

# Investing for Success

Under this agreement for 2018

Riverview State School will receive

**\$210,820\***

This funding will be used to

Target	Measures
1. Close the Gap in the reading achievement of current Year 1 (2018) Aboriginal and Torres Strait Islander students by 2020	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>- English % C or better Year 1, Semester 2 (2018)</li> <li>- English % C or better Year 2, Semester 2 (2019)</li> <li>- English % C or better Year 3, Semester 2 (2020)</li> <li>- Year 3 NAPLAN Reading National Minimum Standard (NMS) data (2020)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>- English A - E and NAPLAN Reading NMS data - Similar Queensland State Schools (SQSS)</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>- Indigenous students identified as iEAL/D and band scaled in OneSchool</li> <li>- student feedback and work samples</li> <li>- English A - E data</li> </ul> </li> </ul>
2. Support each student at risk of not achieving NMS (as reflected in internal school data) with tailored support programs	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>- Year 2 and Year 4 NAPLAN Reading Pre-test data (2017)</li> <li>- Year 3 and Year 5 NAPLAN Reading NMS data (2018)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>- English A - E and NAPLAN Reading NMS data from SQSS</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>- number of students identified as at risk of not achieving NMS</li> <li>- teacher lesson observations and testing</li> <li>- English A - E data</li> </ul> </li> </ul>

Our initiatives include

Initiative	Evidence base
1. Establish responsive school case-management approaches for students' reading achievement by building teacher capability in: <ul style="list-style-type: none"> <li>• using band scale data to inform differentiated teaching and learning of language and reading for our Indigenous students</li> <li>• employing a Data, Literacy and Language</li> </ul>	<ul style="list-style-type: none"> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, US</li> <li>• Angelo, D 2013 <i>Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE Language Testing and</i></li> </ul>



Coach to increase teacher capability and understanding of data, band scaling and improving differentiated learning for students	Assessment, Vol. 2, pp. 67-102
<p>2. Establish responsive school case-management approaches for students' engagement at school by employing a HOCSS to:</p> <ul style="list-style-type: none"> <li>embed case management to increase attendance and improve behaviour of students as a prerequisite for engagement in learning</li> </ul>	<ul style="list-style-type: none"> <li>Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, US</li> </ul>

**Our school will improve student outcomes by**

<b>Actions</b>	<b>Costs</b>
Increase teacher capability and understanding of data, band scaling and improving differentiated learning for students	Data coach: <b>\$105,410</b>
Embed case management to increase attendance and improve behaviour as prerequisite for engagement in learning	HOCSS: <b>\$105,410</b>



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