Intervention Pathways* document (page 3) for ideas of intervention programs that meet this criteria.

## Upcoming Professional Learning Events

Date	Workshop	Venue
19 February	Level Three Classroom Teacher: Portfolio Writing	Banksia Grove PS
22 February	EALD Progress Maps	Pearsall PS
26 February	Languages Support Network	Wanneroo PS
1 March	Music Network Meeting	Pearsall PS
8 March	Co-operative Learning Strategies	Joseph Banks SC
TBC	Classroom Management Strategies	Wanneroo SC

## Assessment Pathway

### Key Indicators

- 2+ years behind
- Poor spelling in writing
- Demonstrates a lack of work knowledge
- Slow reading pace
- Reads word by word rather than using phrasing
- Shows limited understanding of text

	Early Childhood	Middle/Upper Primary	Lower Secondary
<b>Eliminate vision and hearing problems</b>			
<b>Consider Oral Language</b>	SOCS	-	-
<b>Check Phonological Awareness</b>	SPAT-R	QUIL	QUIL* or CTOPP-2
<b>Check Phonic Knowledge</b>	YARC (minus the phoneme isolation and deletion sections) & Alien Names	YARC (minus the phoneme isolation and deletion sections) & Assessment to Programming Non-Word Spelling	YARC (Secondary) & Assessment to Programming Non-Word Spelling
<b>Check Comprehension</b>	YARC	YARC	YARC
<b>Check Vocabulary</b>	Abecedarian (vocab test only)	Abecedarian (vocab test only)	-
<p>* Notes:</p> <ul style="list-style-type: none"> <li>• QUIL is not normed for secondary but can still be a useful assessment to identify deficits in phonological awareness skills which are essential to becoming an effective reader.</li> <li>• CTOPP-2 is normed for secondary and can be administered by school psychs. Teachers are not allowed to administer.</li> </ul>			

## Intervention Pathway

	Early Childhood	Middle/Upper Primary	Lower Secondary
<b>Improve Oral Language</b>	<ul style="list-style-type: none"> <li>• PreLit</li> </ul>		
<b>Improve Phonological Awareness</b>	<ul style="list-style-type: none"> <li>• PreLit</li> <li>• Working Out With Phonological Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Tutor Program (MultiLit)</li> <li>• MacqLit</li> </ul>	<ul style="list-style-type: none"> <li>• MacqLit</li> <li>• Alpha To Omega</li> </ul>
<b>Improve Phonic Knowledge</b>	<ul style="list-style-type: none"> <li>• MiniLit (Yr 1-2)</li> <li>• Sounds Write</li> <li>• Decodable Readers:               <ul style="list-style-type: none"> <li>⇒ Dandelion readers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• MacqLit</li> <li>• Sounds Write</li> <li>• Heather Harvey</li> <li>• Decodable Readers:               <ul style="list-style-type: none"> <li>⇒ Moon Dog</li> <li>⇒ Totem</li> <li>⇒ Magic Belt</li> <li>⇒ Alba Series</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• MacqLit</li> <li>• Alpha To Omega</li> <li>• Spelling Mastery</li> <li>• Heather Harvey</li> <li>• Decodable readers:               <ul style="list-style-type: none"> <li>⇒ Talisman</li> <li>⇒ Titan's Gauntlet</li> <li>⇒ Amber Guardian</li> </ul> </li> </ul>
<b>Improve Comprehension</b>	<ul style="list-style-type: none"> <li>• Cars and Stars</li> <li>• Blank Level Questioning</li> </ul>	<ul style="list-style-type: none"> <li>• MacqLit</li> <li>• Heather Harvey</li> <li>• Workbook for decodable readers</li> </ul>	<ul style="list-style-type: none"> <li>• MacqLit</li> <li>• Workbook for decodable readers</li> <li>• Reading Mastery</li> <li>• Heather Harvey</li> </ul>
<b>Improve Vocabulary</b>	<ul style="list-style-type: none"> <li>• Word Aware</li> </ul>	<ul style="list-style-type: none"> <li>• Word Aware</li> <li>• MacqLit</li> <li>• Workbook for decodable readers</li> </ul>	<ul style="list-style-type: none"> <li>• Word Aware</li> <li>• MacqLit</li> <li>• Workbook for decodable readers</li> <li>• Heather Harvey</li> </ul>
<b>Notes:</b> <ul style="list-style-type: none"> <li>• PreLit is a small group or 1:1 oral language and phonological awareness intervention program (3 x 15 mins per week)</li> <li>• MiniLit is a small group or 1:1 phonics based intervention program (4 x 60 mins per week)</li> <li>• Reading Tutor Program is a 1:1 phonics based intervention program (5 x 15 mins per week)</li> <li>• MacqLit is a small group phonemic awareness, phonics, fluency, vocabulary and comprehension intervention program (4 x 60 mins per week)</li> </ul>			