

Investing for Success

**Under this agreement for 2016
Clinton State School will receive**

\$287,443*

This funding will be used to

- Increase the percentage of students at or above the NAPLAN National Minimum Standard to 100% in 2016 Year 5 reading
- Increase the percentage of students achieving a 'C' standard or above to 95% in Year 3 (2016)
- Increase the percentage of students achieving a 'C' standard or above in English to 95% in Year 5 (2016)
- 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 33% in 2016 Year 5 numeracy

Our initiatives include

- Increase teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas
- Provide professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum: mathematics content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom
- Develop collaborative data inquiry processes (to build teachers' ability to interpret data, identify and scale-up effective teaching practices and differentiate better)
- Better prepare and support teacher aides to consolidate student learning in numeracy and literacy (including oral language and metalinguistic)
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning
- Facilitate action learning/action research to identify and verify the effectiveness of strategies currently in use
- Provide education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home
- Develop a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in seamless transitions of children into Prep and Year 1
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.

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- Develop teacher capacity to design curriculum-aligned monitoring and assessment tasks (for short-term data cycles)

Our school will improve student outcomes by

- Provide TRS to enable cohorts of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations
- Use Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress
- Upskill teachers in the use of OneSchool so that all teachers are using (the developmental maps mark-book, individual curriculum plans, differentiation placemat, dashboard functionality)
- Develop, resource and implement a professional development and coaching program to support teachers in data gathering, collation, analysis and use.
- Develop and implement a whole school approach to teaching reading
- Engage the services of an experienced teacher/s or provide TRS to release a teacher to develop programs/materials to use in working with specific students on particular learning goals and to provide professional development to staff in gradually shifting responsibility to students, monitoring techniques and extending students' thinking
- Utilise the Master Teacher to build teacher capability in teaching comprehension of learning area texts

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