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Australian
Learning
Lecture



CASE STUDY

THE TARANGANBA WAY OF READING
Taranganba State School

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“In Year Three I wasn’t that good at reading but my reading has really improved. My fluency has improved the most because I read to an adult every day and I have to read aloud. This practice has really helped as well as an adult asking me to stop, they themselves read it and then I read again. I’m including more words in my writing.” Ava, Year 5, Taranganba State School.ⁱ

- Learn how one school is using a reading strategy to build students’ love of reading, equipping them with essential skills for work and life.
- Find out how to adopt the same model in your school and more about the High Reliability Literacy Procedures by using the links and references at the end of this case study.
- Watch the ALL Reading video to see the program in practice.

The ALL Case Studies are practical examples of how joy and data can come together in learning. Inspired by the inaugural Australian Learning Lecture, delivered by Sir Michael Barber, the ALL Case Studies examine how data gathered through the use of diagnostic tools in real learning experiences provides greater insight into how each student learns. Data enables educators to help learners find joy in learning, to flourish and tackle life’s opportunities.

Data, far from being in opposition to joy is an important ingredient in it.

Sir Michael Barber, Australian Learning Lecture, 21 May 2015, www.all-learning.org.au.

What is the problem?

We live in a world that increasingly relies on our capacity to read, and we are facing a future that demands that our young people will be digitally literate and equipped with enterprise skills, such as critical thinking and collaborative problem solving. Yet it is estimated that 10-16% of 5 to 16-year-olds in Australia have reading difficulties such as dyslexia or inadequate comprehension skills.ⁱⁱ

For Katrina Jones, Acting Principal at Taranganba State School, a regional school in Yeppoon, Queensland, the problem for her students was evident. In 2011 NAPLAN data showed that Year 3 Reading levels at Taranganba were below the State and National Mean. The school has 686 students, including 7% indigenous students and Associate Professor John Munro says that “students who have difficulty converting written information to knowledge are at a severe disadvantage in world of the twenty first century.”ⁱⁱⁱ For those students who have not built a strong base in reading skills in the early years, the problem is exacerbated by late primary and early secondary school when there is an increasing focus on self-managed learning and a need to access a range of information sources.^{iv}

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The school leaders at Taranganba knew that they needed to find a more effective approach to reading, and one that would provide a solid foundation for all their students.

How did the Taranganba Way of Reading start?

In November 2013 Taranganba State School began working with John Munro to implement his High Reliability Literacy Procedures (HRLTPs). John was engaged by the Capricorn Coast Cluster, a group of eight primary schools. The High Reliability Literacy Procedures are a set of explicit literacy teaching procedures that teachers in all subject areas could use to enhance students’ literacy knowledge.

Taranganba set an improvement agenda with three aims: to create a culture of engaging learning that improves achievement for all students with challenging learning experiences that develop reading across the curriculum; to develop professional practice; and, to improve school performance to ensure better outcomes for students.

Working with John Munro, teachers and leaders learnt more about how children learn to read; and then a team of Literacy Leaders worked intensively with John to develop models of practice which could be used across the school. This approach focussed on strategies that enabled students to construct meaning from texts, with an emphasis on strategies that must be planned, deliberate and explicit.

Initially, the school used funding from the *Greater Results Guarantee (2014 - 2015)* and *Investing for Success (2016 - 2017)* to place additional staff in the Years 1, 2 and 3 classrooms so that the reading processes could be embedded. The following year the funding continued, so the program expanded to include all year levels – Prep to Year 6. Teachers’ aides, mainly recruited from the school’s families, were trained in the Taranganba Way of Reading with the two-fold benefit of increasing learning in the classroom and broadening understanding of this approach across the school community. Now a common language for reading is used across the school, by students, parents, and teachers.



How does the Taranganba Way of Reading help?

The US-based National Reading Panel was asked to review all the research available (more than 100,000 reading studies) on how children learn to read and determine the most effective evidence-based methods for teaching children to read. In 2000 the panel reported that the best approaches to teaching reading includes: explicit instruction in phonemic awareness; systematic phonics instruction; methods to improve fluency; and, ways to enhance comprehension.⁹

The High Reliability Literacy Procedures reflect this research with a clear sequence and structure for learning reading. At Taranganba the program is now embedded into the teaching sequence for each week. Lauren McDonald, a teacher at Taranganba, explains that students know there is a clear structure to the week and they know the expectations for reading sessions. Strategies such as 'Getting Knowledge Ready' are implemented every Monday in every classroom, and applied across the curriculum. Lauren can see that this skill of recoding students' non-verbal knowledge into verbal form prepares students to build their vocabulary and deepen their comprehension in all subject areas.

