showcase08
AWARDS FOR EXCELLENCE IN SCHOOLS

2008 Showcase Awards for Excellence in Schools

State Award Submission Form

Title of submission: ***Catch the Reading Bug***

School/s: ***Thornlands State School***

District: ***South East Brisbane***

Region: ***Greater Brisbane***

Key Contact Person:

Name	***Jan Burton***
Phone number	***(07) 3821 8111***
Mobile phone number	***0438 098 561***
Email address	***jburt5@eq.edu.au***

Principal:

Name	***Michael Quinn***
Phone number	***(07) 3821 8111***
Email address	***mquin1@eq.edu.au***

Showcase category this project is to be entered into:

✓	***Showcase Award for Excellence in the Early Phase of Learning***
	Showcase Award for Excellence in the Middle Phase of Learning
	Showcase Award for Excellence in the Senior Phase of Learning
	Showcase Award for Excellence in Inclusive Education
	Showcase Award for Excellence in Leadership
	Showcase Award for Excellence in Innovation
	Showcase Award in Academic Excellence
	Showcase Award for Excellence in Community or Industry Partnerships

Multimedia Items: ☑

Submission Overview

CATCH THE READING BUG is a balanced, explicit reading program designed to bring structured learning and enjoyment back to the classroom. Teachers have been provided with training, information, ideas, and resources. The program has been implemented with a huge variety of exciting strategies and activities. There is a focus on the varied needs of students and their unique learning styles. Reading Bug scavenger hunts, Big Bug concerts and Big Bug Reading Buddies make learning fun.

Signature of principal

_____

Date

_____

Intellectual Property clearance is held for all materials

To be completed by the Executive Director (Schools) after completion of the checklist:

I support this submission and its entry in the Showcase Awards for Excellence in Schools 2008. This submission meets the requirements set out in the Executive Director's Checklist.

Signature of Executive Director (Schools) **Date**

_____ _____

All submissions remain the intellectual property of the Department of Education and the Arts. If a submission uses material from a source not covered by Department of Education and the Arts licences, permission for use of that material must be sought prior to entry of the submission and written proof of permission must be included in the submission.

Description

In 2003, Thornlands staff were extremely disillusioned with the Early Years Reading Program. Many students were at risk with 43% of children in Year 2 being caught in the net. The Whole Language Immersion approach to the teaching of reading was problematic and individualised practice was occurring in classrooms. Over a third of students began preschool/prep with speech language deficits. Of all the schools in the region with Reading Recovery programs, our students entered at the lowest level. This important issue needed an innovative, dynamic, cohesive team approach.

Thornlands State School began to develop a renewed vision on how to improve student reading outcomes in the Early Years classes, particularly for students at risk. This vision encompassed changing reading practices, building the professional capacity of staff, reviewing the monitoring and assessment processes, improving resource provision and strengthening home – school partnerships. The vision became *Catch the Reading Bug*.

Objectives of the Program

The Early Years Staff worked together as a cohesive team to produce a program which met the needs of the Thornlands community. In phase 1, the emphasis was on changing teacher practice, acquisition of resources, organization of personnel and staff skilling. In phase 2, the attention was on ideas and activities to engage and motivate. Activities in this phase were constantly reviewed and changed. Many original resources were developed for classroom use, awards, motivation and recognition of effort. The program and results were closely monitored by the Head of Curriculum and Administrators.

Phase 1

1. **Change in Pedagogical Approach**. After examining data from many sources, there was a change in the Early Years teaching of reading from the Whole Language Approach to balanced systematic literacy instruction with a focus on explicit teaching. This approach focussed on oral language, sound/letter relationships, phonics, fluency, sight words, vocabulary knowledge, comprehension and effective support from home. Support was given to staff to develop a much wider range of strategies for the teaching of reading.
2. **An Extensive Professional Development Program** was put in place which included SMILE Workshops (Guided Reading), Leap, Launch, Lock (targeting children with oral language difficulties), Magic 100 Words (building sight word capabilities), Speech Pathologist workshops on the importance of rhyming and oral language, Support-a-Reader, P-3 Importance of Guided Reading, Using the PM Benchmark Kit (diagnostic tool for establishing reading age and reading strategies) and the Carol Christensen UQ Conference. Special Education Staff were included in all workshops and also attended Support-a-Talker Professional Development.
3. **An Extensive Professional Development for Teacher Aides** was conducted by the Learning Support Teacher. This was open to permanent, part-time and voluntary aides. In addition, teacher aides accessed district workshops on reading.
4. **Guided Reading Classroom Implementation.** Resourcing, practical teaching workshops, whole-school focus on guided reading and continued professional dialogue at fortnightly P – 3 meetings were conducted. Guided reading was timetabled and fully implemented in all 1 – 3 classrooms in the literacy block (an uninterrupted two hour session each day).
5. **Home Reading Packs.** Every fortnight, year one teachers explicitly teach one reading strategy. Children practise this strategy across a range of texts and in a variety of classroom activities. The strategy goes home on a bookmark in the Reading Pack along with sight words for parents to reinforce. This builds automatic sight word recognition.
6. **Establishment of an Oral Language Program** in preschool / prep / year one to address oral language deficits in young children and enhance their literacy learning. This involves the Speech Pathologist testing children in term 1 and term 4. Those scoring poorly participate in a program run by the teacher aides which uses games and activities to develop sound/word awareness and enhance confidence. Leap, Launch, Lock and Early Literacy Intervention Program (E.L.I.P.) are implemented.
7. **Matching Kids to Books.** Existing and new resources were levelled to ensure children and texts were matched for instructional and home reading use, thus ensuring student confidence.

