

Investing for Success

Under this agreement for 2021
Clermont State School will receive:

\$80,120*

This funding will be used to:

Support our Key Priority Improvement Area - **Leading Inclusive Curriculum, Teaching and Learning**

- Targets:

- All teaching staff engaged in planning cycles to meet planning expectations and incorporate student data from the previous teaching cycle.
- 85% of students have achieved in A-C on end of semester academic reporting.
- Reduced percentage of students tracking towards below 'C' achievement in end of term C2C English Assessment Task.
- Enhanced staff data literacy to analyse A-E data to inform focussed and intensive teaching.
- All Individual Curriculum Plan (ICPs) and Personalised Learning Plans (PLPs) have been reviewed with new plans developed and endorsed for students requiring intensive support.
- Ensure 100% of staff have participated in professional learning related to inclusion.
- Document whole school processes for supporting diverse learners, including case management and social justice.

Our initiatives include:

- Providing release time for all teaching staff to engage in co-planning, data analysis and moderation led by the Head of Department – Curriculum (HOD-C).
- Continuing to build staff knowledge, understanding and application of inclusive education and associated legislation and policy (including Restrictive Practices).
- Reviewing whole school model of service delivery for the provision of additional support and adjustments for diverse learners.
- Developing whole school process for PLP, ICPs, Highly Individualised Curriculum (HIC), case management and social justice referral processes.
- Engaging staff in professional learning, including readings, research, online webinars and face-to-face professional development.

Evidence base:

Fisher, Frey & Hattie (2016) Visible Learning for Literacy

Causton & Macleod. (2020) From Behaving to Belonging

Sharratt & Fullan (2012) Putting Faces on the Data.

Sharratt & Harild. (2015) Good to Great to Innovate.

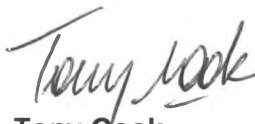
Graham. (2020) Inclusive Education for the 21st Century – Theory, policy and practice.

Causton & Theonharis. (2014). The Educator's Handbook for Inclusive School Practices

Our school will improve student outcomes by:

Employing an inclusion support teacher to 1.0 FTE	\$6,000
Employing an extra teacher to 1.0 FTE	\$49,000
Providing planned teacher release time for level 3 planning including multi-tiered support and professional developing.	\$25,120


Melina Kemp
 Principal
 Clermont State School


Tony Cook
 Director-General
 Department of Education



**Queensland
Government**