Teachers' aides are timetabled into classrooms to enable smaller reading groups. An additional benefit is that students see familiar faces in their reading sessions, and have the opportunity to build a strong rapport and shared love of reading with that adult. Katrina recounts how one teachers' aide asked to remain with a particular group for an additional week, because the group hadn't quite finished a book which they all enjoyed, and they wanted to share the pleasure of the ending together. The work of these small reading groups enables students to discuss the text, pose questions and unpack unfamiliar words in context. The school is seeing real gains in students' acquisition of vocabulary.

MIDDLE YEARS Taranganba Way of Reading		
<p>Teacher actions:</p> <ul style="list-style-type: none"> settle & establish student assignment write key vocabulary on a group chart distribute spelling of key words write posed questions on a group chart encourage all students to participate 	<p>Today we are GETTING KNOWLEDGE READY!</p>	<p>Student actions:</p> <ul style="list-style-type: none"> share thoughts and ideas say phrases in sentences practice vocabulary orally pose questions and share use self-talk
<p>VISUALISE Imagine...</p> <p>Make a picture in your mind of...</p>	<p>Say it in sentences!</p>	<p>VOCABULARY</p> <p>Which words might be in this text?</p> <p>Can you say the words another way?</p>
<p>CONNECT</p> <p>What can you see on the cover?</p> <p>Have you seen this before?</p> <p>If you were here, how would you feel?</p> <p>What might have been happening before?</p>	<p>GKR</p>	<p>QUESTIONS</p> <p>Which questions might this text answer?</p> <p>WHO? WHAT? WHERE?</p> <p>WHEN? WHY? HOW?</p>
<p>TITLE Read the title</p> <p>Can you say it in other ways?</p> <p>Topic Predict the topic.</p> <p>What might the text be about?</p>	<p>GENRE</p> <p>What type of text is this?</p> <p>Which features would you expect to find when you look through this book?</p>	<p>ACTIONS</p> <p>What will you do as you READ?</p> <p>How will this help you?</p>

An example of a 'Getting Knowledge Ready' resource developed by the Taranganba State School staff.



How is data useful?

“What started as a plan for how a guided reading lesson needed to be taught across all year levels then became more powerful, around collecting data about our students, and teachers working together looking at student data and working out the next steps to improve teacher practice and student outcomes” explains Katrina Jones. A whole school scope and sequence was developed, with data collected and analysed by teachers every five weeks. The school has developed their own reading reviews, based on John Munro’s work. These reviews are used every five weeks and give teachers the data to review what has been learned and therefore what strategies need further teaching and consolidation.

**“data used to be ‘done’ to the teachers.
Now our teachers ‘own’ the data.”**

All teachers from a year level are released from playground duty to meet in teams to analyse student data and work samples and plan future actions. Katrina explains that “data used to be ‘done’ to the teachers. Now our teachers ‘own’ the data. They check whether the data is matching their observations; they focus on student growth. Importantly they use the data to look at hot topics - how do we extend the top readers? How do we support this

group? Are our students applying new vocabulary in their writing?” She notes a real shift in teachers’ attitudes towards data, and they see it as a way to celebrate student growth.

“we have questioned what we value, and as a consequence the assessment schedule has been pared back.”

“Student data is bringing joy to learning” Katrina continues. “Importantly we have questioned what we value, and as a consequence the assessment schedule has been pared back. We have asked: What data do you really value? Which is the data with which you engage?”

The evidence so far

The impact of the Taranganba Way of Reading is impressive, but at its simplest Katrina explains it as this – “Our students love reading. They get to talk with an adult – read, unpack, and make connections. They are building a love of words”. Lauren adds “They absolutely love it. I’ve seen a growth in confidence. We have given the kids tools to use in other subject areas, and we can see them using new vocabulary in writing and speech.”

The data supports this school's adoption of the Taranganba Way of Reading. In 2015 97% of students made a positive gain, with 60% of students at or above expected gain. There is an expected effect size of 0.8 but the Taranganba cohort effect size was 1.15, with 68% of students at or above expected effect size gain. In 2016, Year 3 NAPLAN Reading results show that they are comparable to the National Mean. 41.7% of the Year 3 students were in the upper two bands for reading, compared with 25% in 2015 (an increase of 16.7%). In Writing, 56% of the Year 3 students were in the upper two bands, compared to 41.3% in 2015. The TORCH assessment of Year 4 reading shows that there has been an increase of 23.8% of students in Stanines 8 and 9 (the top two levels), from 3.6% in Term 4 2015 to 27.4% in Term 4 2015.

Teachers are reporting greater confidence in their knowledge of evidence-based teaching and learning practices, and their ability to apply this knowledge. Teachers feel students are engaged with reading and they enjoy an improved relationship with students, better behaviour through student engagement in learning and a growing love of reading.

