MultiLit and MiniLit

The MultiLit Reading Tutor Program is based on intensive, systematic instruction in three main areas: phonics or word attack skills, sight word recognition and supported reading. Students work individually on this program at their own pace. This week I asked the students what they thought of the MultiLit Reading Tutor Program.

Student Comments:

**John** (Year 5): MultiLit has helped me read and recognise words because I now know the spelling rules. This week I received an invitation to a party and I realised I could read all of the words. It felt really good.

**Cameron** (Year 6): MultiLit has helped me to be more fluent. I am making less mistakes when I read. It has helped me in all of my subjects.

**Carrie** (Year 6): It’s fun. I like to work on sight words. I really like beating my times with the fluency sections. I also like reading the stories.

**Calvin** (Year 5): MultiLit has really improved my reading. I can now sound out words better.

**Laycee** (Year 3): I couldn’t retell stories and now I can. I have really improved in my reading.

**Dante** (Year 6): MultiLit has helped me to read better. My reading is now far more fluent.

**Tahnee** (Year 5): MultiLit has helped my learning, reading and spelling. I like doing MultiLit. I wish I could do it all of the time.

**Charlotte** (Year 3): I feel more confident with sounding out words and in all of my school work. I have learned more about words that did not make sense before.

MiniLit is an early literacy intervention program, designed to be delivered to small groups who have struggled during the initial years of formal schooling.

**Bridie**: MiniLit is really good for your brain. My reading and story retelling are getting better.

**Jessie**: MiniLit helps me get better at reading and spelling.

**Monica**: MiniLit has helped me start the day. I love the reading and the spelling.

**Maddy**: MiniLit has really helped me with my school work.

**Brooke**: MiniLit has helped me with my reading and my spelling.

Talking to the students about their thoughts on MultiLit and MiniLit has really shown me how rewarding this program is for our students at Texas State School.

Heather Caithness-Scurr
PRINCIPAL’S POINTS

Hi Parents

Through the Region, our school is a Research Partner with The University of Melbourne. Recently, their Faculty of Business and Economics conducted a study into Reading with Children with the following findings:

**Reading to Young Children: A Head-Start in Life**

The research sets out to explore the connections between parents reading to their young children and their child’s later reading and other cognitive skills.

Key Findings:

- The frequency of reading to children at a young age has a direct casual effect on their schooling outcomes regardless of their family background and home environment.
  - Reading to children at age 4-5 every day has a significant positive effect on their reading skills and cognitive skills (i.e.: language and literacy, numeracy and cognition) later in life;
  - Reading to children 3-5 days per week has the same effect on the child’s reading skills at age 4-5 as being six months older!
  - Reading to them 6-7 days per week has the same effect as being almost 12 months older!
- Children read to more frequently at age 4-5 achieve higher scores on the NAPLAN tests for both Reading and Numeracy in Year 3; and
- These differences in reading and cognitive skills are not related to the child’s family background and home environment but are the direct result of how frequently they have been read to prior to starting school.

This research is a result of the partnership arrangement between the Department of Education and Early Childhood Development and the Melbourne Institute of Applied Economic and Social Research.

These are interesting and encouraging findings. In 2013 we supplied Dr Abbas with a range of early years reading books for parents to read to their children whilst waiting at his rooms. Also, we have ensured there are many books available in the Playgroup Library – Playgroup meets every Wednesday morning from 9-11am in B Block.

Further to this, we have strengthened our Literacy support with MultiLit (Making Up for Lost Time in Literacy) across our entire school. MultiLit is supported by the MultiLit Teacher, Mrs Scurr, and the placement of a Full Time Teacher Aide in every Primary Classroom. This school improvement agenda is driven by this and other research like it; and the various evidence-based strategies we use every day.

Have a Great week!

Mike.

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SWAN Update

As you may have heard on the news or read in the papers etc., the Department of Education introduced the ‘Great Results Guarantee’ (GRG) earlier this year which is an agreement set on by school staff and the department themselves. The agreement for Texas P-10 State School states that we guarantee that every student will either:

- Achieve the National Minimum Standards (NMS) in literacy and numeracy for their year level; or
- Have an evidence based learning plan in place to address their specific learning needs.

Throughout this year I have been working closely with teaching staff on individualised learning plans (known as TIP’s; Texas Intervention Plans) for our students that aren’t quite meeting NMS as of yet. These plans simply indicate the strategies, procedures and resources that teachers are using to support our students and to strengthen their abilities where they may require extra support.

The TIP’s will require a meeting to consult with the students classroom teacher/s and their parents, and to sign off that the plan meets the needs of the student and everyone involved in their education. Classroom teachers will have these plans ready to be read and discussed at Parent/Teacher interviews in the coming weeks.