8. **Targeting of Children Needing Support.** Using data gained from working with the PM Benchmark Kit, students performing below expected levels were identified and placed on a program of support. This included working with the Reading Recovery Teacher, specialised support from the learning support teacher, Support-a-Reader with the teacher aides or reading buddies.
9. **Parent Support Meetings.** These were conducted with parents of students needing reading assistance and focussed on helping at home with Building Sight Word Knowledge, Using Pictures to Predict and Developing an Interest in Books.
10. **Parent Workshops on Reading** conducted by the Learning Support Teacher, Head of Curriculum and the Deputy Principal enabled parents to understand the reading process and explore issues relevant to maintaining their child's interest in reading.
11. **Changing the Home Readers Focus.** Initially, home readers were predominantly story books – outdated and in disrepair. An injection of funds purchased new, high-interest books in a variety of text types. The Home Reading Room was revamped with books levelled for ease of matching and use. Information notes to parents explained the importance of matching books to readers (for confidence) but also at times for extending and motivating young readers. New Home Reading Diaries supported the change process.
12. **Use of Interns to Support Reading Programs.** In 2005, 2006 and 2007, Teaching Interns assisted teachers by supervising classes so that Early Years staff could provide intensive work for students at the end of Year 1. Three times a week they supported students who were experiencing reading difficulties.
13. **Literacy Notebook.** Weekly inserts are prepared by the Head of Curriculum to provide information on the school's reading program, how to help with reading at home, useful internet sites and popular reading for children.

Phase 2 – Launch of CATCH THE READING BUG

This was an innovative program developed at the school to motivate and improve the performance of students while raising awareness of parents and the community at large to the importance of reading as an essential foundation for lifelong learning. Resources were created, laminated, sewn, crafted, purchased, adapted, named and launched. There have been many activities over time which included:

- Reading Bug sashes awarded to two children per class weekly
- Reading Bug Certificates and Mascots (a Giant Ladybug and a Giant Alphabetic Caterpillar) for classes from P – 3 with outstanding weekly reading performance
- BIG BUG CONCERT to promote reading and story telling
- Laminated Reading Bug Bookmark Awards
- Reading Bug mobiles with Reading Messages for P – 3 classrooms
- Reading Bug Hunt with over 200 bookmarks, Ladybug masks and books hidden around the playground for the whole school
- Little Bug Travel Diaries which include a Ladybug which goes home with each student in the class at different times. The children write about Little Bug's adventures at their house and then this goes back to the school for others to share.
- Big Bug Reading Buddies – this involves older students reading to younger children, sharing their love of books and serving as literary role models
- Little Bug Photographic Promotion to show that everyone reads every day regardless of their job
- Catch the Reading Bug Competitions with book prizes
- Reading Bug Weekly Goal Sheets
- Dads' Night held to highlight the value of fathers and their involvement in the reading process.

Sustainability, Transferability, Inclusivity and Innovation

The Bug Program is readily sustainable as it uses personnel available in schools, adopts an approach which is balanced and incorporates a wide variety of resources, many of which could provide the focus for activities such as sound-letter relationships, phonics and vocabulary development. The Bug Program extends to all areas of the school including prep and Special Education students. The special education staff are part of all planning events and collaborations. The key aspects of the program have been shared with staff at other schools. The program was researched by QUT staff who published an

article for the international education community. The focus on *at risk students* and efforts to improve their engagement and performance are most important.

CATCH THE READING BUG is an innovative collection of strategies and activities developed by the school team to motivate and extend all readers.

Program Development and Connections to QSE-2010, Destination 2010 and the Education and Training Reform for the Future Agenda

Develop Innovative Approaches to Schooling That Respond to the Distinctive Needs of Students. The *Catch the Reading Bug* initiative has seen the percentage of students requiring additional support for the Year 2 Diagnostic Net in Reading fall from 43% in 2002 to 13% in 2008.

Implement Curriculum Programs in the Early Years which are responsive to student, parent and community needs. With the whole language approach not meeting the needs of students in the early years and with poor results in reading, a program was implemented with the emphasis on an integrated, balanced and explicit approach to the teaching of reading.

Develop Sustainable Quality Relationships With Parents, School and Local Community. Improved communications with parents has resulted in positive support for students with their reading, particularly for those children at risk. Newsletter, newspapers, information sheets and workshops have all led to improved cooperation between home and school.

Support Professional Development Designed to Improve Literacy Outcomes. A focus on professional development related to reading resulted in upskilling of staff and the purchase of additional resources to enhance programs, particularly in relation to letter / sound relationships. This enabled teachers to develop stronger, more balanced teaching programs.

Celebrate the Achievements of School Staff Through Awards and Recognition. School staff have developed awards, certificates and mascots to recognise individual and group performance. Public recognition is provided via the school publicity officer, the school website, the school noticeboard and the community newsletter.

Implement Programs That Strengthen the Quality of Leadership in the School. The development of a leadership team involving all relevant stakeholders has resulted in improved early identification of students at risk and reduced overlap and conflict in the intervention programs.