“We have learnt the value of consistency of practice, applying a scope and sequence to the whole school. This has been shaped by guided practice, literacy leaders modelling and demonstrating, peer observation and feedback and sharing of best practice. Our teacher aides have all come from our parent body. They are very skilled and have enriched this program enormously. They are skilling up other parents, by sharing the language and practices of this program. The meta-language is now widely embraced by our parent community, and this is having real benefits for our students” explains Katrina. Through this consistent approach we are able to celebrate the gains for every student.”

Aside from the commitment of time to work with John Munro, and the decision to direct teachers' aide resources to reading, the school has largely worked within its existing resources, with considerable gains for the students. As Katrina says, “There's no rocket science with what we're doing. It's around consistency, it's around teamwork, it's around teaching students how to think and how to learn.”

Term Three, Week 10 – Year 3 and 4 Reading Review

Alligator or Crocodile?
 Crocodiles and alligators look rather alike. How can you tell which you are looking at? One difference is the shape of their skulls and jaws. An alligator's skull and jaw are broad and rounded. However, a crocodile's skull and jaw are narrow and pointed. Crocodiles also show a lot more teeth than alligators when their jaws are closed.
 The alligator's teeth are white daggers.
 Another difference is the colour of their scales. Alligator scales are usually darker than crocodile scales.
 Alligators and crocodiles both live in areas where it is as warm as toast but in different places. Alligators live mainly in the southern United States of America. Unlike alligators, crocodiles are found in many places. They live in Asia, Africa, Central and South America, and northern Australia. So if you are in Australia, you are looking at a crocodile unless you are at the zoo.
 Still not sure what you are looking at? Well, both may attack people so it is best to keep well away!

Compare and Contrast
 1. Fill in the compare and contrast chart.

Alligators	Crocodiles
How are they alike?	
•	
•	
•	
How are they different?	
• skull and jaw -	• skull and jaw -
• teeth -	• teeth -
• scales -	• scales -

Vocabulary: Figurative Language
 Name: _____
 2. Underline in red the simile in the text about alligators and crocodiles.
 3. Underline in blue the metaphor in the text about alligators and crocodiles.
 4. Read the following sentences and write whether they are examples of metaphors (m) or similes (s).
 a. Life is a roller coaster. _____
 b. The clouds were like ice-cream castles in the sky. _____
 c. Her hair was as soft as a spider web. _____
 d. My brother is a pig when he eats. _____
 e. The clouds sailed across the sky. _____

Fact and Opinion
 5. Read the following sentences and write whether they are facts (f) or opinions (o).
 a. I much prefer crocodiles to alligators.
 b. Crocodiles show more teeth than alligators.
 c. Alligator scales are usually darker than crocodile scales.
 d. Some people believe that crocodiles are more aggressive.

Vocabulary: Word Meaning in Context
 6. Complete the word map for the following word and definition.

Marvellous
 • causing great wonder, extraordinary
 'these marvellous toys are fun to play with'
 • extremely good or pleasing
 'you have done a marvellous job'

Put the definition into your own words	What are some words that have a similar meaning?
marvellous	
Use the word in a sentence	What are some words that have an opposite meaning?

Odd One Out
 7. Circle the word that you think is different and write down your reason for choosing that word.

lake forest ocean river
 Reason: _____

happy joy excited grumpy
 Reason: _____

bus van bicycle car
 Reason: _____

Resources such as these have been developed by Taranganba State School staff and are used widely to build consistency of practice.

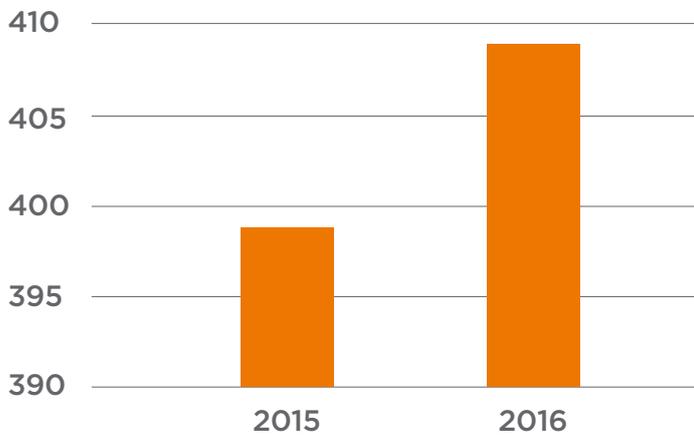
“It's around consistency, it's around teamwork, it's around teaching students how to think and how to learn”

