

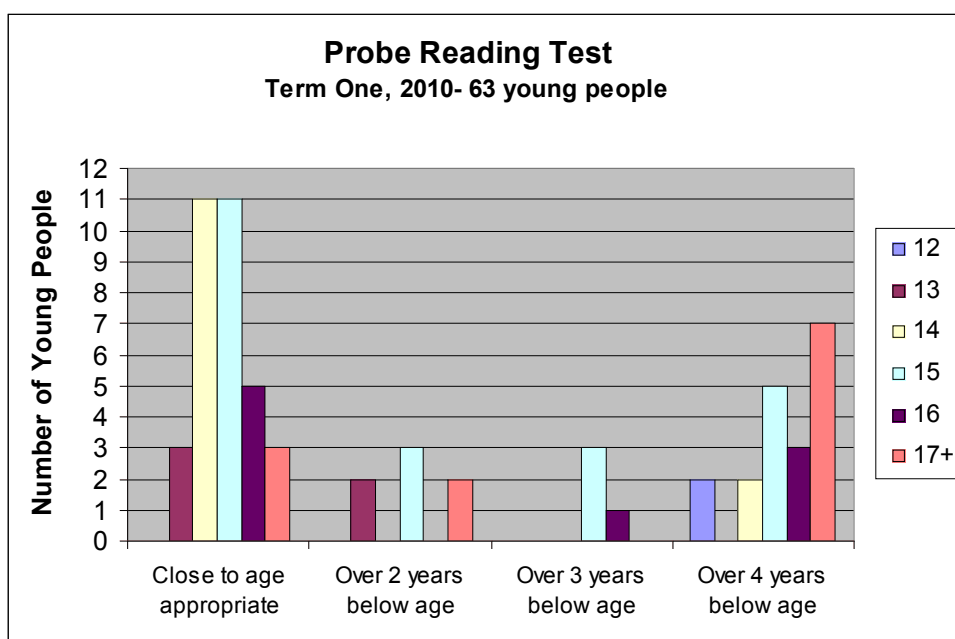
Centre Education Programme
108 Mudgee St., Kingston, Qld. 4114

Centre Education Programme (CEP) is a Flexible Learning Centre, a part of the Edmund Rice Education Flexible Learning Centre Network, based in Logan City. The school caters for young people aged 13 to 18 who, for a variety of reasons, have disengaged from mainstream schools and seek an alternative pathway to education and training.

Many of the young people who enroll at CEP exempt themselves from Naplan testing and thus we rely on standardized testing to give us a baseline of each young person's literacy and numeracy levels. The battery of standardized tests administered to young people, is one of the tools that allows staff to develop personal learning plans and to develop individual programs focused on skill progress rather than year level curriculum.

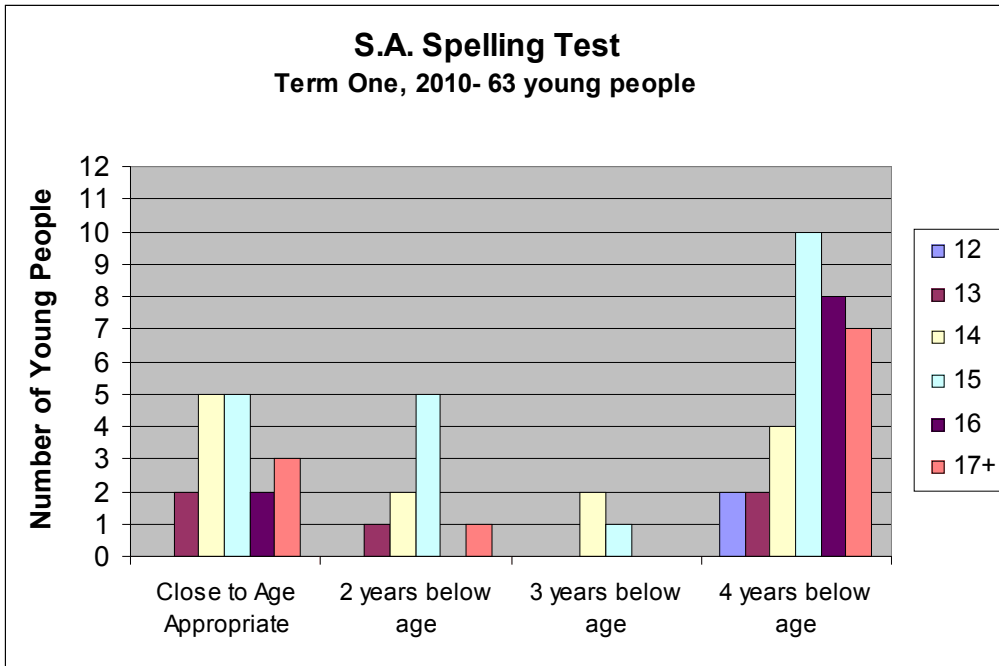
The concept of 'literacy' within this project is to be understood to include 'mathematical literacy', the language we use to interpret and discuss quantitative data in our environment. This form of literacy is often embedded in a solid conceptual understanding of mathematical concepts.

