

Investing for Success

Under this agreement for 2019
Jinibara SS will receive

\$274,212*

This funding will be used to

Target	Measures
1. Improved reading achievement for the current Prep, Year 1 and Year 2 students by end 2018.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ 85% year level cohort to reach North Coast reading benchmark for year appropriate. ○ English 80% Working With or better Prep, Semester 2 ○ English 80% C or better Year 1, Semester 2 ○ English 75% C or better Year 2, Semester 2 ○ English 75% C or better Year 3, Semester 2 ○ Year 3 NAPLAN Reading NMS data. • Comparison: <ul style="list-style-type: none"> ○ Year 3 English A–E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS). ○ distance travelled compared historically (by student) for same length of teaching time (1 year) ○ reading age/chronological age comparison using norm-referenced diagnostic assessments converted to percentage gain. • Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Teacher observations and PM assessment ○ PATR assessment ○ English A – E achievement data.

Our initiatives include

Initiative	Evidence-base
1. Embed responsive school case-management approaches to students' early literacy and reading achievement by building teacher capability in: <ul style="list-style-type: none"> • using school-based data to inform differentiated teaching and learning of language and reading • identifying the reading demands of the Australian Curriculum learning 	<ul style="list-style-type: none"> • Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US • Breakspear, S, <i>The Learning Sprint Method, AGILE SCHOOLS</i> • Stone, L, <i>Reading for Life: High quality literacy instruction for all</i>, Routledge, Taylor & Francis, London, UK


*Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised.



areas and subject in C2C units of work	<ul style="list-style-type: none"> Sharratt, L, <i>Clarity: What matters most in learning, teaching and leading</i>, Corwin, California, US
2. Maintain effective school processes, including professional learning teams (PLTs) and targeted use of school resources for each year level.	<ul style="list-style-type: none"> Walpole, S & McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press. Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria.

Our school will improve student outcomes by

Actions	Costs
Enhanced case-management approach, led by existing and new middle leaders for students with diverse learning needs (focus on reading) using school resources (teacher release for planning, modelling, observation and feedback)	\$50,000.00
Employ specialist and targeted personnel	
Speech Language Pathologist (1.0FTE)	\$103,000.00
Speech Language Teacher Aide	\$24,000.00
Occupational Therapist (0.6FTE)	\$60,000.00
Additional Teacher aides (Prep, 1,2)	\$65,000.00
Total cost	\$302,000.00


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 Principal
 Jinibara State School


Mr Craig HALL
 School Council Chairperson
 Jinibara State School

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**Queensland
Government**