

Investing for Success

Under this agreement for 2019
Richmond State School will receive

\$49,679.00*

This funding will be used to

Target	Measures
1. Increase school wide A to C attainment in English in 2019 by consistent application of the the Reciprocal Teaching sequence through the inclusion of explicit teaching of core comprehension strategies/concepts .	<ul style="list-style-type: none"> • Endpoint Measure: <ul style="list-style-type: none"> ○ English Attainment A to C, 90% or better All Grades, Semester 2 2019. • Comparison Measures: <ul style="list-style-type: none"> ○ English Attainment A to C, 2018 Semester 2, 85%. ○ English Attainment A to C, 2018 Semester 1, 90%. ○ NAPLAN Relative Gain 2016 - 2018, Reading Yr3-Yr5 -0.32 & Yr5-Yr7 -0.44, Writing Yr3-Yr5 0.98 & Yr5-Yr7 -0.35. • Monitoring: <ul style="list-style-type: none"> ○ Record of student progress on OneSchool Literacy Continua. ○ Regular observations and feedback to staff as part of Professional Growth and development of consistent pedagogical practices. ○ English A to E Data from student folios. ○ Teacher Moderation of sample assessment tasks and student feedback summaries. ○ Annual Performance Review process data, progress toward goals.
2. Maintain percentage of Preparatory students above reading benchmarks for 2019.	<ul style="list-style-type: none"> • Endpoint Measure: <ul style="list-style-type: none"> ○ 90% of Preparatory Students reading at or above PM level 8, Term 4 2019. • Comparison Measures: <ul style="list-style-type: none"> ○ Progress on Literacy Continua Term 4 2018, Reading above expectation 43%, at expectation 57%, Comprehending above expectation 57%, at expectation 43%. ○ Preparatory reading results 2018 – 100% at or above benchmark, PM level 8. • Monitoring: <ul style="list-style-type: none"> ○ Early Start literacy tasks Term 1. ○ Monitor results of oral language development, and letter, word recognition across prep to year 1. ○ School based assessment data.
3. Extend the Year 6 and 7 student attainment in reading benchmarks to above expectation through focused literacy block.	<ul style="list-style-type: none"> • Endpoint Measure: <ul style="list-style-type: none"> ○ 90% of all year 6 and 7 students above benchmark in reading by Term 4 2019. • Comparison Measures: <ul style="list-style-type: none"> ○ 2018, percentage of Year 5 and 6 students reading at or above benchmark - 67%. ○ NAPLAN 2018, Reading NMS (National Minimum Standards) Year 5 - 91.7%, UB2 year 5 - 8.3%. ○ NAPLAN MSS (Mean Scale Score) achievement, 2017 – 46th percentile, 2018 – 18th percentile. • Monitoring:

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



	<ul style="list-style-type: none"> ○ Map all students across the Literacy Continua for reading. ○ Planning and observation of lessons with 'next step' literacy strategies using the literacy continua. ○ Internal school assessment data. ○ Moderation of reading running records. ○ Review and implementation of school reading approach, moving from surface to deep strategies.
--	--

Our initiatives include

Initiative	Evidence-base
<p>1. Build staff capacity in the application of the literacy continua and literacy blocks through collaborative coaching to improve student performance</p> <ul style="list-style-type: none"> • Increase teachers' knowledge and application of surface, deep and transfer teaching strategies. • Embed the reciprocal teaching process within school practice. 	<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 • Fisher, D, Frey, N & Hattie, J, 2016 <i>Visible Learning for Literacy</i>, Corwin California USA. • Sharratt, L & Planche, B, 2016 <i>Leading Collaborative Learning: Empowering Excellence</i>, Hawker Brownlow Education, Australia. • Sharratt, L & Fullan, M, 2009 <i>Realization</i>, Corwin. • Oczkus, L.D, 2018, <i>Reciprocal Teaching at Work</i>, ASCD Virginia USA.
<p>2. Establish an explicit early years literacy program, focusing on phonics, decoding strategies and comprehension, guided by the Australian Curriculum and Age Appropriate Pedagogies, from prep to year 2.</p>	<ul style="list-style-type: none"> • Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA • Fisher, D, Frey, N & Hattie, J, 2016 <i>Visible Learning for Literacy</i>, Corwin California USA.

Our school will improve student outcomes by

1. Actions	Costs
<p>Providing targeted professional learning in the form of Collaborative Coaching model, supporting teacher planning and implementation of Reciprocal Teaching.</p> <p>Releasing staff to participate in collaborative planning days with HOC and teaching mentors using student diagnostic data, NAPLAN results and A to E assessments to link with curriculum expectations to ensure learning goals and success criteria are visible.</p> <p>Providing targeted literacy resources to all teachers to access a variety of rich and authentic texts to expand student vocabulary, fluency and comprehension skills.</p>	<p>TRS \$4,800</p> <p>Resources \$3,719</p>
<p>Supporting the differentiated learning programs of students through the timely</p>	<p>0.2 FTE school</p>

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



provision of focused teacher support in classrooms during literacy blocks across the school. This program will aid both the short and long term differentiated goals established for students.	based support \$14,880
--	---------------------------

2. Actions	Costs
Providing professional development for early years teachers in Age Appropriate Pedagogies (APP), and application in the classroom. Develop consistent phonological awareness strategies across the school, and embed explicit teaching of decoding within the school reading practice.	0.1 FTE school based support \$7,440
Establishing links with local schools adopting similar strategies as a possible PLC around APP and high yield strategies.	TRS \$2,400

3. Actions	Costs
Establishing teacher routines around the use of the Literacy Continua as a school data tool. Providing opportunities for teachers to model, support and engage in collaborative data inquiry, action learning, case management meetings and professional conversations based on Dr Lyn Sharratt's "Putting Faces on the Data"	0.1 FTE school based support \$7,440
Supporting the differentiated learning programs needed for a daily 2 hour literacy block that focuses on reading, spelling and writing with focused teacher aide support.	TA Hours \$9,000



Michael Sutton
Principal
Richmond State School

Tony Cook
Director-General
Department of Education

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.