Support Supervision and Practice of Beginning Teachers and Internships. In 2008, the school welcomed 22 student teachers, half of whom will be interns in Semester 2. All who are placed in the Early Years area are fully absorbed into the program.

Outcomes

This program succeeded in improving student reading performance in the early years. It succeeded in blending a group of individual teachers into a tightly knit team. Various specialists and support staff united to provide a program of support which improved the identification process for children experiencing difficulties. All staff were able to access quality Professional Development.

Other key outcomes for the *Catch the Reading Bug Program* have been:

- Development of a reading program which supports quality teaching and strengthens leadership
- Improved reading outcomes for students in the early years
- Improved early identification of and intervention for students at risk
- Improved quality professional development of staff (teachers, teacher aides and specialists)
- Improved resourcing to expand the repertoire of teaching strategies
- Improved home / school communication and support

Evidence

Development of a reading program which supports quality teaching and strengthens leadership

Catch the Reading Bug has become a catch cry within the school and amongst the community. This distinctive program aligns strongly with recommendations from the National Inquiry into the Teaching of Literacy 2005. Teachers use a variety of reading strategies and resources and student reading performance has improved. Staff comments reveal high levels of student interest (Appendices 6 and 8).

The team has brought passion and dedication to their roles. This is acknowledged by the school community (Appendix 9B). The ***Thornlands Early Years Program*** has established a quality reputation and has gained a following with student teachers from Griffith and QUT.

In 2008, 22 student teachers were accommodated at the school, the majority with early years placements. Mentoring by the P – 3 staff is outstanding and four of the Early Years student teachers from 2005 and 2006 are working in the school on long term contracts. Two young male student teachers began their teaching careers in the Early Years area (years 1 and 3). Supportive comments from these graduating teachers are included in Appendix 9C.

Improved reading outcomes for students in the early years

In 2002, the performance of Year 2 students in the area of reading was poor. 43% of the cohort required additional support. After the change in reading practices, results improved dramatically. Over the next three years, results dropped to a low of 11% of students needing additional support in 2006. In 2008, 13% of students were identified as needing support. This was a pleasing result and reflected the impact of the program on student reading outcomes (Appendix 4A).

In Year 3, the percentage of students achieving national benchmarks for reading also improved from 82% in 2005 to 95% in 2007 (Appendix 4B). The school performed strongly relative to schools in the South East Brisbane District (Appendix 5). The performance of the Year Three students on the DETA reading test has steadily improved from below to above the state mean. The boys' results were the best they had ever been in 2007 (Appendix 4C).

Reading Buddies report great satisfaction for themselves and their buddies. These responses are from year 6 students who daily assisted year 2 students to read.

What did you enjoy most with the Reading Buddy Program?

- *Watching their smiles as they move up a level*
- *I get shocked when I see them improve*
- *When I'm helping I feel like family*
- *When Phillip improves it's a great feeling*

How do you think being a Reading Buddy helps the Year Twos?

- *Gives children something to be proud of*
- *Helps children read rapidly*
- *They have fun while learning to read*
- *Working individually makes them happy*

Improved early identification of and intervention for students at risk

The program for improving the reading performance of students experiencing difficulties used the expertise of many personnel. Teacher Aides worked with the ELIP program, the Reading Recovery Teacher provided intensive activities, the Support Teacher reviewed and monitored student progress and the Key Teacher provided one-on-one support. Reading Buddies worked in pairs. All activities were coordinated by the stakeholder team who effectively used human and concrete resources.

The results identified in Appendix 9A show how effective this intervention was. The PM Benchmark Kit was used as the diagnostic tool. In 2005, 32 Year 2 students were below level 10 reading ability at the beginning of year 2 with only 1 student at this level in term 4. In 2006, 25 Year 2 students were below level 10 in term 1 and only 1 below level 10 in term 4. In 2007, only 2 students were below level 10 in term 4. This was a most pleasing result for the efforts of all involved.

The Speech Pathologist has been pivotal in helping to identify students with speech language difficulties. A program of intensive support is provided and children are again tested at the end of the year. The data provided in Appendix 10B illustrates the high level of speech language difficulties experienced by students from our community beginning Prep and Year One.

All staff work to improve skills for intervention. The teacher aides play a key role. "*With the new skills learnt, I was able to implement strategies by using the Three Levels of Analysis of text read by students during a running record."* Julie – Teacher Aide

Improved quality professional development of staff (teachers, teacher aides and specialists)

There has been much commitment by the school for Professional Development for teachers, specialists, Head of Curriculum and Aides. As teacher skills and knowledge have grown, so too has expertise. Prep staff have been at the forefront of ICTs and literacy in the Early Years and presented

programs and ideas to other schools. Three Early Years teachers presented at the District Literacy Day (Appendix 7A).