Claire Sherrin

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PRIMARY NEWS

Prep

Ms Nettie

*Congratulations* to the following students who received their Sight Word Certificates on parade last week:

List 2 Sight Word Certificate – Oliver, Eli, Lindsay and Khushi,
List 5 Sight Word Certificate – Ava, Henry and Brooke
List 6 Sight Word Certificate – Harry and Sally
List 8 Sight Word Certificate – Leah and Isabella
List 9 Sight Word Certificate – Monique and Annabelle

**Congratulations** to **Our Students of the Week**:
India and Kayden
**Rule of the Week**

**BE RESPECTFUL: CARE AND USE OF OUTDOOR EQUIPMENT**

**WHY IS IT IMPORTANT TO LOOK AFTER EQUIPMENT?**
Students need to be responsible for using equipment correctly and returning and storing equipment in the correct places so it is able to be used by all students.

**WHAT SHOULD WE DO?**

⇒ Return all equipment to the classroom or sports shed at the end of the break
⇒ Racquets, bats—use only for the intended sport
⇒ Cricket equipment—use a Kanga cricket or tennis ball when playing cricket in the breaks
⇒ High jumps mats, bowling machine to be used under teacher supervision
⇒ Javelin, discus, shot put equipment must be supervised by an adult
⇒ Athletics oval—you must have an adult with you
⇒ Sports shed—replace equipment in the correct place so it is easy to find and that the access to the room is not blocked

**Attendance Award**

**Every day counts**

Attendance Award Week 7—PREP

**Facts**

◊ 1 class at 95%
◊ Weekly average 91%

**HPE Award Week 8—YEAR 9**

Cathy Cameron
Dean of Students

**RESULTS of ROUND 1**

**CONGRATULATIONS TO:**

**BURILDA—441**

**COOLAC—345**

The challenge is on now to see the improvement in results for the second round in Term 4.

Congratulations to the 51 students who achieved 100% in the competition. Can we increase this number in Round 2?

Granite Belt Maths Challenge
26th June 2014

Spelling 17th June
Writing 18th June

**Attendance Week 7**

For all student absences please phone
Student Absence Line: 4653 3366

**LATE TO SCHOOL**

Any students arriving at school between 9am and 9.30am must present at the Office before going to class.
Year 8 / 9 Excursion to USQ Careers Day

On Thursday 12th June, 26 Year 8 and 9 students travelled to the University of Southern Queensland for a Careers Day. This was a great opportunity for students to have a quick look into university life and the courses offered by USQ. Students were also made aware of the minimum requirements for entry into different courses. This timely reminder that passes in English, Maths and in some courses, Science are essential had students quickly thinking about their results right now and what they can do to improve them.

Question and answer sessions with current university students allowed students to find out things that were important to them. Each student participated in 2 elective sessions they had chosen from an extensive list of courses available at USQ. Some of these sessions were hands on but all allowed students to ask questions.

Students enjoyed meeting old friends, talking with students from other schools and making a new acquaintance or two as a result of the activities during the day.

Congratulations to each student on the way they presented themselves—correct uniform and hat— their behaviour on the coach and at the university.

Our students asked great questions and showed respect at all times to the presenters.

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STUDENT COUNCIL FUNDRAISER

Dress Down Day

When - **TOMORROW**  Wednesday 18th June 2014

**THEME Clothes – ‘Footy Colours’**

Each year thousands of Australians unite and wear their favourite footy colours to help raise money to give children and teens living with cancer a brighter future.

**THE STUDENT REPRESENTATIVE COUNCIL INVITE YOU TO JOIN THEM IN WEARING FOOTY COLOURS FOR CANCER.**

Please bring a **GOLD COIN DONATION**
## 2014 Calendar Term 2

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<th>Sunday</th>
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<td>June 15&lt;br&gt;WEEK 9</td>
<td>16</td>
<td>17&lt;br&gt;ICAS Spelling&lt;br&gt;After School Sports-Rugby League</td>
<td>18&lt;br&gt;ICAS Writing&lt;br&gt;DRESS DOWN DAY– Footy Colours!</td>
<td>19</td>
<td>20&lt;br&gt;After School Sports-Soccer</td>
<td>21</td>
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<tr>
<td>June 22&lt;br&gt;WEEK 10</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26&lt;br&gt;Granite Belt Maths Challenge</td>
<td>27&lt;br&gt;Last day of Term 2</td>
<td>28</td>
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## 2014 Calendar Term 3

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<td>16</td>
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<td>August 10&lt;br&gt;WEEK 5</td>
<td>11&lt;br&gt;Texas Show Holiday</td>
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<td>August 17&lt;br&gt;WEEK 6</td>
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<td>19</td>
<td>20&lt;br&gt;School Social</td>
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