Historically the testing at CEP has indicated low literacy and numeracy levels with results in reading, math (number strand) and spelling at the beginning of 2010 as follows ('close to' age appropriate is defined as being one year below chronological reading age);



In summary, the testing showed that in reading;

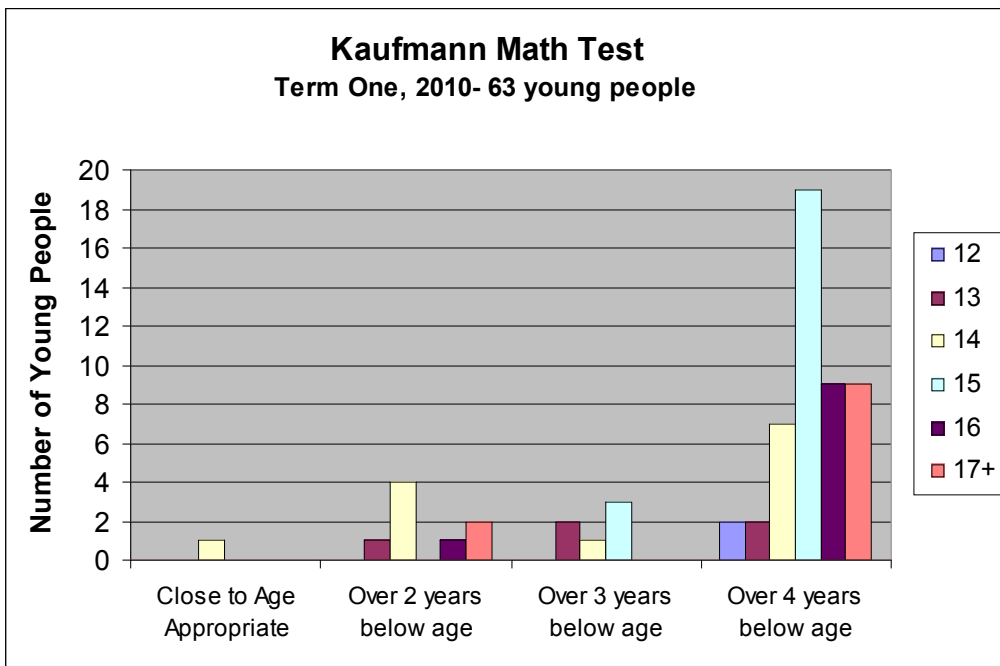
- ◆ 48% of young people tested have a reading age of at least 2 years below their chronological age
- ◆ 27% are at least four years behind their chronological age
- ◆ Of the 16 and 17 (and over) year olds tested, 62% have a reading age of at least two years below their chronological age. 48% of this group tested over four years behind their chronological age
- ◆ 52% of young people tested are reading close to age appropriate.



In spelling;
 ◆ 71% of all young people tested were spelling at least two years behind

their chronological age

- ◆ 52% scored a spelling age at least four years behind their chronological age
- ◆ The group with the poorest results were 15 year olds in which 76% scored at least two years below their chronological age.
- ◆ 27% scored in the age appropriate range.



In Math (specifically the 'number' strand);
 ◆ 98% of young people tested scored at least two years behind chronological age
 ◆ 76% scored

over 4 years below their chronological age

- ◆ Poor math scores were experienced by all age levels
- ◆ Only 2% of those tested scored in the age appropriate range.

The low literacy and numeracy levels are experienced across the school years (years 8 to 12) and make it particularly difficult for young people engaged in the senior phase of learning to