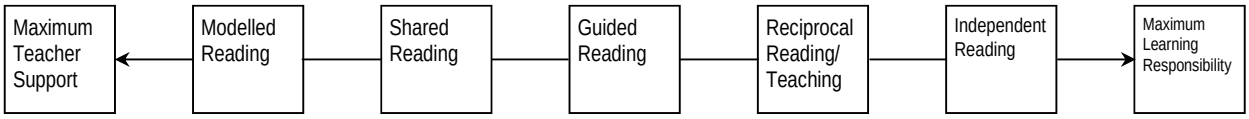
The importance of developing all the team members can be seen in a teacher aide comment; "*I was able to showcase to others the new ideas, Blackline Masters, toolkit and make-and-take resources. The importance of early intervention was reinforced and provided me with strategies to support students to become successful readers."*

Staff members have been very satisfied with opportunities to improve skills, the team spirit at the school, professional development, feedback given, enthusiasm and the feeling that their efforts are worthwhile. All satisfaction areas have steadily increased and were above the state mean in 2005 and 2006 and 2007. In 2008 Term 1, First Steps Reading In-service (12 hour program) has been fully implemented for all staff – admin, teachers, aides, specialists and special education staff.

Staff members have been very satisfied with the team spirit at the school, opportunities to improve skills, feedback given, enthusiasm and the feeling that their efforts are worthwhile. All satisfaction areas were above the state mean in 2005, 2006 and 2007.

Improved resourcing for pedagogical change
In order to support teaching strategies which focussed upon guided reading, sight word knowledge and phonics, a substantial outlay from the Literacy Budget was earmarked for resources.

All materials have been well used and provide support for a balanced approach to the teaching of reading. The Benchmark Kits have been an integral part in the identification of students with reading difficulties. Their use has facilitated the improvement of student reading performance.



These resources allowed students to move from maximum teacher support to independence.

To effectively support students with reading difficulties, there needed to be major restructuring of the current procedures for timetabling and allocation of Teacher Aides. All Teacher Aides were in-serviced so that they could work in all areas of the school. This meant that a bank of teacher aides could be provided to a year level simultaneously and teachers across a year level could group students with similar needs together. Teacher Aides worked together as teams and this has forged stronger relationships. Teacher Aides report feeling valued in the teaching / learning process and have appreciated quality professional development.

Improved home / school communication and support
Early Years Teachers, Specialists and Head of Curriculum have established many procedures to improve the quality of home / school communication. These include (Appendix 6B):

- Literacy Notebook (in newsletter) HOC
- Home Book Bags (teachers)
- Support Teacher meetings for parents
- Parent Teacher Meetings Terms 1, 3 & 4
- Newsletter Class Focus Items
- Reading Bug Awards
- Home Reading Note
- Parent Workshops
- Parent Training for Classroom Helpers
- Twice a term Celebration Notes
- Slide Show on curriculum
- Window Displays
- P – 3 Assemblies
- Parent Support Group

Parents feel they are welcome in the school and that staff are approachable to discuss issues of concern. They feel satisfied with opportunities to talk with staff and feel staff take an interest in their child. Each of these areas has shown ongoing improvement from 2004 to 2006. Most of all, parents believe that the school communicates well with them. This area is significantly above the state mean (Appendix 10A). Comments from parents have given staff confidence in their programs.

"*My child currently in year one, seems to know more about how to approach reading than my other children did at this age, even though she is no brighter.*"

"*Taking our child out of a local private school has been the best decision we ever made. We are so happy with the school program and the teachers.*"

CATCH THE READING BUG is a success oriented program. It has been an exciting journey and it is ongoing. The success of the program is evident in the student improved reading performance and the confidence and enthusiasm of staff. The adventures of Little Bug continue.

Appendix 1

Letter of Support - Principal

THORNLANDS STATE SCHOOL

PANORAMA DRIVE PH 07 3821 8111
THORNLANDS 4164 FAX 07 3821 8100

19 March 2008

"Catch the Reading Bug!" is a common cry within Thornlands State School. It engenders within our students an emphasis on the importance and the enjoyment of reading. The program rewards students for their progress and commitment and fosters a genuine desire to further their reading.

Behind the cry, is a purposeful suite of strategies to improve the reading achievement levels of our younger students. While the central platform of our school's reading achievement is the classroom literacy program, there has been a revolution in how the literacy development of our students has been improved.

Class literacy programs have been revised to engage and motivate students, to foster best practice across all drafts of each year level and to reinforce an emphasis on phonics, sight words and vocabulary and comprehension.

An emphasis on early oral language development and an early intervention strategy has also proven to be successful. This initiative has supported students to receive assistance to address areas need and to overcome difficulties which could become barriers to their literacy development in Years 1, 2 or beyond.

The success of the "Catch the Reading Bug" program has been due to the co-ordinated efforts of a great number of people. School leaders, teachers, teacher aides and parents, have been full participants throughout the process. Staff members have undertaken extensive professional development to ensure quality practice and parents have been engaged and informed as helpers at school or to support their own child at home.

The outcomes of the program are evident within the results of the Year 2 Net and Year 3 test data. However, it is the anecdotal evidence which is also valuable, providing background information of the progress made by so many students.

This program is founded on sound basics and a strong desire to maximise the literacy learning of our students. It is a sustainable program which will continue to evolve in the coming years, thus benefiting further intakes of Thornlands students as they set out on their literacy journey.

Yours sincerely,

Mick Quinn
Principal

Appendix 2

Letter of Support – Parents and Citizens' Association

Thornlands State School
Parents & Citizens Association

Panorama Drive
THORNLANDS QLD 4164

Telephone: (07) 3821 8111
Facsimile : (07) 3821 8100

My name is Jenny Bond and I am the parent of three girls. Currently I have one child in Year Three and twins that started Prep in 2008. I am also involved in Thornlands P & C, Fundraising, Smart Choices and a classroom helper.

