

LITERACY SUPPORT

Students have been provided with intensive support from Teachers and SSOs within all Year 7 and 8 English and Additional Literacy classes. During English and additional literacy lessons, Teachers will provide learning direction to students, then both Teachers and SSOs will support reiteration of new learning with small student groups. This will take place within the classroom, as opposed to students being withdrawn and interrupting other subjects twice a week.

Teachers have planned and provided SSOs with direction on planned learning for each literacy block. Learning will be differentiated to support individual student progress, whether they need support with decoding, fluency, or comprehension. The Teachers have provided instruction to students during lesson, then afterwards, both Teacher and SSOs have provided targeted support to particular groups. In addition, all Year 7 students have been completing the Spelling Through Morphographs program during English. This program teaches prefixes, suffixes and word bases and gives secondary students the tools to transfer their spelling knowledge to vocabulary, strengthening comprehension as a result.

Salisbury High School has now transitioned away from using the Running Record reading level assessments, to now using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and New Group Reading Test (NGRT) assessments.

phonics

In Term 4, our Phonics withdrawal intervention for Year 7 and 8 students commenced on Monday 14th October (Week 1). Phonics is a structured lesson and partaking students are expected to attend 3 x 20 minute weekly sessions, taking place in the Library and with a trained SSO facilitator. Students will come out of a subject class (not the same subject more than once per week), to partake in short sessions, then return to their subject class as normal. Students will also be provided allowances to attend Phonics, to ensure that they do not miss out on content or fall behind, due to attending. SSO Mark Karvelis has continued to support students through their learning and across Semester 2. Students deemed as needing intensive support will partake for the full year and those that may need targeted support for certain skills, will partake for a shorter period of time.

Through the end of Term 3 and across Term 4, students have continued to partake in further screening checks. These screening checks will identify progress or further students requiring support. The screening checks utilised will be complete with the use of the Beginning and Advanced Decoding Surveys.

Over 2022 and 2023, approximately 50 students across Year 7 and 8 were supported and significant improvements were made by partaking students. In 2024, we are supporting 20 – 25 students across Year 7 and 8.

We would like to thank and congratulate all partaking students on their efforts through 2024, there has been a number of improvements with not only their understanding, but additionally their overall confidence and skills!

What is Phonics and how does it help our students? While phonics is just one part of learning to read, alongside phonemic awareness, vocabulary, fluency, and comprehension, studies have shown phonics to be the most effective way of teaching children to read words accurately and fluently. Understanding how the sounds in spoken words are written in text is critical to being able to read and to spell words. Phonics is about understanding how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns and to help them learn how to apply this knowledge in their reading. It involves teaching children the sounds made by individual letters or letter groups, and how to blend these from left to right to make words. Phonics is an effective way to teach children to read and learning to read establishes vital foundational skills for a student's academic success.

Our Phonics program will continue in 2025 and students identified to partake, will be notified in early 2025. There will be some additional aspects of support implemented, which we believe we help our students further!

READING LEVEL ASSESSMENTS

Salisbury High School has now transitioned away from using the Running Record reading level assessments, to now using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and New Group Reading Test (NGRT) assessments.

Current and incoming cohorts of students have and will be assessed, providing additional information on best support practices for our students. The NGRT has been completed during Transition Days and will support Teachers in planning aspects ahead of Term 1, 2025.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)



DIBELS is a series of short tests (1 – 3 minutes) that assess Year 7 and 8 students, identifying student reading levels and deficiencies. It is a set of procedures and measures for assessing the acquisition of a set of Year 7 - 8 literacy skills, such as phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension. This information provides insight on students' reading levels and how best to support our students further.

New Group Reading Test (NGRT)



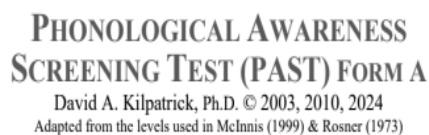
The New Group Reading Test (NGRT) is a standardised assessment to measure reading skills of students aged 5-16 years against the national average. Through a variety of exercises, NGRT can assess students' knowledge of phonics, comprehension, decoding ability, vocabulary, grammatical knowledge, deduction and inference skills, authorial intent, and ability to deal with figurative and idiomatic language (depending on the age of the student and test selected). Tasks include sentence completion, passage comprehension and phonic exercises. NGRT tests not just the ability of students to decode what they read, but also to comprehend and apply meaning.

Diagnostic Decoding Surveys (Advanced Plus, Advanced and Beginning)



Enables one-on-one assessment of phonics skills for struggling readers from the middle of first grade through adulthood. Designed to pinpoint decoding strengths and weaknesses in students. The surveys can be used to identify which skills have already been mastered and which are weak.

Kilpatrick Phonological Awareness Screening Test (PAST)



Supports the site in identifying and evaluating students at significant reading 'risk'. This screening check evaluates phonological awareness skills. This assessment supports the identification of students who may require further support in learning to read. This can then ensure targeted learning can be in place before the achievement gap widens.

Mark Karvelis

Literacy Support Manager, Inclusive Education.

SOCIAL SKILLS

Social Skills is a program run at SHS for approximately 25 students across Year 7 – 9, led by SSOs Bianca Gaspari and Sam Griffin. Students are provided with 1 x 50 minute weekly session.

Social Skills takes place in the Library, with all students have been advised and have their sessions timetabled on Daymap. This program involves small groups of students, where students gain support in developing a variety of social and emotional skills. Students partaking will get to interact with other students, problem solve and build confidence.

Students will be provided support and skills with the following aspects;

- How to begin and maintain friendships
- Interpret human differences
- Improve social connection
- Greetings and exiting
- Social feedback
- Identify and work with ones emotions
- Self-awareness
- Identify and navigate tricky social situations
- Build more positivity and resilience

We look forward to supporting our students in developing their confidence and skills further!

Bianca Gaspari and Sam Griffin
Inclusive Education