

## **POR report 2021 - Key Literacy Teacher**

As Key Literacy Teacher, I worked in collaboration with the EAL Teacher, Leader of Learning and NAPLAN Coordinators to oversee the teaching of English in Reception to Year 6.

Below is a summary of the key focus areas and responsibilities in 2021 as Key Literacy Teacher.

I worked with the Principal, Leader of Learning and EAL Teacher to develop a draft Reception to Year 6 Student Testing and Data Collection map to ensure all teachers have a clear understanding of the testing and assessment requirements for students in each year level. Classroom release time was provided to teachers throughout the year to administer the tests and assessment tasks. Frequent data discussions to interpret student achievement supported teachers and Leaders of Learning to make informed decisions when designing curriculum and differentiating learning experiences. The data assisted teachers to identify students who needed some extra support in literacy and would benefit from small group literacy intervention in the Minilit (Years 1/2 ) or Macqlit (Years 3-6) programs.

The Year 1 Phonics Screening Check was introduced in all CESA Schools. The Phonics Screening Check is a diagnostic tool used to provide information about how students in Term 3 of Year 1 are progressing in Phonics and Word Knowledge. The Phonics Screening Check contains 40 words, with a mix of real and pseudo words which students are invited to decode and read. The results from the Phonics Check informed the school and Year 1 teachers of the strategies needed to promote growth in this area of English.

I coordinated teacher training and implementation of the Heggerty Phonemic Awareness Curriculum in Years 2 and 3. Phonemic awareness is an understanding that spoken words are made up of individual sounds called phonemes. Research highlights that it is essential for students to understand that words are made up of individual sounds, and that they can blend, segment and manipulate those sounds. These oral language skills need to be mastered for students to be fluent readers and accurate spellers of an alphabetic writing system like English.

Throughout the year I facilitated staff professional learning in the areas of book orientations, Story Tables, writing conferences with students and designing Book Making and Writer's notebook learning experiences.

I mentored and supported early career teachers in the classroom through modelling how to plan and teach Book Making workshops. Book Making is a student-centred pedagogical approach to independent writing which helps students to think like writers, act like writers and see themselves as writers through authentic writing and making books.

Classroom support in the upper primary focused on designing reading experiences and leading Writer's Notebook workshops. Writer's Notebook is where writers create, innovate and collect their ideas for creating texts. This approach to independent writing builds upon the skills and dispositions learnt in Book Making and supports children to see themselves as writers, develop critical and creative thinking and be empowered to create texts that communicate their ideas as well as build strong dispositions towards reading and writing.

As Key Literacy teacher, I coordinated whole school literacy events which promote using literacies in different ways for different purposes in addition to making meaning from texts. Events held throughout the year included whole school buddy reading experiences, our school's

participation in National Simultaneous Storytime, World Read Aloud Day and National Family Reading Month.

The theme for Book Week 2021 was 'Old Worlds, New Worlds, Other Worlds'. Student feedback highlighted that the St Gabriel's Worlds Tour learning experience was a great success where students enjoyed using their learning passport to record what they saw, heard and learnt as they toured the school to different worlds. Due to COVID restrictions, the annual Book Week parade was held outdoors where students and teachers walked around the block and families were invited to view the parade by positioning themselves along the street.

Each term, I worked collaboratively with students and teachers to design and maintain dynamic classroom library spaces as research proves that access to books and providing students with choices in what they read improves students' reading motivation, engagement and achievement and offers students the support they need to become lifelong learners.

Throughout the year I worked closely with the EAL teacher to determine how we can best support our EAL/D students in the classroom through programming and planning, effective pedagogies when teaching English and literacies across the curriculum in addition to using the Seven Steps to Writing framework to develop a shared common language to writing that is engaging, rigorous and child centred.

At the end of 2021, I planned and implemented the student Summer Reading Challenge to encourage students to read over the summer break and reduce the loss of reading and gain enjoyment from reading a variety of texts.

Dina Staffiero

Key Literacy Teacher