I was introduced to the "Reading Bug Program" when I attended a school parade. When the little "Bugs" and their folders were introduced to the children you could see the excitement appear on their faces and in their voices as they quietly discussed this little creature that was to become part of their classroom activities.

While doing classroom duty, I watched the children wearing their "Reading Bug" sashes with pride and waiting with baited breath to see if it was their turn to take the "Bug" home. When it was our turn to have the "Bug" my daughter was so excited that she would take it everywhere and tell everyone about why she had it and what she had to do.

During the "Bug's" stay we wrote a little story about what had happened during the stay. The next day, the teacher would read to the children what adventures this busy "Bug" had been on. I had my twins bombard me with questions about when they go to school, will they be able to have a turn at wearing the sash, writing in the folder and bringing the "Reading Bug" home. I told them "yes" and I hope this program is running.

Posted around the school are photos of the "Reading Bug" sitting in various spots of the school. When I view these photos I think of how many long hours and the hard work that the teachers involved, have put into this program. It is a credit to them. My children have noticed these photos and tell me the "Bug" is very busy visiting all people as well as being in class.

The enjoyment and excitement these children got from wearing the sashes, writing in and reading the folder and taking ownership of the "Reading Bug" is very hard to put into words. This is something you had to see. Fortunately, I was lucky enough to be involved in this at home and in the classroom.

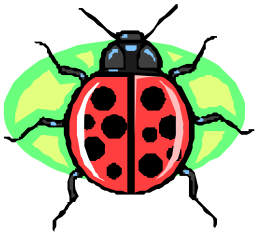
Well done to the teachers.

Regards

Jenny Bond

Appendix 3

Personnel involved in the CATCH THE READING BUG Program



Planning Team	Phase 1										Phase 2		
	Data Record Keeping / Organisation	T/Aide Organisation	Brainstorming & Review	Project Management	Resource Development	Project Implementation	Delivering In-service	Specialised Support	Participating in PD	Leadership Team	Special Activities	Project Phase 2	Promotion in Community
Mick Quinn (P)			✓	✓	✓	✓			✓	✓	✓	✓	✓
Jan Burton (DP)		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Jayne Barnett HOC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Donna Rogers STLD	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
Janice Wilson RR	✓		✓			✓	✓	✓	✓	✓		✓	✓
Julie Jeffery TA	✓				✓	✓	✓		✓			✓	✓
Linda Turner TA	✓				✓	✓			✓			✓	✓
Mandi Kennedy TA	✓				✓	✓			✓			✓	✓
Sue Broadbent TA	✓				✓	✓			✓			✓	✓
Susie Waters Teacher	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Robyn Kwocksun Teacher	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓
Jenny Sime Teacher	✓					✓			✓		✓	✓	✓
Natalie Hurst Teacher	✓					✓		✓	✓		✓	✓	✓
Suzi Pitt Teacher	✓		✓			✓			✓	✓	✓	✓	✓
Janice Rees Teacher	✓					✓			✓		✓	✓	✓
Amanda Rosewall Teacher	✓		✓			✓			✓	✓	✓	✓	✓
Sue Darling Teacher	✓					✓			✓		✓	✓	✓
Marjolein Forsberg Teacher	✓					✓			✓		✓	✓	✓
Sandy Dobie Teacher	✓					✓			✓		✓	✓	✓
Marion Williams Teacher	✓					✓			✓		✓	✓	✓
Kerstin Moloney Prep	✓					✓			✓		✓	✓	✓
Bev King Prep	✓					✓	✓		✓		✓	✓	✓
Jasmine Quinn Prep	✓					✓	✓		✓		✓	✓	✓
Jenny Matthews Speech Pathologist	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓
Year 6 Teachers						✓		✓	✓		✓	✓	
Year 6 students	✓					✓		✓	✓		✓	✓	

Appendix 4 *Statistics*

4A

Percentage of Students Requiring Additional Support for Year 2 Diagnostic Net: Reading

Year	2002	2003	2004	2005	2006	2007
Percent	43.5%	22.6%	33%	16.7%	10.5%	18.6%

Reading Skills Improved from 2002 to 2007 showing a substantial decrease in children requiring support.

4B

Percentage of Students Achieving Year 3 National Reading Benchmarks

Year	2002	2003	2004	2005	2006	2007
Percent	82%	92%	95%	94%	94%	95%

Sustained increase shown in reading improvement

4C

Year 3 Students – Results – State Reading Test

Year	School Mean	State Mean
	ALL STUDENTS	
2004	519	530
2005	521	542
2006	541	529
2007	530	521
	BOYS	
2004	511	524
2005	505	533
2006	533	528
2007	536	523

Year 3 results show sustained improvement from below the state mean to above the state mean

