Snapshots from some long-term Accelerated Literacy Schools
% OF STUDENTS ABOVE
READING AND WRITING BENCHMARKS
IN SELECTED ACCELERATED LITERACY SCHOOLS

COMPARED WITH SCHOOLS IN SAME CATEGORIES OF EDUCATIONAL DISADVANTAGE

(SCHOOLS SELECTED BECAUSE OF LONG-TERM COMMITMENT TO ACCELERATED LITERACY, WITH THE PROGRAM ADEQUATELY RESOURCED:

- COWANDILLA PRIMARY SCHOOL
- NOARLUNGA DOWNS PRIMARY SCHOOL
- RAUKKAN ABORIGINAL SCHOOL
- SALISBURY NORTH R-7 SCHOOL
- WINKIE PRIMARY SCHOOL)
Selected Accelerated Literacy Schools

% students above Reading and Writing Benchmarks 2006 LaN

### Year 3 2006

<table>
<thead>
<tr>
<th>School</th>
<th>Cohort</th>
<th>%</th>
<th>Cat Dis</th>
<th>Cohort</th>
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<th>Cat Dis</th>
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<tbody>
<tr>
<td>Cowandilla PS</td>
<td>30/34</td>
<td>88%</td>
<td>81%</td>
<td>28/34</td>
<td>82%</td>
<td>78%</td>
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<tr>
<td>Noarlunga Downs PS</td>
<td>14/14</td>
<td>100%</td>
<td>81%</td>
<td>17/17</td>
<td>100%</td>
<td>78%</td>
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<tr>
<td>Salisbury North PS</td>
<td>19/32</td>
<td>59%</td>
<td>71%</td>
<td>22/32</td>
<td>73%</td>
<td>65%</td>
</tr>
<tr>
<td>Winkie PS</td>
<td>5/5</td>
<td>100%</td>
<td>81%</td>
<td>5/5</td>
<td>100%</td>
<td>78%</td>
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### Year 5 2006

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<th>%</th>
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</thead>
<tbody>
<tr>
<td>Cowandilla PS</td>
<td>27/29</td>
<td>93%</td>
<td>79%</td>
<td>27/29</td>
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<td>Noarlunga Downs PS</td>
<td>21/23</td>
<td>91%</td>
<td>79%</td>
<td>17/23</td>
<td>74%</td>
<td>83%</td>
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<tr>
<td>Salisbury North PS</td>
<td>35/40</td>
<td>88%</td>
<td>67%</td>
<td>39/40</td>
<td>98%</td>
<td>74%</td>
</tr>
<tr>
<td>Winkie PS</td>
<td>3/5</td>
<td>60%</td>
<td>79%</td>
<td>5/5</td>
<td>100%</td>
<td>83%</td>
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### Year 7 2006

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<th>Cohort</th>
<th>%</th>
<th>Cat Dis</th>
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<tbody>
<tr>
<td>Cowandilla PS</td>
<td>21/30</td>
<td>70%</td>
<td>85%</td>
<td>22/30</td>
<td>73%</td>
<td>83%</td>
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<td>Noarlunga Downs PS</td>
<td>23/23</td>
<td>100%</td>
<td>86%</td>
<td>22/23</td>
<td>96%</td>
<td>83%</td>
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<tr>
<td>Salisbury North PS</td>
<td>24/29</td>
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<td>71%</td>
<td>24/29</td>
<td>83%</td>
<td>65%</td>
</tr>
<tr>
<td>Winkie PS</td>
<td>5/5</td>
<td>100%</td>
<td>86%</td>
<td>5/5</td>
<td>100%</td>
<td>83%</td>
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In 2006 in these long-term Accelerated Literacy schools, more students are above the benchmark than their peers in similar educational categories of disadvantage.
SALISBURY NORTH R-7 SCHOOL

