

# Investing for Success

Under this agreement for 2022

Junction Park State School will receive

**\$221,084\***

## This funding will be used to

State schools are allocated this funding to support students to achieve improved outcomes across all stages of schooling. In line with our Strategic Plan 2021-2023, Junction Park State School will allocate this funding to support achievement of key 2022 goals:

- Increase percentage of students achieving A-C in English in all year levels.
- Improve teacher capacity through focused coaching and professional development in the priority area of the Australian Curriculum – English.
- Embed a synthetic phonics approach to teaching reading (Prioritising Literacy Development – PLD) in prep to year 6.
- Plan for and implement a systematic collection and review of student data to inform targeted inclusive practices that will ensure every student is succeeding.

## Our initiatives include

- Fund a Head of Department Inclusion to provide leadership for staff to increase capacity in case management that will increase support to identified students and to provide increased opportunity for instructional coaching to classroom teachers in providing appropriate adjustments for all students.
- Increase parent school partnerships through closer case management of identified students and liaising with parents and specialist staff.
- Plan for and implement a systematic collection and review of student data to inform targeted inclusive practices that will ensure every student is succeeding.
- Establish a whole school inclusion model including a whole school approach to differentiated teaching and learning.
- Develop processes to maintain the fidelity of assessment aligned to the Australian Curriculum, including the review of moderation processes with a key focus on English.
- All Prep to Year 6 teachers using Promoting Literacy Development (PLD) structured synthetic phonics teaching scope and sequence.
- Establish weekly Collaborative Learning Meeting times (CLMs) for all classroom teachers, for 1 hour a week to ensure personalisation of learning through implementation of Collaborative Inquiry using a case management approach.

These initiatives are evidenced through:

- Snow, P.C SOLAR: the Science of Language and Reading, Child Language Teaching and Therapy, 2021, Vo. 37(3) 222-233
- SLPs and The Curriculum, Volume 33 Number 02, Summer 2020. Peach, J Principal Speech Language Advisor, Reading and Writing Centre
- Graham, L J (2020) Inclusive Education for the 21<sup>st</sup> Century – Theory, Policy and Practice, Allen & Unwin, Sydney
- Fluckiger, B; Dunn, J & Weeley, E (2016), Griffith University Press Brisbane, Foundaton Paper: Age Appropriate Pedagogies for the early years of schooling
- Forlin, C. Chambers, D. Loreman, T. Deppeler, J. and Sharma, U. (2013), Inclusive Education for Students with Disability: A review of the best evidence in relation to theory and practice, Australian Research Alliance for Children and Youth



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- Deloitte Access Economics 2017, Review of education for students with disability in Queensland state schools, Department of Education, Brisbane: Australia.  
<https://education.qld.gov.au/student/Documents/disability-reviewreport.pdf>

### Our school will improve student outcomes by

- Fund a Head of Department Inclusion to lead and coach inclusive practices across the school.  
**\$118 045**
- Continue to partially fund a Head of Department Curriculum to lead and coach teachers in the three levels of planning, with a focus on the Australian Curriculum – English.  
**\$ 59 023**
- Purchase PLD resources to implement structured synthetic phonics, in conjunction with motor & movement & oral language skills, to help children achieve broad level literacy skills.  
**\$ 34 529**
- Support the provision of CLMs with 1 hour of weekly planning time.  
**\$ 9 487**

*S. John Bray*

**John Bray**  
Principal  
Junction Park State School



**Michael De'Ath**  
Director-General  
Department of Education



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Government**