4D

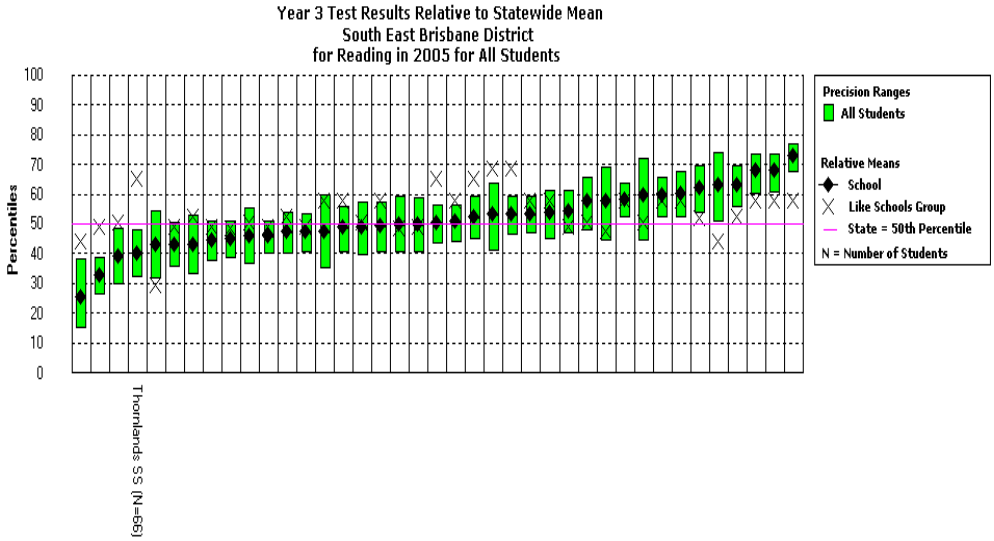
Thornlands Staff Opinion Survey 2004, 2005, 2006, 2007

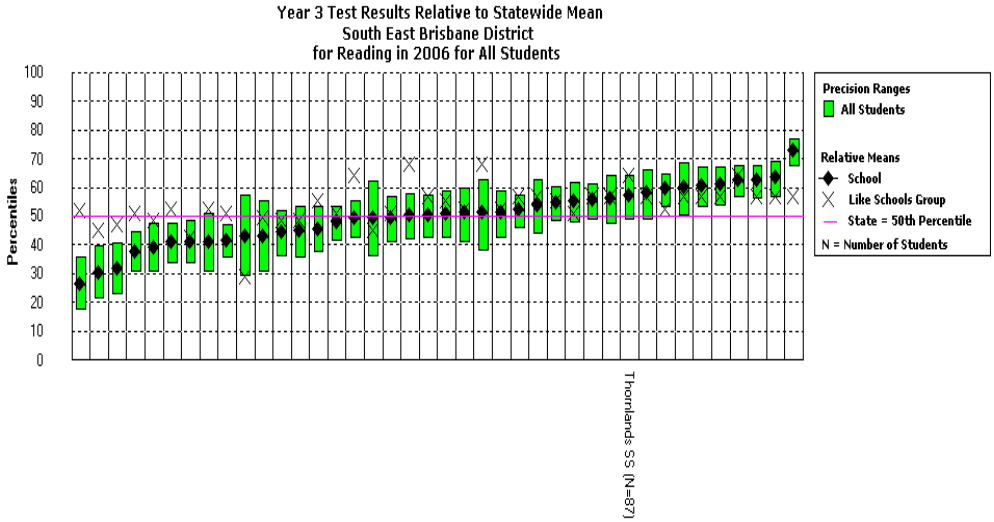
	Question	School Mean	State Mean	Like Schools Mean
2004	**1.** There is a good team spirit among the staff at this school	3.40	2.73*	2.82*
2005		3.58	2.76*	2.78*
2006		3.47	2.75*	2.83*
2007		3.51	2.76*	2.75*
2004	**2.** The staff in this school are enthusiastic about their work	3.38	2.83*	3.00*
2005		3.53	2.85*	2.98*
2006		3.40	2.85*	2.98*
2007		3.37	2.85*	2.96*
2004	**3.** The school gives me opportunities to improve my skills	3.08	2.78*	2.85
2005		3.19	2.80*	2.83*
2006		3.26	2.80*	2.82*
2007		3.29	2.83*	2.84*
2004	**4.** I receive helpful feedback on my work at this school	2.78	2.37*	2.39*
2005		2.98	2.39*	2.42*
2006		2.84	2.40*	2.40*
2007		2.98	2.42*	2.35*
2004	**5.** I feel that my work efforts are worthwhile	3.10	3.00	3.07
2005		3.33	3.00*	3.09*
2006		3.33	3.01*	3.08*
2007		3.29	3.00*	3.03*

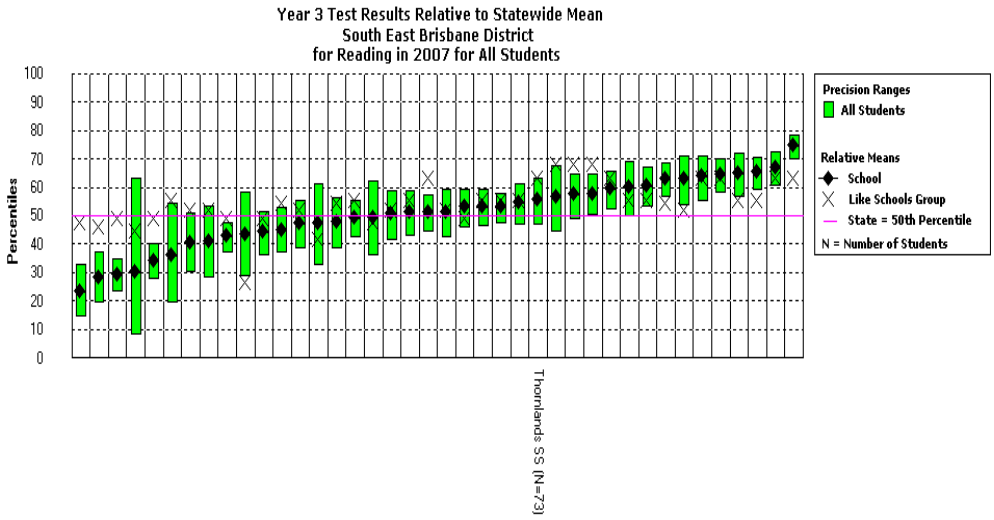
** The school mean is measurably higher than state mean or like school mean.*

