

2011 Smarter Schools National Partnership Plan for Clare Primary School



Government
of South Australia
Department of Education
and Children's Services

PURPOSE

The Australian Government Smarter Schools National Partnerships are designed to build the capacity of South Australian schools and contribute to the achievement of the following National Education Agreement Outcomes:

1. All children are engaged in and benefiting from schooling;
2. Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving;
3. Schooling promotes social inclusion and reduces educational disadvantage of children, especially indigenous children;
4. Australian students excel by international standards; and
5. Young people make a successful transition from school to work and further study.

To support the achievement of these outcomes, Clare Primary School is participating in the following Smarter Schools National Partnerships Strategies in 2011:

| Key Strategies | Resourcing |
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| <p>The Principal as Literacy Leaders (PALL) program is a long term professional development program that is supporting our principal to lead an effective and accountable whole school literacy reform and improvement program. The program will assist us to identify and implement evidence-based literacy interventions and strategies, leading to accelerated and sustained improvements for students.</p> | <p>The Regional Leadership Consultant provides our school with a professional development program and follow up support. PALL extends our existing school resourcing in literacy improvement and professional development.</p> |
| <p>During the first half of 2011, the Literacy and Numeracy National Partnership has continued to support our school with the recruitment of a partnership coach for the equivalent of one term full time to; assist teachers to better use and analyse a range of diagnostic and achievement data; improve planning of teaching and learning activities for all students; implement agreed evidence-based practices and targeted intervention strategies; make a strong contribution to whole school planning and the monitoring of student learning.</p> | <p>The coaching salary equivalent to \$27,349 was supplemented by direct grants of \$3,899 during the first six months of the year to support ongoing professional development of teachers. Co-investment by DECS and the school occurs through the Early Years Grant, additional teacher release, purchase of resources and time provided by school leadership to support the work of the coach.</p> |