Under the agreement for 2015
Clinton State School will receive $287,367*

*Estimated on 2014 data. Actual funding will be determined after 2015 enrolment data is finalised.

This funding will be used to

- increase the percentage of students at or above the NAPLAN National Minimum Standard from 94.8% in 2013 Year 3 reading to 100% in 2015 Year 5 reading
- increase the percentage of students achieving a ‘C’ standard or above in mathematics from 85% in Year 2 (2014) to 95% in Year 3 (2015)
- increase the percentage of students achieving a ‘C’ standard or above in English from 77% in Year 4 (2014) to 95% in Year 5 (2015)
- 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 from 74% to 90%
- increase the percentage of students in the NAPLAN upper two bands (U2B) from 12.7% in 2013 Year 3 numeracy to 33% in 2015 Year 5 numeracy

Our strategy will be to

- 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 centers 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
- provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards
- develop teacher capacity to design curriculum-aligned monitoring and assessment tasks (for short-term data cycles)
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- build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement ambitious but achievable individual curriculum plans
- establish a professional learning community of school leaders or teachers (from cluster or 'like' schools) to share and evaluate strategies and their impact

Our school will improve student outcomes by

- engaging our teachers in the Numeracy project
- 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 markbook, 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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Principal
Clinton State School

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