Appendix 5

South East Brisbane District Results – Showing Comparisons and Sustained Improvement







Appendix 6
Supporting Comments

6A

We had the whole school there. Prep to Year Seven and particular classes did presentations that focused on something they were doing with literacy. Some classes performed a dramatisation and some wrote songs that incorporated the reading bug. We tried to show the kids there are all sorts of literacies; it doesn't have to be something you read.

We had the band playing a song and each act was accompanied by a description of how it showcased literacy. The children made their own stories, the teacher read it out and the kids were in costume. The Preps were doing a fashion show and their literacy was that they made pamphlets on the computer. One Year Five class searched for song about bugs, someone else changed words from a song so it had personalities from school. Another class gave the story line to the teacher, the teacher wrote it up and it was cooperatively constructed.

Our hall was packed and we had rave reviews about it. Getting parents to come and watch their children do something and get involved in the school life and see reading is worth celebrating. The whole event was focused on celebrating literacies.

We had lots of responses from THE GREAT BUG SHOW. The disengaged Year Seven boys responded. They thought it was wonderful and these were children who would not pick up a book twelve months ago.

Jayne, Head of Curriclum.

6B

Literacy Notebook

Good children's literature appeals not only to the child in the adult, but to the adult in the child. ~ Anonymous ~

'**Little Bug'**
What excitement 'Little Bug' has created! Thank you to the parents who have sent photos and to the children who have taken great care of 'Little Bug' so far. I heard 'Little Bug' even went to 'River Fire'! I have read some great stories about the adventures 'Little Bug' has had on his visits with our Thornlands families.
Please lookout for 'Little Bug' coming home to you in the future.

Super Reading Bug Sashes- Our thanks go to Mrs Jenny Bond – parent in 1B for offering to make the extra sashes for P-3 classes.

It's never too early to start reading to your child … the sooner the better.
You can even start before they are born – and then never stop.
Some Hints:

1. Read with expression, with feeling and animation. Make it soft and make it loud, but not scary. Try using different voices for different characters.
2. Read the story with your face as well as your voice.
3. Share the reading with your child, maybe page by page or even by book.
4. Let them laugh and giggle and sing with the words you read. They will learn to read it just like you.
5. Let the child play and touch and handle the book, to learn how books work. Let them help you turn the pages
6. Read all types of stories including those with repetition and rhyme.

Parents of Prep / Preschool / Year 1 children – Included with this Newsletter - your Australian Picture Booklist (55 picks by National Literacy and Numeracy Week champion - Chris Cheng)

Try this literacy website

http://www.scrabble.com/ Scrabble Home Page The Scrabble Homepage provides access to the world of Scrabble, plus a games page for kids! The games page includes Scrabble Hangman (suitable for upper primary), Scrabble Invader (suitable for lower primary students.)

Happy Reading

Jayne Barnett

Appendix 7A

Supporting Comments

Regional Literacy Professional Development Workshop
"Springboard into Literacy" presentation by Thornlands State School Early Years staff
16 April 2007

Workshop Evaluation Comments by Attendees

Great workshop! Fabulous-best I've been to!

Demonstrated strategies that enable skills to be taught everyday.

Ideas on home-school connections-great!

Fantastic. Structured and easy for a new teacher like myself to follow. Well done!

It was all so relevant. Fantastic information covered.

Great idea-sending bookmarks home with strategies.

Helpful seeing how you timetable. Very practical ideas.

Great-seeing your oral language program.

Fantastic seeing another way to structure a successful reading block.

Excellent- very practical - great ideas!

I would use nearly all of your wonderful ideas to incorporate into reading and writing.

Very informative and helpful.

Extremely practical ideas.

It was great. It helped me to take some of the knowledge that is floating in the head and putting it into a workable modal.

Extremely enlightening and informative. It will strengthen my own teaching practices.

The structure of the daily program was confirming.

The fortnightly strategies- amazing!

Interesting to see how you put the full Literacy program together. Loved the practical ideas!

7B

Reading Buddies Enjoy Themselves

Appendix 8

Catching the Reading Bug – Supporting Notes

READING BUGS

The children in my class have responded very positively to the whole "reading bug" initiative. Even when they see bugs in books, they say "That might be the reading bug!" or such things as that. They really like being chosen to wear the sashes and they wear them with pride. I also send a certificate home with the children if they have worn the reading sash for the day so that the parents are informed of this positive experience that their child has been involved in.

NLNW

This was a great week enjoyed by all! The children especially enjoyed the bug hunt in the classroom and also in the playground. As a follow-on to the great activities that happened within the school that week we started up a "Book Bag" in our classroom. Each day a different child is able to take home the Book Bag and bring back a book from home to share with the class the following day.

The Great Bug Show was fantastic!

