



Early Years

The Early Years Strategy has been developed as a comprehensive, whole school approach to ensure literacy and numeracy success in the critically important first five years of schooling.

At Glendal we have embraced both the Early Years Literacy and the Early Years Numeracy strategy.

We strongly believe that:

- All students can succeed given sufficient time and support and have developed a comprehensive whole school program and support network.
- All children have the right to be challenged through our differentiated curriculum to achieve their optimal potential.
- Literacy success has a positive and significant effect on success in all other areas of learning

Ensuring Success in the Early Years...

Worldwide research into successful Literacy and Numeracy programs identified four common elements as essential to success.

Success Factors Identified	Glendal's Programs
1. Daily structured program	<p>A daily, uninterrupted literacy block is provided for Years prep-2 between 9am and recess and for Years 3-6 between recess and lunchtime. This time is dedicated to literacy. Sessions begin with a whole class focus which then leads into differentiated teaching and learning activities followed by a whole class share time, where as a class the children can reflect on their learning. Each classroom teacher is supported in this session, once a week, by either the Early Years Coordinator, Literacy support teacher or the ESL support teacher.</p> <p>A daily one hour uninterrupted Numeracy block is</p>

	also provided for all years Prep-6.
<p>2. Additional Assistance:</p> <p><i>Research has shown that even with a well-planned, structured program some students will still require additional assistance.</i></p>	<p>Our Bridges program provides individual, literacy intervention on a needs basis for students in Prep-6. It involves children being withdrawn 3 times a week for 30 mins.</p> <p>Our highly successful Reading Recovery program targets Year One students providing daily intensive literacy intervention.</p> <p>An individual ESL intervention program for students enrolling directly from the Blackburn Language School supports children's transition into our school. Numeracy intervention is targeted at Year 2 with small groups of children being withdrawn for additional assistance.</p>
<p>3. Parent Participation</p>	<p>A strong partnership between home and school enhances children's success. The parental support for our programs is a strength of our school. Parents are involved in our programs throughout each and every day. A purpose-built community room has been incorporated into our new building to further foster this strong partnership.</p>
<p>4. Professional Development for Teachers</p>	<p>The development and delivery of educational programs is dependent on the skill of the teachers. Our teachers have received extensive regional and school based training in the Early Years strategy. Literacy and Numeracy mentors are selected and trained, at each year level, to ensure the ongoing success of the Early Years programs.</p>

Reading Recovery

Reading Recovery has a strong tradition of success with the lowest-achieving children. Developed in New Zealand, Reading Recovery now also operates in all states in Australia, the United States, Canada and the United Kingdom.

The goal of Reading Recovery is to reduce the number of Year 1 students having difficulties learning to read and write. Students who need additional assistance in reading receive a series of individual, 30-minute Reading Recovery lessons daily from our specially trained teacher.