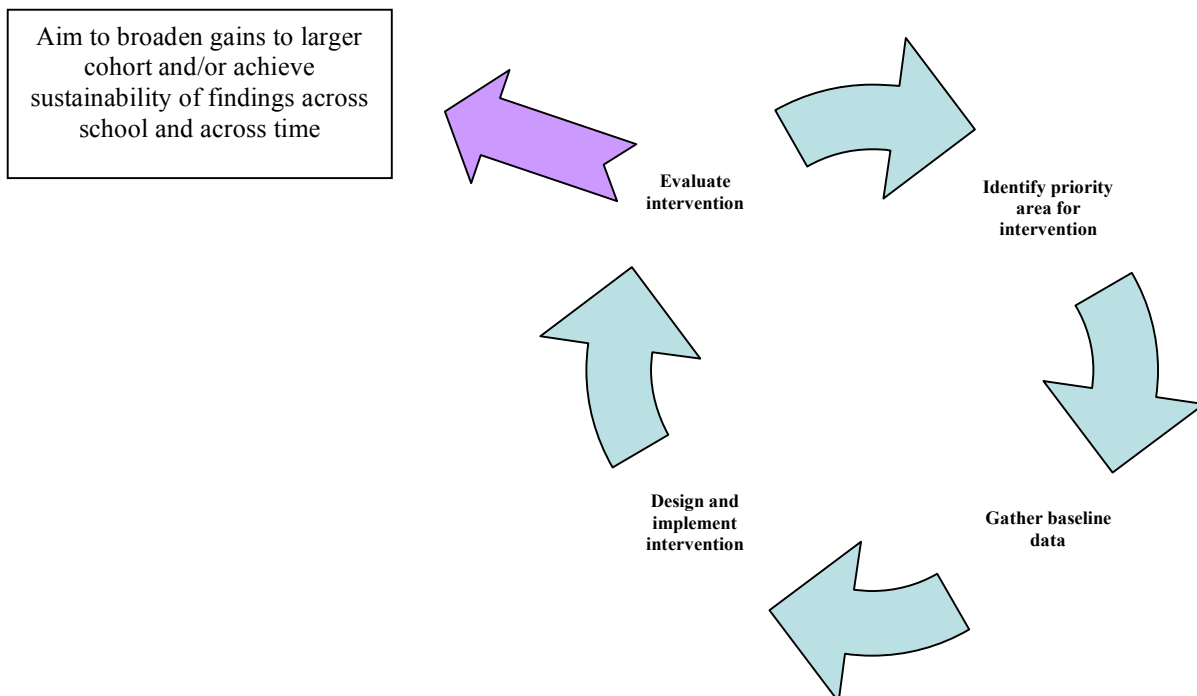
access accredited subjects and subsequently achieve a QCE. It should also be noted that the statistics presented here represent the current cohort of young people enrolled and that due to the ever-changing population of young people attending CEP, comparative statistics during the project will be more individual and will focus on progress of young people involved in specific interventions.

In consultation with staff and other stakeholders of the school, it was decided that an action research approach to the project would provide a flexible and effective way to achieve our goals and provide us with the opportunity to respond to differing priorities that arise in our ever-changing population (see Table 1).

The initial stage of the project will aim to identify the effectiveness of an intensive literacy intervention with a small group of young people with low literacy levels and the motivation to improve their 'reading' (defined as decoding for this particular part of the project). The intervention will run for six weeks and will then be evaluated to ascertain what gains were made and what young people thought of the program resources. In accordance with the action research model, the principles of the program will then be broadened to implementation at a class level and continually evaluated to ensure it is sustainable as a regular part of the curriculum.

In conjunction with this initial stage of the project, a survey will be given to staff aiming to identify other priority areas for intervention. The findings from the survey will guide subsequent interventions which will again follow the cyclic form of action research.

Table 1- An Action Research Model



General Plan

Performance Indicators	School Targets	Evidence Source
Students will have personal learning plans that identify specific focus areas for intervention and/or adaptations to the classroom curriculum.	All students enrolled at the school.	Personal learning plans.
Areas of need identified by the personal learning plans will be responded to through consultation with all stakeholders (parents/carers, staff, young people) and interventions designed to suit.	All young people enrolled at the school.	Personal learning plans and individual timetables.
Staff will feel confident in their ability to teach basic literacy and numeracy within all subject areas.	Staff at Centre Education Programme.	Questionnaires and discussions.

Specific Projects

Goals	Strategies	Evidence Source	Timeframe	Budget
To increase the reading age of a small group of young people who identify the desire to improve their reading.	One-on-one supported reading program for three sessions per week (Rainbow Reading).	Running Records. Probe reading test.	Six weeks for three sessions per week.	\$1000 for books and discs to expand the Rainbow Reading program.
To evaluate a sequenced reading program for effectiveness in increasing decoding skills in the young people involved in the program.	Keep records on the progress and motivation evident in the young people involved in the reading program.	Progress records. Discussions with young people.	Across 6 weeks and subsequently within the classroom for all students requiring intensive intervention as identified in their personal learning plan.	
To identify priority areas for subsequent intervention.	Distribute a questionnaire to staff to identify areas of literacy and numeracy teaching that staff lack confidence in teaching.	Questionnaire/s.	Areas to be identified by the end of term 1, 2010.	
To continually design, implement and evaluate specific interventions based on identification of priority areas, using an Action Research model.	Ongoing consultation with stakeholders (staff, parents/carers, young people, advisory group etc.).	Discussion groups and questionnaire/s.	Ongoing.	
To provide inservice in areas identified by staff as areas of need.	Provision of on-site inservice and resources to support the teaching of specific skills.	Questionnaire/s.	Ongoing.	
To respond to areas of need identified in the personal learning plans through development of individual or small group programs.	Develop individual programs to suit young people for whom the prescribed curriculum is not accessible.	Testing and personal learning plans.	Ongoing.	