YEAR 6 READING BUDDY PROGRAM

This program was very successful in our classroom. The children really established a positive rapport with their reading buddies and looked forward to their time with them. The children were engaged in their reading and this contributed towards an overall positive attitude towards reading.

Sue P – Year 2 Teacher

Jayne

Our kids liked the slogan "Catch the Reading Bug" and the rewards we gave for kids who read at home every night particularly around the time of the Bug thing. From having year seven I thought the buddy reading was fantastic for the lower level readers as it gave them a positive self-image and it actually enhanced their own abilities as they had to teach the children how to use strategies to decode text. The eagerness of the little kids to read and receive feedback also gave the older children a sense of purpose and usefulness. Even though several of the kids dropped out, it gave them a small bit of happiness for a while! Keep it going!!!!

Joanne - Yr 5 Teacher

Jayne

We took Travel Bug to Underwater World and are in the process of each child writing a few sentences to match the photos of what he did there.

Overall, children have been keen to take him home. First round seemed to be better supported by parents than this second round of home visits. It has come back with lots of photos or drawings added to the book. The children have started adding little treasures to his bag, like a necklace, book, even money! I guess that shows that they enjoy it!

Jenny S - Yr 1 Teacher

Hi Jayne,

My kids have Sue Hardy's kids come and read to them most Tuesday mornings for about 15 minutes and they love it. The 7H kids are excellent and encourage participation of my kids in many ways when they read to them. Works really well and I feel is beneficial not only in the reading aspect but also a mentor type aspect and role models as well.

Thanks Dave B –Yr 1Teacher

The students who participated in the program had to maintain their own records, be on time and work to a schedule, be positive and organised, and had to be familiar with the reading strategies they were tutoring in.

Even now in fourth term, the children in my class still ask me when they can do the reading program again. This is evidence of a successful program for all children involved.

Cassie L - Year 6 Teacher

Seeing upper primary boys engaged in reading was very important to the at-risk Year 2 boys. The work of the student tutors was a major contributor to the excellent results achieved in state-wide testing in 2006. Interestingly, some of the upper primary student tutors had reading difficulties themselves. We had reports from parents that their kids were reading books that they haven't read before.

Robyn - Teacher

Appendix 9

9A

Students Identified for Reading Support Using the PM Benchmark Kit as a Diagnostic Tool

	No. In Cohort	Above Level 20	Levels 16 – 20	Levels 10 – 15	Below 10
Year 2 Term 1 2005	83	10	15	26	32
Year 2 Term 4 2005	83	59	18	5	1
Year 2 Term 1 2006	77	11	12	29	25
Year 2 Term 4 2006	77	59	13	4	1
Year 2 Term 1 2007	86	26	17	22	21
Year 2 Term 4 2007	87	57	17	10	2

Improvement of Students in Reading Ability from Term 1 to Term 4 2005 and 2007

9B

SWOT Analysis for the Triennial School Review

Strengths – Staff and Parent Comments

- Planning Days allow for consistency across the year level
- Early Intervention for students experiencing difficulty in the P – 3 area
- Parent Involvement in P – 3 classes
- Well informed professional teacher aides
- Focus on reading in Early Years
- Quality teachers who are caring
- High standards of Early Years teachers
- English is taught very well

9C

Student Teacher Comments
Triennial School Review 2006 and Practicum Review 2007

I improved my skills on how to teach reading.

Early Years Teachers at Thornlands are supportive and knowledgeable.

I was particularly pleased to be able to attend the Year 1 planning session. The Year 1 teachers really work together as a team.

This was such a stimulating and supportive environment to work in.

I truly now know how to cater for differing reading abilities.

Appendix 10

Survey Results

10A

Parent Satisfaction School Surveys by Performance Area

	Year	School Mean	State Mean
Pedagogy			
With opportunities to discuss what your child is being taught	2004 2005 2006 2007	2.83 2.79 3.08 3.11	2.80 2.81 2.81 2.78*
With opportunities to discuss how your child is being taught	2004 2005 2006 2007	2.72 2.79 3.00 3.07	2.73 2.75 2.75 2.71*
Learning Climate			
With the encouragement that the school gives your child	2004 2005 2006 2007	2.86 3.18 3.20 3.21	2.89 2.91 2.90 2.89
With the interest the teacher takes in your child	2004 2005 2006 2007	3.07 3.25 3.24 3.25	2.95 2.98 2.97 2.96
School Community Relations			
That school staff are approachable when you want to talk about your child	2004 2005 2006 2007	3.03 3.25 3.40 3.50	3.16 3.16 3.16 3.13*
That the school makes you feel welcome	2004 2005 2006 2007	3.17 3.43 3.44 3.50	3.12 3.12* 3.13* 3.11*

Parent Satisfaction with School programs has continued to improve.

10B

Preschool and Prep SPAT Data for Years 2004 -2007
(Sutherland Phonological Awareness Test.)

Year	Cohort Number	**Pre-test** *% of students identified requiring intervention* *(ELIP program to be delivered)*	**Post-test** *% of students identified **still** requiring **further** intervention and monitoring* *(after ELIP program implemented)*
2004	100	45%	15%
2005	110	39%	19%
2006	107	53%	33% *°
2007	67	73%	22% *

* 4% receive Speech Pathology Support for severe language delays.
° A further 5% identified with global learning difficulties