CATEGORY OF EDUCATIONAL DISADVANTAGE 1

WORKING WITH ACCELERATED LITERACY SINCE 1999

- ACCELERATED LITERACY HAS CONTINUED DESPITE SIGNIFICANT LEADERSHIP AND STAFF CHANGE
- WON THE INAUGURAL APAPDC ABORIGINAL EDUCATION LEADERSHIP AWARD FOR LITERACY IN 2000
- PART OF THE SAPPA HIGH PERFORMANCE SCHOOL PROJECT 2001
- RECOGNISED AS AN ABORIGINAL EDUCATION LEADERSHIP SCHOOL IN 2004 IN PART BECAUSE OF ITS COMMITMENT TO AL
This graph shows the growth of all Salisbury North Aboriginal students in 2005 and 2006 who had completed two consecutive LaN Literacy tests. All but two students have shown more than expected growth since their previous LaN test two years ago. The average growth is 43 months, 1.8 times the anticipated growth. The 2006 Year 5 students average 39 months of growth, compared with the average 18 months displayed by all Category 1 Aboriginal Year 5 students in 2006. The median growth is 40 months, well above the expected 24 months of growth.

This graph represents all Salisbury North Year 7 students in 2005 and 2006 who completed two consecutive LaN Literacy tests. 70% have shown more than the expected growth of 24 months. The median point is 34 months, almost 1.5 times the expected growth.
NOARLUNGA DOWNS PRIMARY SCHOOL

CATEGORY OF EDUCATIONAL DISADVANTAGE 2

WORKING WITH ACCELERATED LITERACY SINCE 2005

- WORKED IN INNOVATIVE WAYS TO POOL RESOURCES SO THAT TEACHERS CAN REMAIN FOCUSED DEEPLY ON THIS PROGRAM

- HAS OFFERED OPEN CLASSROOMS REGULARLY TO SHOW AL PEDAGOGY TO A WIDE AUDIENCE

- VERY SYSTEMATIC IN THEIR DATA COLLECTION
These 2 graphs represent the Reading Recovery levels of Noarlunga Downs Year 1 and Year 2 students at the beginning and end of 2006. On average, they have improved by 9 reading levels in one year. 53% of Year 1 students are reading at Level 15 or above compared with 27% the previous year. 73% of Year 2 students are reading at Level 20 or above compared with 43% the previous year.
COWANDILLA PRIMARY SCHOOL

CATEGORY OF EDUCATIONAL DISADVANTAGE 2

WORKING WITH ACCELERATED LITERACY SINCE 2004

- WORKED IN INNOVATIVE WAYS TO POOL RESOURCES SO THAT TEACHERS CAN REMAIN FOCUSED DEEPLY ON THIS PROGRAM

- HAS OFFERED OPEN CLASSROOMS REGULARLY TO SHOW AL PEDAGOGY TO A WIDE AUDIENCE

- STRONG COMMITMENT TO PROFESSIONAL LEARNING: 5 TEACHERS COMPLETING THE GRADUATE CERTIFICATE IN ACCELERATED LITERACY THIS YEAR
Writing samples of all ESL students in DECS schools, including Aboriginal students who speak Aboriginal English as their first language, are assessed using the ESL Scales each year. Each scale is equivalent to approximately 12 months of growth. This assessment is used as the accountability measure for receiving ESL funding. ESL Students at Cowandilla Primary School are progressing from 1-4 ESL scales each year. This is the equivalent of 0.5 - 2 SACSA standards in Writing each year.

In the last two years, the maximum scale level achieved by students has increased and continues to do so. Cowandilla Primary School now has 22 students on Scale 8, 10 on Scale 9, and 3 on Scale 10. These are equivalent to SACSA standards 3 and 4. This high level of achievement was not seen until two years ago.
SMALL RURAL SCHOOLS:

WINKIE PRIMARY SCHOOL

CATEGORY OF EDUCATIONAL DISADVANTAGE 2

WORKING WITH AL SINCE 2004

- ONGOING MAINTENANCE AND IMPROVEMENT DUE TO COMMITMENT OF PRINCIPAL SUE ANDREW: HAS SOUTH AUSTRALIAN ACCREDITATION IN ACCELERATED LITERACY, AND WILL COMPLETE HER GRADUATE CERTIFICATE IN ACCELERATED LITERACY THIS YEAR

RAUKKAN ABORIGINAL SCHOOL (CAT 1)

