



West End State School

Reading Comprehension

Description – A key priority identified in the 2012-2015 School Strategic Plan (SSP) and linked to QUT research was to improve reading comprehension across the school. Question Answer Relationship (QAR), a powerful, research-based approach for improving reading comprehension developed by Taffy Raphael was chosen to provide a school wide approach with common metalanguage and scaffolding.

Approach-

- Whole staff Professional Development at the beginning of each year on Pupil Free Days.
- Collaborated with QUT in research project on Guided Reading using coaches.
- Guided Reading coaches providing explicit instruction to teachers on reading comprehension strategies
- WESS QAR posters made, displayed and used in every classroom to facilitate common metalanguage
- Guided Reading resources specifically purchased with reading comprehension as the focus
- All the way through, the teaching of reading comprehension strategies have been informed by data – NAPLAN, Pat R, Informal Prose Inventories (IPI), PM Benchmarks.
- QUT Focus group feedback
- Staff meeting feedback sessions
- Staff and student surveys

Timeline of implementation –

End of 2011 – Identified need to focus on comprehension using NAPLAN data. Research into best methods to assist students and provide a whole school framework. Question Answer Relationship (QAR) identified as the strategy of choice. First Professional Development in QAR off site. Purchasing of work books for teachers to base lessons on

2012 – Whole Staff Professional Development (PD) in QAR during Pupil Free Days (PFD) as a tool to assist students to find information and be more confident answering questions. QAR supported Curriculum to the Classroom (C2C) as this framework was used extensively in C2C. Posters for WESS were created and used in every classroom to support whole school approach. Teachers in Years 2-7 trialled the lessons from the QAR Workbooks during Terms 1 and 2. Feedback from teachers was that the lessons were worthwhile but the reading material was too US centric. Alternatives were looked at. STARS (Strategies to Achieve Reading Success) and CARS (Testing component) were purchased.

2013 – Joined with QUT in research project in Guided Reading using coaching model. Whole-staff Professional Development in Guided Reading on PFD. WESS Guided Reading practices developed based on framework by Fountas and Pinnell. Coaching model was devised and implemented with Years 3, 4, 5 & 6 during the year. Large focus of Guided Reading was on comprehension. QAR, Sheena Cameron and Springboard into Comprehension all used as research frameworks by coaches for comprehension strategies. Guided Reading Teacher Aides in-serviced on QAR, comprehension strategies and questioning techniques.

2014 – Whole staff Guided Reading Professional Development on PFD. Sharing of current practices from year levels who have started on coaching journey. Focus remains on reading comprehension during Guided Reading. Strong focus on comprehension from GR coaches using WESS tools – QAR, STARS strategies, Sheena Cameron strategies and Springboard into Comprehension strategies. Coaching extended to Years 2, 7, Prep and 1.

2015 – Whole staff Professional Development on Springboards into Comprehension ebooks PFD (one tool for comprehension). Whole staff refresher PD in QAR to maintain focus and school wide approach and common language. Continuing of strong focus on comprehension via Guided Reading.

Outcomes –

Teacher – An improved understanding of, and ability to teach comprehension strategies and metalanguage.

Students – Significant improvement in reading data across the school. This can be seen in NAPLAN, PM Benchmark levels and Pat-R testing throughout the year levels.

NAPLAN Mean Scale Scores by Strand for Year 3 Test 2012, 2013, 2014, 2015

For West End State School (0212) Students

(Preliminary Data for 2015)

School					All Students							
Year	n	Lower Limit	School Mean	Upper Limit	Like Schools				State Schools		National	
					Lower Limit	Mean	Upper Limit	Comp. Flag	Mean	Comp. Flag	Mean	Comp. Flag
Reading												
2012	88	434	451	468	417	419	421	↑	403	↑	420	↑
2013	91	451	469	488	409	411	413	↑	402	↑	419	↑
2014	108	451	466	482	411	414	416	↑	404	↑	418	↑
2015	97	462	481	500	422	424	426	↑	414	↑	426	↑

NAPLAN Mean Scale Scores by Strand for Year 5 Test 2012, 2013, 2014, 2015

For West End State School (0212) Students

(Preliminary Data for 2015)

School					All Students							
Year	n	Lower Limit	School Mean	Upper Limit	Like Schools				State Schools		National	
					Lower Limit	Mean	Upper Limit	Comp. Flag	Mean	Comp. Flag	Mean	Comp. Flag
Reading												
2012	63	480	500	519	481	483	486	↔	470	↑	494	↔
2013	102	522	535	547	495	497	499	↑	492	↑	502	↑
2014	103	520	534	548	498	500	502	↑	490	↑	501	↑
2015	116	526	541	557	496	498	500	↑	489	↑	498	↑

NAPLAN Mean Scale Scores by Strand for Year 7 Test 2012, 2013, 2014, 2015

For West End State School (0212) Students

(Preliminary Data for 2015)

School					All Students							
Year	n	Lower Limit	School Mean	Upper Limit	Like Schools				State Schools		National	
					Lower Limit	Mean	Upper Limit	Comp. Flag	Mean	Comp. Flag	Mean	Comp. Flag
Reading												
2012	104	546	560	573	533	535	536	↑	524	↑	542	↑
2013	108	552	564	577	534	536	537	↑	526	↑	541	↑
2014	87	566	583	600	542	544	547	↑	533	↑	546	↑