

# Investing for Success

Under this agreement for 2022  
Ripley Valley State Secondary College will receive

**\$125,564\***

## This funding will be used to

Target	Measures
<p>Improve the reading achievement of junior secondary students in English, Science, History and Geography by 2023.</p>	<p>Baseline/endpoint</p> <ul style="list-style-type: none"> <li>- Semester 2 English, Science &amp; History A-E data tracking 2021 year 6 and 7 students until 2023.</li> <li>- Year 5 National assessment Program – Literacy and Numeracy (NAPLAN) reading 2020 to year 7 NAPLAN reading for matched students.</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>- English, Science, History % of A, % of B and % C or better.</li> <li>- Year 7 – Year 9 reading NAPLAN relative gain.</li> <li>- Similar Queensland State Schools (SQSS).</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>- Pat R online diagnostic testing (reading) used to monitor progress and plan for next steps in student learning.</li> <li>- Staff satisfaction levels with Professional Learning Communities (PLC) content and delivery.</li> <li>- Teacher planning includes evidence of differentiated teaching and learning of reading appropriate to reading demands of different subject/learning areas.</li> <li>- Records from coaching, observation and feedback activities to establish change in teacher practice.</li> <li>- Interim report card data.</li> </ul>
<p>Increase the percentage of students working from Personalised Learning Plans (PLP's) who achieve their reading goals by the end of year 2022.</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>- Pat R Reading levels: Semester 2 2021 to Semester 2, 2022.</li> <li>- English A-E, Semester 2, 2021 to Semester 2, 2022 as per Personalised Learning Plan.</li> <li>- Norm-referenced, diagnostic assessments Semester 2, 2021 to Semester2, 2022.</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>- Distance travelled compared historically (by student) for same length of teaching time (1 year).</li> <li>- Reading age/chronological age comparison using norm referenced diagnostic assessments converted to ratio gain.</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>- Staff feedback on relevance and impact of professional learning.</li> <li>- Student engagement and behaviour monitored as new teaching strategies applied.</li> <li>- Pat R diagnostic test results monitoring.</li> <li>- Case management records.</li> <li>- Student feedback and work samples.</li> </ul>



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## Our initiatives include

Initiative	Evidence-base
Professional Learning Communities engaging regional and external expertise to improve teacher ability to identify the reading and writing demands of the Australian Curriculum in all subject learning areas.	<ul style="list-style-type: none"> <li>• Posey, A &amp; Novak, K 2020 <i>Unlearning: Changing your beliefs and your classroom with UDL</i>, CAST Professional Publishing, Wakefield, USA.</li> <li>• Fisher, D &amp; Frey, N 2021 <i>Better Learning Through Structured Teaching: A framework for the gradual release of responsibility: 3<sup>rd</sup> Edition</i>, ASCD, Alexandria, USA.</li> <li>• Kilpatrick, D 2016 <i>Equipped for Reading Success</i> Casey &amp; Kirsch Publishers</li> <li>• Marzano, R J 2017 <i>The New Art and Science of Teaching</i> Solution Tree, Bloomington USA</li> <li>• Starling J 2012 <i>LINK-S Linking Language with Secondary School Learning</i> Links Resources</li> <li>• Woodward F 2015 <i>Phonics Resources for Older Learners</i> Troubador Publishing</li> </ul>
Establishing effective school processes, including case management and professional learning teams (PLT's)	<ul style="list-style-type: none"> <li>• Gross Cheliotos, L &amp; Reilly, M 2018 <i>Coaching Conversations</i> Corwin, California, USA</li> <li>• Posey, A &amp; Novak, K 2020 <i>Unlearning: Changing your beliefs and your classroom with UDL</i>, Cast, Inc., Wakefield, USA.</li> <li>• Novak, K 2016 <i>UDL Now!</i> Cast, Inc. Wakefield, USA.</li> </ul>

## Our school will improve student outcomes by

Actions	Costs
Employing staff through the Teacher Relief Scheme (TRS) so professional learning communities can engage in-house and regional expertise to improve teacher ability to identify reading and writing demands of units of work.	\$5,100
Provide support for responsive teaching based on analysis and discussion of curriculum –alignment through planning, modelling, observation and feedback processes, and timely access to data. 0.20 FTE Speech Language Therapist 1.60 FTE TA003 student/teacher support	\$31,414 \$77,950
Maintaining a Professional Learning Team (PLT) to co-construct an effective case management approach for students with diverse learning needs using school and regional resources. TRS Resources	\$2,500 \$7,100
Providing professional development in co-constructed collaborative processes using system and external support TRS	\$1,500
<b>Total</b>	<b>\$125,564</b>



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