CATEGORY OF EDUCATIONAL DISADVANTAGE 1

WORKING WITH AL SINCE 2002

- ONGOING MAINTENANCE AND IMPROVEMENT DUE TO COMMITMENT OF FORMER PRINCIPAL CHRIS HARVEY WHO IS SUPPORTING MARREE ABORIGINAL SCHOOL THIS YEAR IN THEIR IMPLEMENTATION OF THE PROGRAM
- WON NATIONAL LITERACY AWARD IN 2004
- SCHOOL IS NO LONGER PART OF THE PROGRAM
Winkie Primary School
Student growth since previous LaN 2004-6

Winkie All student growth consecutive LaN Literacy

Winkie All ••• Expected Growth

Months of growth

ATSI

ATSI

Students (Yr 5 and 7)

Winkie Primary School is a small rural school in the Riverland. It has an enrolment of 40 students in 2007. Teachers in the school took part in the trial of Centra internet technology to deliver the initial AL training in 2004. The principal, Sue Andrew, has been the mainstay of the program, which has enabled it to continue despite regular staff changes. Students in 2005 and 2006 have demonstrated average growth of 50 months since their previous LaN. This is twice the expected rate of growth. (The yellow shaded bars represent the three Aboriginal students who have completed consecutive LaN tests.)

Raukkan Aboriginal School
Data included in 2004 National Literacy Award Application
Information supplied from internal school data

Raukkan Aboriginal School Improvement in Reading levels using SACSA Standards

Raukkan Aboriginal School was supported with Accelerated Literacy through the Aboriginal Education Unit from 2001-4. The data provided in this chart supported the school in winning a National Literacy Award in 2004. At the time, the school had an enrolment of approximately 28 students. The school assessed students by taking running records of texts of increasing complexity that had been levelled by the University of Canberra according to National Profile levels. These levels were roughly converted to SACSA standard equivalents. While the test has not been externally validated, the chart still demonstrates that the ability of students to read complex texts has increased well beyond expectations.
UPPER PRIMARY WRITING SAMPLES

One of the most satisfying aspects of the Accelerated Literacy program is student writing. Through the scaffolding provided, students are able to 'borrow' techniques and resources from established writers to represent their own worlds. Here is a selection of student writing produced as part of Accelerated Literacy writing workshops. Annotations attached to the writing are from the teachers involved.
The Devil’s on the Loose
(Year 7 girl, struggles with spelling, requires scaffolding)
The yellow moon was shining brightly as the wolves howled to
the night sky. The crabby gnome was chanting some old voodoo
ritual. The trees whispered with hate in their voices like an evil
hob-goblin dancing around a fire on a clear moonlit night. The
devil was as quick as lightning darting through the forest like a
mad man on drugs.

Suspense passage from a Year 6 student
Lisiett walked into BaiSide Mall right beside the cemetery. She
was in the middle of the mall where the pillars stood around her.
She looked around and saw a shadow scutter past. Time slowed
to a halt. Lisiett’s pulse increased rapidly. Her eyes swelled up
with tears like stars in the sky. She rejected a scream. the
shadow approached and Lisiett saw white, creamy sticklike
figures. She tripped and scampered out of the room. Part
sprinting. Part stumbling. Wobbling. Collapsing in weakness. She
fell and rolled out of the shopping centre.

Michael O’Loughlin: Sydney Swans hero and Salisbury
North old scholar
(by Year 7 Aboriginal student)
He turned around and stared at Michael. His fiery eyes looked
green. His forehead was sweaty and a bit tanned and his long
brown hair was back. Two eyebrows big and fluffy and his nose
was big and long. His lips were held together. He smelt like Lynx
and deodorant and his hair smelt like hairspray. Michael paused
at the front door, walked towards him and shook his hand and
then gave him his signature.

(Untitled, by Year 7 Aboriginal student)
It seemed like a dream come true that they were here safe in the
castle, with the stone beneath their feet and the warm heat of the
fire on their faces. They shut their eyes tightly and they were still
deep in the forest with the dragon, witches and the dogs, the fear
and longing.
But when they all opened their eyes again, the fires was still
here, their loved ones and the smell of food cooking beside them.
It was true. They were here. They were home at last.