



# CONDELL PARK PUBLIC SCHOOL TALK FOR WRITING



## Initiative overview

Instructional leadership was used to implement 'Talk for Writing', an evidence-based writing pedagogy, initially for students from EAL/D backgrounds. The pedagogy provides students of all language backgrounds with a systematic modelled, guided and independent approach to writing based on pre-assessment of student needs.

Writing was identified as an area of focus for the school and the initiative began with a small focus group of teachers and classes. The initiative was then successfully scaled to provide whole school professional learning and K – 6 implementation over a 2 year period.

### Learning domain

- Learning culture
- Curriculum
- Assessment
- Student performance measures

### Teaching domain

- Effective classroom practice
- Data skills and use
- Learning and development

### Leading domain

- Educational leadership

### What works best

- High expectation
- Explicit teaching
- Effective feedback
- Use of data to inform practice
- Assessment



## Resources

- Instructional leadership funded through Early Action for Success at a cost of \$172,000.
- Two teachers were employed through equity funding to enable teacher release from class to work with instructional leaders at a cost of \$224,000.
- The principal support funding and equity funding was used to enable the principal to act in an instructional leader role through the employment of a part-time business manager at a cost of \$68,000.
- Training was provided for the whole staff and ongoing training provided for new staff members at a cost of \$10,000 from professional learning funds.
- Quality texts for use by students and teachers were purchased to support the initiative at a cost of \$5,000 from literacy and numeracy initiative funds.

Total cost approximately \$479,000 per year.

### Funding sources used:

- Socio-economic background
- Literacy and numeracy initiative
- Professional learning
- Early Action for Success (EAFs)



## Evidence of impact

Effect size data indicated whole school growth of between 0.56 and 1.3 over the 3 years of implementation.

NAPLAN data indicated an average increase of 28.5 points in year 5 writing and 25.7 points increase in year 3 over the same time period.

There was a 4.5% increase in the number of students in the top 2 bands in year 5 and a 7.3% increase in year 3. The average scaled growth in writing was 65.8% which equates to 19.5% above State and 23.4% above statistically similar school groups.

