Under this agreement for 2017
Tannum Sands State School will receive

This funding will be used to

- Ensure 85% of Prep students understand 80% of the first 36 phonemes and 85% of 36 Level 1 “camera” words and achieve PM Reading level >8 by the end of 2017.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard to 100% in 2017 Year 3 and Year 5 reading.
- Increase the percentage of students achieving a 'C' standard or above to 95% in Year 3 and Year 5 (2017).
- Every student accessing a different year level curriculum (that is, with an individual curriculum plan) will achieve a 'C' standard or better against the relevant year-level achievement standard.
- Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences to 90%.
- Increase the percentage of students in the NAPLAN upper two bands (U2B) to 45% in 2017 Year 3 reading and 35% in Year 5 reading; 55% in Year 3 Writing and 35% in Year 5 Writing.

Our initiatives include

- Continue to employ expert Year Level Leaders and to facilitate a rigorous program of mentoring, modelling and coaching to support teachers in their daily teaching practices; support teacher aide training, data collection and student tracking programs to provide regular and timely data updates to teachers (Sharratt, L and Fullan, M: Putting Faces on the Data, Corwin Publications).
- Professional Learning Communities (Richard Dufour) facilitated by Professional Learning Community Facilitators to enhance teaching quality and rigour.
- Implement school's phonemic and phonological awareness programs in Prep – Year 2 using ‘Get Reading Right’ and MiniLit as one tool to build student capacity.
- Provide education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home through Early Years Transition Program and Teacher and Speech Language Pathologist.
- Consolidate the network of:
  a) local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1;
  b) Junior Secondary transition to enhance knowledge of curriculum and teaching to assist a smooth transition of students into Year 7.
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.
- Identified students in Years 4 and 5 participating in an intensive 18 week literacy intervention program in Semester 2, 2017 based on the MultiLit Program.
- Identified students in Years 3, 5 and 6 participating in the Reading Hub and ST:LaN and Enrichment and Teacher Aides teaching these students through the three levels of intervention – intensive, focused teaching and whole class instruction.

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.
- Employment of a Speech Language Pathologist one day a week for Semester 1, 2017 to work with teachers around oral language and speech development in the early years and to provide targeted support to identified students.

Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>- Employing expert teachers as Year Level Leaders to facilitate a rigorous program of mentoring, modelling and coaching</td>
<td>$60,000</td>
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<td>- Employing additional ST:LaN (Writing Coach Years 3 – 6)</td>
<td>$40,000</td>
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<td>- Provide TRS to enable cohorts of teachers to engage in planning, calibration, moderation, assessment and evaluation; classroom visits, collegial coaching and professional conversations and the facilitation of Professional Learning Communities</td>
<td>$10,000</td>
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<td>- Strengthening of early year’s intervention program targeting Prep – Year Two in the areas of early phonics, reading decoding, fluency and comprehension, letter recognition and early writing behaviours – teacher aide hours</td>
<td>$45,123</td>
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<td>- Strengthening of middle and senior school intervention programs targeting students in Years Three to Six in the areas of reading (vocabulary), writing (grammar and vocabulary) and numeracy (problem solving)</td>
<td>$40,000</td>
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<td>- Continue the professional development program around the range of data gathering descriptors and data gathering tools and data analysis to support individual teachers build their personal capacity</td>
<td>Nil</td>
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<tr>
<td>- Access to a Speech Language Pathologist for Semester 1 to work with teachers and develop an oral language and speech program in the early years</td>
<td>$18,000</td>
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<td>- Additional resources purchased to support Literacy and Numeracy intervention including MiniLit</td>
<td>$4,000</td>
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*Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.*