

Investing for Success

Under this agreement for 2017

Harristown State High School will receive

\$910,464*

This funding will be used to

- Develop and implement improvement strategies for all students in Years 8 and 9 in 2017 who were below the National Minimum Standard (NMS) in *any* strand for their Year 7 NAPLAN.
- Develop and implement improvement strategies for all students in Year 7 in 2017 who were below the National Minimum Standard (NMS) in *any* strand for their Year 5 NAPLAN.
- Develop and implement improvement strategies to close the gap in NAPLAN achievement, in-class achievement, retention, and QCE attainment for *all* Indigenous students
- Develop and implement strategies to increase the number of Year 9 students in the NAPLAN upper two bands (U2B) for reading, spelling and numeracy.
- Develop and implement strategies to *continue to* increase the number of 2017 Year 12 students gaining their Queensland Certificate of Education (QCE).
- Increase the percentage of 2017 Year 9 students meeting the NAPLAN National Minimum Standard in reading by 5.2%, in spelling by 8.9%, and in numeracy by 4.7%.
- Increase the percentage of 2017 Year 9 students in the NAPLAN upper two bands in reading by 4.9%, in spelling by 6.1%, and in numeracy by 4.7%.
- Increase the percentage of 2017 Year 12 students gaining their QCE by the completion of Year 12 from 96% to 98%.
- Improve school and teacher capability to increase the percentage of students reaching the National Minimum Standard and achieving in the upper two bands through focused professional development and implementation of identified improvement strategies.

Our initiatives include

- Continuing to build teacher capability in both the Dimensions of Learning¹ and Explicit Instruction² teaching and learning frameworks to improve student learning school-wide.
- Continuing to build teacher and teacher aide capability in the teaching of literacy³ in all subject areas and in the teaching of specific literacy³ and numeracy skills
- Reviewing specific literacy and numeracy data for specific students at regular intervals so as to develop explicit, data-based strategies for further improvement.
- Developing learning plans for 2017 Year 9 students who were below the National Minimum Standard for *any* strand in their 2015 Year 7 NAPLAN.
- Developing enhanced NAPLAN test preparation and intervention methods in Term 1 each year for both Years 7 and 9 students.
- Actioning all steps in the Harristown State High 2017 School Annual Improvement Plan (AIP), 2017 QCE Improvement Action Plan, 2017 Data Plan and 2017 Attendance Plan.
- Evidence
 - ¹ McRel and ANSN Presentations – Dimensions of Learning, 1997
 - ² Archer, Anita L. and Hughes, Charles A. – Explicit Instruction: Effective and Efficient Teaching, Guilford, 2011
 - ³ Hipwell, Patricia – www.logonliteracy.com.au

Our school will improve student outcomes by

<ul style="list-style-type: none"> • Purchase of 2.0 additional teachers to allow for appropriate student groupings to effectively implement our YUMI Deadly Mathematics program to achieve numeracy targets. 	\$ 232,000
<ul style="list-style-type: none"> • Purchase of significant additional teacher aide time, approximately 75 hours per week, to support Priority Learning Areas and to provide daily and consistent in-class support for students requiring improved literacy and numeracy skills. 	\$ 134,385
<ul style="list-style-type: none"> • Continued engagement of consultant Pat Hipwell, Logon Literacy, for training in literacy (reading comprehension) development, specifically for embedding <i>Instructional Reading</i> (a pre-reading strategy) as 	\$ 90,000

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a school-wide approach and practice to improve reading, and also for curriculum development in line with the revised P-12 curriculum, assessment and reporting framework.	
<ul style="list-style-type: none"> Continuation of a dedicated part-time Queensland Certificate of Education (QCE) data analysis teacher position that supports the Principal, Deputy Principals, Heads of Departments, Guidance Officer and teachers in understanding each of their learners' progress or barriers to gaining a QCE and to then target specific school strategies to improve QCE attainment. 	\$ 76,020
<ul style="list-style-type: none"> Initiation of RESTART: Secondary partnership program with PCYC to facilitate improved self-esteem, life skills, retention, achievement and employment prospects for at-risk students in Years 7, 8 and 9. 	\$ 60,000
<ul style="list-style-type: none"> Purchase of an additional 60 laptops for student engagement with the IMPACT READiscover 'Intervention Program for Years 7 – 9 students at risk of not attaining the National Minimum Standard (NMS) across the NAPLAN strands. 	\$ 54,000
<ul style="list-style-type: none"> Purchase of an additional 0.5 FTE additional Support Teacher Literacy and Numeracy (STLaN) allocation to enhance support for students at risk of not attaining the National Minimum Standard (NMS) across the NAPLAN strands. 	\$ 58,000
<ul style="list-style-type: none"> Purchase of an additional 0.5 FTE Youth Support Coordinator (YSC) allocation to work with at risk students in Years 7 – 9 for NAPLAN and in Years 10 – 12 for QCE attainment. 	\$ 47,220
<ul style="list-style-type: none"> Initiation of IMPACT READiscover 'Intervention Program for Years 7 – 9 students, as mentioned earlier, for Terms 1, 2 and 3. 	\$ 36,000
<ul style="list-style-type: none"> Final payment of a four-year financial commitment to QUT's YUMI Deadly Mathematics Program, as mentioned earlier, and the additional costs involved with staff 'release' and professional development for all teachers involved in the ongoing training associated with the program. 	\$ 32,000
<ul style="list-style-type: none"> Purchase of an additional 0.4 FTE teacher aide allocation to provide support for Year 11/12 English as an Additional Language or Dialect (EAL/D) students at risk of not gaining their QCE. 	\$ 27,235
<ul style="list-style-type: none"> Purchase of additional administrative officer time to provide support for school strategies to enable specific students to attain the school's attendance target of 95%. 	\$ 18,444
<ul style="list-style-type: none"> Initiation of IMPACT UNIFY 'Critical Thinking' Program for Years 7 – 9 students, for Terms 1, 2 and 3, to increase the number of students in the Upper Two Bands (U2B) across the NAPLAN strands. 	\$ 12,000
<ul style="list-style-type: none"> Continuation into the second year of Year 7 Mentor Program for successful transition of Year 6 at-risk students commencing Junior Secondary education. 	\$ 7,000
<ul style="list-style-type: none"> Initiation of the 'Steps2Success' internal program for 14-year old students at risk of both disengagement and not attaining the NMS across the NAPLAN strands. (The 0.6 FTE staffing for this project is provided separately through a component of the school's Whole School Support – Student Learning Resource (WSS-SLR) allocation). 	\$ 6,940
<ul style="list-style-type: none"> Academic Academy and Junior Secondary initiatives, including deployment of ACER's High Ability Skills Test (HAST) to increase the number of students in the NAPLAN upper two bands (U2B). 	\$ 6,000
<ul style="list-style-type: none"> Facilitated diagnostic testing and marking for PAT-R and PAT-M tests. 	\$ 4,000
<ul style="list-style-type: none"> Provision of breakfast for all NAPLAN students (up to 600 students) on the three days of the test, for those requiring breakfast. 	\$ 4,000
<ul style="list-style-type: none"> English Faculty staff engagement with consultant Annette Curnow's 'Teaching Sentence' program to improve students' writing skills. 	\$ 2,500
<ul style="list-style-type: none"> Teacher 'release' costs for designated Data Officer for specific data projects to improve student achievement through targeted intervention. 	\$ 2,000
<ul style="list-style-type: none"> English Faculty purchase of Question Answer Response (QAR) Comprehension Lessons for Years 6 – 8 resource resources to improve reading. 	\$ 720



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