

Investing for Success

Under this agreement for 2017 Clontarf Beach State School will receive

\$246,500*

This funding will be used to

- Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 67% to 75% at the reporting level of 'Working With' or better.
- Increase the percentage of Year 1 students able to achieve at a 'B' standard or above in English from 39% (2016) to 45% (2017).
- Increase the percentage of Year 2 students able to achieve at a 'B' standard or above in English from 30% (2016) to 45% (2017).
- Close the achievement gap between Indigenous and Non-Indigenous students in Prep to Year 3.

Our initiatives include

- Developing collaborative data inquiry processes to build teachers' ability to interpret data, identify and hone effective teaching practices and differentiate instruction with precision.
- Developing teacher capacity to design curriculum with aligned monitoring and assessment tasks, to provide explicit feedback to students and refine classroom teaching practice, for increased success in student learning.
- Embedding early intervention strategies to address variations in student's learning trajectory to maximise the opportunity for future learning success.
- Increasing teachers' repertoire of effective strategies for teaching reading, developing vocabulary and comprehension skills across all learning areas.
- Providing learning opportunities for parents of pre-Prep students to support the development of oral language and early Literacy and Numeracy skills at home.
- Developing a network of 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.
- Providing intensive opportunities for students demonstrating high levels of achievement.

Our school will improve student outcomes by

- Providing additional Speech Language Pathologist allocation for the development of targeted oral language programs for 'at risk' students in Prep to Year 2. Speech Language Pathologist to work across Early Childhood Education Centre sites building teacher capability to offer rich oral language learning programs pre - Prep. \$40,000
- Engaging with Age Appropriate Pedagogies and Australian Early Development Census action research projects to develop and implement a range of early intervention strategies targeting pre-Prep to Year 2 students developed in consultation with Queensland University and Telethon Institute for Kid (Adelaide University). \$67,842
- Providing professional learning opportunities to all staff to embed a whole school approach to the teaching of Spelling, aligned to and including engagement with the LEM Phonics Program.
- Conducting professional development for new staff and ongoing professional instruction for lead staff.
- Providing LEM Phonics resourcing for all staff. \$10,300

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

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- Providing Teacher Relief Scheme for team collaboration, moderation and action planning with Curriculum Co-ordinator and Support Teachers of Diverse Learners (P-6). \$30,000
- Providing Teacher Relief Scheme to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations (Years 3 - 6). \$35,000
- Student Attendance Officer (5 hours per week) supporting the timely monitoring and tracking of student attendance data, same day absence Short Message Service (SMS) procedure, unexplained absence data and regular feedback to parents on student attendance data. \$14,644
- Develop, resource and implement a professional development and coaching program to support teachers in action research aligned to Annual Performance Review. \$30,000
- Allocating funds towards future Pedagogical Coach (2018) after the completion of the Master Teacher initiative. \$18,714



Leanne Odorico
Principal
Clontarf Beach State School



Dr Jim Watterston
Director-General
Department of Education and Training