





# Woodlands Park School

## 2025 Case Study


### At a glance

 West Auckland

 350 Students (Yr1-6)

 8 classrooms using StepsWeb

 Data from 119 students

 9 months of StepsWeb

 Average spelling age gains:

- 12 months gain for students who completed at least 50% of their Weekly Goals.
- 16 months gain for students who completed 100%+ of their Weekly Goals.

### Woodlands Park School uses StepsWeb to achieve impressive literacy gains for whole classes.

In 2024, Woodlands Park School began a trial of StepsWeb through a Resource Teacher: Learning and Behaviour (RTL), implementing the program as a whole-class approach across four classrooms – Years 3-4 and Years 5-6. Prior to this, the school was already using StepsWeb with small groups, but felt they weren't using it effectively.

The educators at Woodlands Park School liked that StepsWeb adapts to each student's level and pace and that StepsWeb uses multisensory techniques to foster working, visual, and auditory memory, making it inclusive for all students. This makes StepsWeb suitable for more advanced students, while also providing necessary support for students with learning difficulties.

Woodlands Park educators wanted to expand StepsWeb within their school to make it more inclusive. After seeing positive results from their trial in 2024, the educators were able to convince the Board to adopt StepsWeb for all students in Years 3-6, spanning across eight classrooms in total. This case study shows student outcomes from the eight classrooms in 2025.

Woodlands Park School are an example of how StepsWeb can be successfully implemented as a school-wide approach. By encouraging students to meet Weekly Goals, and complete their StepsWeb work, they have seen excellent literacy progress across a wide range of abilities.

"One of the program's strengths is that it is an online platform that adapts to students' levels and pace."

- Tania C. Learning Support Coordinator



# Implementation and key insights

- **Extra support for tier 4 students:** Teacher Aides worked with students who were identified as tier 4 – high need learners.
- **Encouraged Weekly Goal completion:** The educators found keeping up motivation for students to complete their Weekly Goals was a challenge. They overcame this by:
  - running class competitions
  - spot prizes
  - and communicating with students' families.
- **Reports were used to identify gaps and share achievement:** Educators used the reporting tools within StepsWeb to keep track of their students' progress and identify any students falling through the gaps. Teachers enjoyed showing students their individual progress graphs so they can see how much they've improved.
- **Improved confidence:** Educators reported seeing significant improvement in spelling and reading confidence.
- **Students are engaged:** The students were engaged in their StepsWeb learning, with many achieving their Weekly Goals, or going a long way towards them.
- **Improvements in writing:** Teachers have seen how using StepsWeb is crossing over into their writing and reading abilities.
- **Reduced teacher workload:** With StepsWeb having the capability to be an independent activity for the majority of students, educators were able to spend more time with groups of students who need extending or extra support. The educators felt assured the rest of the class was receiving tailored reinforcement, each at their own level and pace.
- **Compatible with other programs:** The educators observed that StepsWeb was able to link to other resources and programs being used within the school. StepsWeb enabled educators to supplement their teaching of specific areas and topics by assigning built-in wordlists or creating their own custom wordlists.



"The reporting immediately shows any gaps or areas that require extra support. The students can follow their learning and accomplishments."

– Tania C. Learning Support Coordinator

## What are Weekly Goals?

Weekly Goals are a feature of StepsWeb designed to help struggling students reach equality between their Spelling Age (SA) and Chronological Age (CA), and to help the rest of your students keep their SA in check with their CA.

StepsWeb automatically assigns a Weekly Goal to each student. The Weekly Goal is determined by how the student has been placed by the initial Spelling Placement Test.

If your student tests with a SA of one year less than their CA, they will automatically be given a Weekly Goal of 20 StepsWeb activities per week. This is the number of online activities, when successfully completed with a silver medal, that will bring their SA one year closer to their CA, over the period of one year. Once your students have a SA and CA that are the same, the program reverts to 10 activities per week. This is the number of activities that will keep their SA in line with their CA.

# Results

Students who completed more StepsWeb activities tend to make greater progress in their spelling age.

## Average Spelling Age Gains



Students who completed 100%+ of their Weekly Goals



Students who met at least 50% of their Weekly Goals

The results suggest there is a correlation between Weekly Goal completion and literacy progress. Generally speaking, students who met at least half of their Weekly Goals, made an average of 12 months spelling age gain after 9 months of using StepsWeb. We recommend teachers aim to complete as many of the Weekly Goals as possible to see good progress.

Students who completed all their Weekly Goals and more saw an average of 16 months spelling age gain after 9 months of StepsWeb. Having students complete all their Weekly Goals over the school year is an incredible feat, especially after you account for student sicknesses and absences over a long period of time. This demonstrates that the more Weekly Goals your students complete, the higher the literacy gains you can expect to see.

