

Investing for Success

Under this agreement for 2020
Jondaryan State School will receive

\$19,385*

This funding will be used to

Ensure that all year 3 and 5 students are at or above National Minimum Standard for Writing in NAPLAN.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Year 3&5 NAPLAN Writing NMS data ○ Year 3&5 NAPLAN Writing U2B data ○ English % C or better Semester 2 (2020) 90% from 85.6%, 2019 ○ Literacy Continuum writing cluster, individual students ○ Reading Benchmark Achievement 2020 85% from 78%, 2019 • Comparison: <ul style="list-style-type: none"> ○ English A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS) • Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Student on demand writing samples ○ NAPLAN Marking Guide ○ Movement on P-10 Literacy continuum ○ English A – E data ○ Annual Performance Review (APR) process data
Ensure that 78% of all students achieve a C or above in English by Semester 2, in the area of writing.	
Upskill all staff in the area of teaching writing by providing Professional Development.	
Provide time for collaboration and continue improving and updating our targeted evidence based writing program.	
Increase the number of students in the upper 2 bands in Writing to 30% in the 2020 NAPLAN test.	
Facilitate writing on demand sessions each term throughout the school. Use the writing on demand task, to develop collaborative marking and identify areas of improvement for each student.	

Our initiatives include

Facilitating the continued development and implementation of our targeted evidence based writing program to be delivered in small ability based grouping to provide writing development scaffolded to different student's needs.	<ul style="list-style-type: none"> • DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work, Hawker Brownlow Education, Victoria. • Archer, AL and Hughes, CA 2011 <i>Explicit instruction: Effective and Efficient Teaching</i> Guildford Press, NY. • Cameron, S & Dempsey, L. Developing and Effective Writing Program & The Writing Book: A practical Guide for Teachers. S&L Publishing. • Derewianka, B. & Jones, P. (2010). From traditional grammar to functional grammar: bridging the divide. Derewianka, B & Jones. P. (2016) Teaching Language in Context. • Stuart, M and Stainthorp, R 2015, Reading Development and Teaching. Sage, London.
Using a variety of different writing resources and strategies including professional learning, programs and technology based resources to support the teaching and learning of writing.	
Actively using the Literacy Continuum Writing Strand to monitor student progress and inform grouping and planning for targeted writing sessions and across curriculum.	
Embedding a PLC culture focused on researching, discussing and applying writing pedagogy.	



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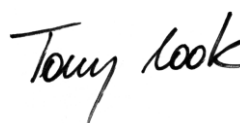
*Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2020 enrolment data and student learning needs.

Our school will improve student outcomes by

Employing a skilled teacher to provide small group, targeted writing lessons with a focus on building students skills and strategies.	\$ 15,385
Employing a skilled teacher to align content descriptors and cross curriculum priorities with the school targeted writing program, to ensure the consistent and effective teaching of writing across all curriculum areas.	\$ 4,000 (This will be supplemented with school funding to ensure consistency throughout the year)
Providing release time to staff to participate in case management meeting to develop plans to facilitate student writing development.	This will be supplemented with school funding
Providing professional development for staff in the area of writing.	This will be supplemented with school funding
Employing a skilled teacher aide to maximise student learning and support during literacy blocks.	This will be supplemented with school funding
Analysing student data, (Literacy Continuum, NAPLAN, English A to E) to develop targeted writing lessons to facilitate progress.	
Explicitly teaching writing skills strategies throughout the school, in line with our targeted writing program.	
Working with Support Teacher Literacy and Numeracy (STLaN) to develop evidence based plans for students at risk of not meeting National Minimum Standard.	



Alex Stansbie
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Jondaryan State School



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