

# Investing for Success

## Under this agreement for 2017 Tannum Sands State School will receive

**\$217,123\***

### 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.

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- 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

• Employing expert teachers as Year Level Leaders to facilitate a rigorous program of mentoring, modelling and coaching	\$60,000
• Employing additional ST:LaN (Writing Coach Years 3 – 6)	\$40,000
• 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	\$10,000
• 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	\$45,123
• 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)	\$40,000
• 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	Nil
• 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	\$18,000
• Additional resources purchased to support Literacy and Numeracy intervention including MiniLit	\$4,000



**Leanne Ibell**  
Principal  
Tannum Sands State School



**Dr Jim Watterston**  
Director-General  
Department of Education and Training