Taranganba State School - Data Snapshot

NAPLAN SUCCESSES

Year 3 Reading

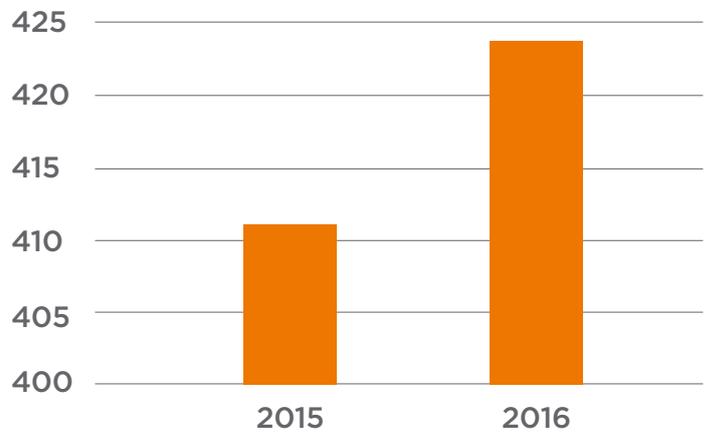
- 2016 we are comparable to the National Mean.
- 41.7% of our Year 3 students were in the Upper 2 Bands for reading in 2016, compared to 25% in 2015. That is an increase of 16.7%.



Year 3 Reading.

Year 3 Writing

- Results are comparable to the National Mean.
- 56% of our Year 3 students were in the Upper 2 Band for reading in 2016, compared to 41.3% in 2015. That is an increase of 14.7%.



Year 3 Writing.

Year 5 Reading

- We have maintained results that are comparable to the National Mean.
- Almost one-third of our Year 5 students were in the Upper 2 Bands for reading in 2016, which is comparable to 2015.

Year 5 Writing

- Our results we are comparable to the National Mean. We have maintained results from 2015.
- Almost one-quarter of our Year 5 students were in the Upper 2 Bands for reading in 2016, which is comparable to 2015.

Reading Assessment - TORCH – Year 4

Comparative TORCH Results				
Stanines	Term 4 2015		Term 4 2016	
1	18%	28.80%	1.90%	2.80%
2	10.80%		0.90%	
3	2.40%	67.30%	5.30%	69.80%
4	25.30%		6.30%	
5	18%		12.70%	
6	16.80%		13.80%	
7	4.80%		31.70%	
8		3.60%	14.70%	27.40%
9	3.60%		12.70%	

TORCH results has shown significant improvement over the past 12 months.

- There has been an increase of 23.8% of students in Stanines 8 and 9 (Top 2).
- There has been a decrease of 26% of students in Stanines 1 and 2 (bottom 2).
- We now have 85.6% of our students in Year 4 at Stanine 5 and above, which is an increase of 14.7% from 2015.

Learn more:

High Reliability Literacy Teaching Procedures

A/Prof John Munro,
www.findanexpert.unimelb.edu.au/display/person16425

Oral Language Supporting Early Literacy,
www.olsel.catholic.edu.au/literacy-resources/index.cfm?loadref=67

Hume Central Secondary College, High Reliability
Literacy Procedures, [year7fuse.weebly.com/
uploads/1/4/9/5/14954694/hrltp.pdf](http://year7fuse.weebly.com/uploads/1/4/9/5/14954694/hrltp.pdf)

Glenroy College (Victoria), Literacy Program.
www.glenroycollege.vic.edu.au/literacy-program/

Sources

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Munro, John. (2002) High Reliability Literacy Teaching Procedures: A means of fostering literacy learning across the curriculum. Available at https://students.education.unimelb.edu.au/selage/pub/readings/literacyld/art_VATE_02.pdf

Munro, John. Leading literacy learning: Some key questions to guide the leadership. Available at <https://students.education.unimelb.edu.au/selage/pub/readings/leadprof/Leading%20improved%20literacy%20teaching-SLTs.pdf>

Munro, John. (2016). 'Schools need advice on how to help students with reading difficulties' in The Conversation. Available at <http://theconversation.com/schools-need-advice-on-how-to-help-students-with-reading-difficulties-51399>

Thanks

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- ⁱ Quoted in Taranganba State School *Showcase Submission*.
- ⁱⁱ Munro, John. (2016). 'Schools need advice on how to help students with reading difficulties' in *The Conversation*. Available at <http://theconversation.com/schools-need-advice-on-how-to-help-students-with-reading-difficulties-51399>
- ⁱⁱⁱ Munro, John. (2002) High Reliability Literacy Teaching Procedures: A means of fostering literacy learning across the curriculum. Available at https://students.education.unimelb.edu.au/selage/pub/readings/literacyld/art_VATE_02.pdf
- ^{iv} Munro, John. (2002) High Reliability Literacy Teaching Procedures: A means of fostering literacy learning across the curriculum. Available at https://students.education.unimelb.edu.au/selage/pub/readings/literacyld/art_VATE_02.pdf
- ^v Eunice Kennedy Shriver National Institute of Child Health and Human Development. (2000). National Reading Panel. Available at <https://www.nichd.nih.gov/research/supported/Pages/nrp.aspx>