Under this agreement for 2016
Clermont State High School will receive $67,240

This funding will be used to

- Increase/maintain the percentage of Year 7 and Year 9 students achieving the National Minimum Standard (NMS) in Reading to 100% from 100% (Year 7 2015), 94.1% (Year 9 2015), in Writing to 100% from 90.2% (Year 7 2015), 73.5% (Year 9 2015), in Spelling to 100% from 92.7% (Year 7 2015), 85.3% (Year 9 2015), in Grammar and Punctuation to 100% from 92.7% (Year 7 2015), 79.4% (Year 9 2015), and in Numeracy to 100% from 97.6% (Year 7 2015), 100% (Year 9 2015).
- Increase/maintain the percentage of students from Years 7-12 achieving A-C grades in English from 86% (Year 7 2015) to 90%, from 100% (Year 8 2015) to 100%, from 85% (Year 9 2015) to 90%, from 79% (Year 10 2015) to 85%, from 82.5% (Year 11 2015) to 90%, and in Maths from 84% (Year 7 2015) to 90%, from 91% (Year 8 2015) to 95%, from 85% (Year 9 2015) to 90%, from 93% (Year 10 2015) to 100%, from 88.3% (Year 11 2015) to 90%.
- Improve the literacy and numeracy levels of all Year 7, 8 and 9 students below NMS by ensuring that they have an Individual Curriculum Plan and/or access to extra literacy and numeracy support.
- Increase the percentage of Year 7 and 9 students achieving in the Upper Two Bands (U2B) in Reading to 21% from 17.1% (Year 7 2015) and to 19% from 14.7% (Year 9 2015), in Writing to 11% from 7.3% (Year 7 2015) and to 10% from 5.9% (Year 9 2015), in Spelling to 38% from 34.1% (Year 7 2015) and to 21% from 17.6% (Year 9 2015), in Grammar and Punctuation to 23% from 19.5% (Year 7 2015), to 18% from 14.7% (Year 9 2015), and in Numeracy to 14% from 9.8% (Year 7 2015) and to 16% from 11.8% (Year 9 2015).
- Ensure that 100% of Year 12 students continue to receive either a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Attainment (QCIA) (100% in 2015).
- Enhance teacher capacity through targeted coaching and professional development to improve student performance.

Our initiatives include

- Benchmarking Year 5, Year 7 and Year 9 NAPLAN results and A-E grades in English and Maths as at end of Semester 2 2015.
- Establishing gaps in learning and teaching to student needs.
- Providing extra support or extension, as required.
- Continuing to timetable a 1x70 minute lesson per week dedicated to literacy and numeracy improvement for all Year 7, 8 and 9 students.
- Developing an Individual Curriculum Plan for all students with Special Needs.

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

- Continually monitoring student progress and review performance data at the mid-point of each term.
- Reviewing SET plans for at-risk students in Years 11 and 12 after each reporting period.
- Examining and strengthening teacher pedagogy practices through a collegial coaching model.
- Strengthening the rigour of literacy and numeracy instruction during LOTE exemption classes.

Evidence:
  o Fleming, J and Kleinhenz, E-Towards a Moving School, ACER 2007
  o Gross Cheliotes, L and Fleming Reilly, M - Coaching Conversations, Corwin 2010
  o Jensen, Ben-Turning around schools, it can be done, Grattan Institute Report, 2014-1.
  o Marzano, Robert- The Art and Science of Teaching, 2007
  o Masters, Geoffrey- A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools, ACER, 2009

Our school will improve student outcomes by

- Sourcing targeted professional development for staff.
- Increasing teacher capacity though collegial coaching and mentoring.
- Making use of a data analysis instrument as the basis for timely and focussed discussions of data.
- Upskilling staff in the use of the CQ3S Data Tool.
- Purchasing additional teacher hours to provide targeted support/extension for students.
- Purchasing additional literacy and numeracy resources to support/extend students.

Leanne Hooper
Principal
Clermont State High School

Dr Jim Watterston
Director-General
Department of Education and Training

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