



Clinton State School

2017 Annual Implementation Plan

Improvement Priority 1. Pedagogy - Consistent Practices Prep to Year 6 in alignment with Pedagogical Framework

Targets

Reading MSS and U2B improvement in relative gain similar to or exceeding the Nation in both resits and actual.
 Consistent practice of BST across whole school.
 KEE questions being used in 100% of classrooms by the end of 2017.
 80% of students achieving the benchmark reflected in OLEY and PMAP screening tool.

Strategy: To teach reading effectively using the Big 6

Actions	Timeline	Responsible Officer(s)
Focus on consistent practice of BST in Years P-6 using Clinton's observation and feedback processes.	Ongoing	Principal, Deputy Principal, HOC, Year Coordinator
Focus on practice of teaching reading - before, during and after across P-6.	Ongoing	Principal, Deputy Principal, HOC, Year Coordinator
All Prep students are engaged in OLEY and PMAP in Semester One.	Term 2	Michelle Emery, Christina Greer, Nicole Ockendon, Hannah Phillips, Amanda Power, Renai Thompson

Strategy: To build teacher capability to implement the maths proficiency strands through KEE questions

Actions	Timeline	Responsible Officer(s)
Year level cohorts develop KEE questions for each unit to enhance problem solving and reasoning.	Ongoing	Deputy Principal, Year Coordinator
KEE questions modelled as part of WOW days.	Term 2	Helen Fermier, Christina Greer, Julie Shannon, Bronwyn Stewart
Continue PLC with Boyne Island SS and Tannum Sands SS.	Ongoing	Annette Norris





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Strategy: To analyse data in a timely, student focussed and future improvement manner.

Actions	Timeline	Responsible Officer(s)
All teachers access and analyse class summary profiles and know the 'story' for each child and utilise this to inform planning.	Ongoing	Principal, Deputy Principal
Prep to Year 2 teachers develop and implement literacy and numeracy action plans based on Early Start data and student summary profile.	Ongoing	Heidi James, Tracie Rowe
Year 3 to Year 6 teachers develop and implement literacy and numeracy action plans based on CQ3S data and student summary profile.	Ongoing	John Fry, Annette Norris, Tracie Rowe

Strategy: To use targeted PD, peer observation, feedback, differentiated coaching and learning communities to improve teaching practices.

Actions	Timeline	Responsible Officer(s)
Mentoring team established and all staff have a mentor.	Ongoing	John Fry, Tracie Rowe
Beginning teacher program developed and conducted throughout year.	Ongoing	Tracie Rowe
Develop of plan for Focused Feedbacks and WOW days each term. Expectations around these will be unpacked at staff meetings.	Ongoing	Principal, Deputy Principal, HOC
Collaboratively construct a shared understanding of Professional Development expectations. APDPs clearly aligned with School Priorities and Improvement Agenda.	Term 1	Principal, Deputy Principal





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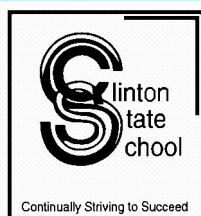
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 80% of students achieving the benchmark reflected in OLEY and PMAP screening tool.

Strategy: To provide staff with learning opportunities in the effective use of differentiated strategies across all classrooms.

Actions	Timeline	Responsible Officer(s)
Develop and implement an effective practice to identify, support and challenge high achieving students.	Ongoing	Steven Brooks, Helen Fermier, John Fry, Annette Norris, Tracie Rowe, Leasa Sempf
Provide professional development to staff on 'differentiating through planning and lessons' and 'critical and creative thinking' (general capability)	Ongoing	Steven Brooks, John Fry, Annette Norris, Tracie Rowe, Leasa Sempf





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2017 Annual Implementation Plan

Improvement Priority 2. Australian Curriculum - Deeper understanding of Achievement Standards to improve A-E

Targets

At least 80% of students achieving A-C in English and Maths in Semester 1 and Semester 2 reporting periods across whole school.

100% classroom teachers using Clinton planning process and template for English and Maths.

Strategy: Teachers use systematic planning in English and Maths to teach, assess and report on student progress.

Actions	Timeline	Responsible Officer(s)
Prep to Year 6 teachers use Clinton planning template for English and Maths units (including unpacking know and do for at and above levels from GTMJ and developing checkpoints).	Ongoing	Principal, Deputy Principal
Develop school-wide approach to providing regular and timely feedback to students to progress their learning using checkpoints.	Ongoing	Principal, Deputy Principal, HOC
Classrooms have co-constructed learning walls for English and Maths identifying unit intent, success criteria, exemplars and students interact with it.	Ongoing	Principal, Deputy Principal
Students can respond to 5 Questions - What are you learning? How are you doing? How do you know? How can you improve? Where do you go for help?	Ongoing	Principal, Deputy Principal
Rapid Recall Routines for English and Maths incorporate targeted foci based on checkpoint data.	Ongoing	Principal, Deputy Principal, HOC
Processes strengthened to ensure all students have access to the curriculum at level.	Ongoing	Principal, Deputy Principal, HOCSES
Develop an implementation plan for all areas of the Australian Curriculum that will inform the Whole School Curriculum Plan and the Achievement and Improvement Plan.	Ongoing	Deputy Principal
Build teacher knowledge of standards based assessment through professional development including moderation.	Ongoing	Principal, Deputy Principal, HOC





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Targets

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100% classroom teachers using Clinton planning process and template for English and Maths.

Strategy: Build teacher capability to effectively plan for Science and Technologies.

Actions	Timeline	Responsible Officer(s)
Establish STEM team in school and develop capability in team members in Science and Technologies.	Ongoing	Tracey Dunnett, Kathryn Murray, Leasa Sempf
Develop STEM school plan for Clinton SS.	Ongoing	Deputy Principal
Establish STEAM club for after school activities.	Ongoing	Tracey Dunnett, Leasa Sempf
Familiarisation with Australian Curriculum v8.2 Science.	Ongoing	Deputy Principal, HOC

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director

