

Investing for Success

Under this agreement for 2020
Tannum Sands State School will receive

\$287,498*

This funding will be used to

- **Improving Literacy and Numeracy standards**
 - Increase the percentage of students at or above the NAPLAN National Minimum Standard (NMS) to 100% in Year 3 and Year 5 Reading
 - Increase the percentage of students achieving a 'C' standard or above in English across the school to 85%
- **Improve achievement for students on an Individual Curriculum Plan (ICP)** - Support every student accessing a different year level curriculum (that is, with an individual curriculum plan) to achieve a 'C' standard or better against the relevant year-level achievement standard
- **Improve Oral Language, Reading and Writing skills for Prep students** - Target at least 90% of Prep students to achieve Literacy Continuum Cluster 4 in the critical aspects of 'Reading Texts' and 'Aspects of Writing' by end of prep year.
- Support Year 1 students who failed to reach **Literacy Continuum Cluster 4** in the critical aspects of Phonics/Phonemic Awareness in their prep year to reach Cluster 6 by end of year 1.
- **Improve Reading and Writing performance in the upper school** - Target the percentage of students in the NAPLAN upper two bands (U2B) to 55% in 2020 Year 3 reading and 45% in Year 5 reading; 55% in Year 3 Writing and 25% in Year 5 Writing.

Our initiatives include

- Support **Year Level Leaders** facilitating mentoring, modelling and coaching for teachers including; using teacher aides, data collection and tracking programs providing regular and timely feedback to teachers (Sharrat, L and Fullan, M: Putting Faces on the Data, Corwin Publications).
- Support **Professional Learning Communities** (Richard Dufour) within each year level team with a focus on:
 - **Teacher and Student Wellbeing** – support our participation in the Wellbeing Toolkit, refine our school's Positive Behaviour for Learning program (PBL) developing strong understandings of the effect of trauma including revision of our Responsible Behaviour Plan incorporating BeYou and Essential Skills for Classroom Management priorities.
 - **High Performing Teams** systems to promote team performance and wellbeing (Dr Pete Stebbins)
 - **Embedding Indigenous Perspectives within the Curriculum** – employ an Indigenous Liaison Officer 8 hours per week to support Indigenous learners, engage more closely with families and support teachers to embed Indigenous perspectives within Australian Curriculum Units.
 - **Quality Curriculum with focussed pedagogy** – Continue implementation of unit planning processes strictly aligned to the Australian Curriculum and enhance teachers' capability to design and deliver age-appropriate highly individualised curriculum plans to students along with aligned assessment practices particularly in Humanities and Social Science (HASS) and Science. Implement this curriculum using our school's pedagogical framework and develop quality inquiry learning practices (Archer et.al.)
 - **Inclusive Practices** – Support Upper and Lower school teams to develop more inclusive support systems.



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- **Support school's phonemic and phonological awareness programs** in Prep - Year 2 through enhanced teacher aide support
- **Support improved Inclusive practices** for teachers through additional teacher aide time for high needs students in and around classrooms and an updated support structure
- **Focused and intensive teaching** for students requiring additional support including those with Individual Curriculum Plans to demonstrate achievement against the year-level achievement standards based on the MiniLit, MaqLit and MultiLit Word Attack tools to build target student capacity in reading (Macquarie University) following inclusive practices.

Our school will improve student outcomes by

- Enhancing **teacher pedagogy** through the provision of classroom support by experienced teachers (Year Level Leaders), observation and targeted learning by key teachers, support by teacher aides and key Indigenous support worker and professional development:

<ul style="list-style-type: none"> • Teacher Organisation and Planning <ul style="list-style-type: none"> ○ Professional development / classroom release for expert teachers working as Year Level Leaders to facilitate a focus on pedagogy for inclusion, mentoring, modelling and coaching ○ Provide Teacher Relief Scheme (TRS) to support planning, calibration, moderation, assessment and evaluation; classroom visits, collegial coaching and professional conversations and the facilitation of Professional Learning Communities 	\$120,000
<ul style="list-style-type: none"> • Professional Development <ul style="list-style-type: none"> ○ To support enhanced teaching of Reading through links with the Brisbane Reading Centre ○ To participate in High Performing Teams training 	\$45,000
<ul style="list-style-type: none"> • Additional Teacher Aide Support: <ul style="list-style-type: none"> ○ 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 ○ 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) 	\$107,498
<ul style="list-style-type: none"> • Indigenous Liaison Officer to enhance Indigenous student achievement and whole school cultural understanding. 	\$15,000
Total	\$287,498

Research base:

- Archer, AL and Hughes, CA 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY.
- DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria.
- DuFour, R and Fullan, M 2013 Cultures built to last: systemic PLCs at Work Hawker Brownlow Education, Victoria.
- Hattie, J and Anderman, EM (eds) 2013 International Guide to Student Achievement Routledge, NY.

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