

Investing for Success

Under this agreement for 2022

Harristown State High School will receive

\$1,536,633*

This funding will be used to

- Implement improvement strategies for students in Years 7 - 10 in 2022 who were below the National Minimum Standard (NMS) in *any* strand for their most recent NAPLAN.
- Implement improvement strategies to close the gap in NAPLAN achievement, in-class achievement, retention, and Queensland Certificate of Education (QCE) attainment for *all* Aboriginal and Torres Strait Islander students.
- Implement strategies to increase by 5% the number of Year 9 students in the NAPLAN upper two bands (U2B) for reading, writing, spelling and numeracy.
- Implement strategies to *continue* to increase the percentage of Year 12 students gaining their QCE or QCIA.
- Increase to 100% the percentage of 2022 Year 9 students meeting the NAPLAN National Minimum Standard in reading, writing, spelling and numeracy.
- 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.
- Improve educational achievements for *all* students identified as at risk according to the Inclusive Education Policy and Harristown State High School's most recent Nationally Consistent Collection of Data (NCCD) report.
- Further implement School-Wide Positive Behaviour Support (SW-PBS)¹, to improve the learning environment for all students and staff.
- Continue to implement the High Reliability Schools (HRS)² Framework for Level 1 – A Safe and Collaborative Environment, Level 2 – Effective Teaching in Every Classroom, and Level 3 – A Guaranteed and Viable Curriculum.

Our initiatives include

- Continuing to build teacher capability in both the Dimensions of Learning³ and Explicit Instruction⁴ teaching and learning frameworks to improve student learning school-wide.
- Continuing to build teacher and teacher aide capability in the teaching of literacy⁵ in all subject areas and in the teaching of specific literacy⁵ and numeracy skills.
- Continuing to build teacher and teacher aide capability in the specific teaching of writing⁶ in all subject areas.
- Reviewing specific literacy and numeracy data for specific students at regular intervals to develop explicit, data-based strategies for further improvement.
- Actioning all steps in the 2022 Harristown State High School Annual Implementation Plan (AIP) and 2022 Whole School Data Plan.

Evidence

- ¹ *Missouri Schoolwide Positive Behaviour Support, Tier 1 Team Workbook, 2018 - 2019 – Missouri Department of Elementary and Secondary Education, 2018*
- ² *Robert J. Marzano, Phil Warrick, Julia A. Simms – A Handbook for High Reliability Schools ... The Next Step in School Reform, Revised Australian Edition – Hawker Brownlow Education, 2014*
- ³ *McRel and ANSN Presentations – Dimensions of Learning, 1997*
- ⁴ *Archer, Anita L. and Hughes, Charles A. – Explicit Instruction: Effective and Efficient Teaching, Guilford, 2011*
- ⁵ *Hunter, Ian – Write That Essay! A Practical Guide to Writing Better Essays and Achieving Higher Grades, Hunter Publishing, 2012 – www.writethatessay.org*



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Our school will improve student outcomes by

Purchasing 3.0 additional teachers to allow for differentiated student groupings to more effectively implement literacy and numeracy strategies, and 1.0 additional teacher to facilitate staffing Hawk Intervention Time (HIT).	\$ 400,000
Purchasing a significant additional teacher aide allocation, approximately 215 hours per week, to support Priority Learning Areas and Queensland Certificate of Education (QCE) attainment. This additional allocation provides more frequent and more consistent in-class support for students to improve literacy and numeracy skills, and also provides students with increased emotional and wellbeing support.	\$ 349,000
Continuing the deployment of a dedicated 0.8 FTE QCE Coach who supports the Principal, Deputy Principals, Heads of Departments and Head of Special Education Services, Guidance Officer, Year Coordinators and teachers in understanding each learner's progress or barriers to gaining a QCE and to then target specific school strategies to improve QCE attainment.	\$ 130,000
Purchasing additional laptops to provide three extra full-class trolleys to increase student in-class access to learning devices.	\$ 106,320
Continuing the provision of two 0.5 FTE Engagement Officers to enhance student attendance, retention and completion, and to also provide support for families, and for student welfare and wellbeing.	\$ 90,000
Contributing to three major projects to enhance the learning environment: <ul style="list-style-type: none"> • installation of synthetic grass to provide more outdoor places for students to gather in break times, • provision of increased shade for students during break times, • enhanced lecture theatre seating for house assemblies that encourage school and house spirit, school and house pride, and the teaching of our SW-PBS whole school behaviour expectations. 	\$ 79,500
Purchasing additional administrative officer time to provide support for school strategies to enable specific students to attain the school's attendance target of 95%, and to provide an administrative allocation for whole-school learning support.	\$ 65,000
Purchasing additional administrative officer time to provide support for the Hawk Hub and assistance with the management of Hawk Intervention Time (HIT).	\$ 60,000
Continuing the provision of a full time Industry Placement Officer to enhance the range of student pathways and enhance QCE attainment through the provision of these pathways and the opportunity to obtain additional Vocational Education and Training (VET) qualifications.	\$ 56,000
Purchasing an additional 0.5 full time equivalent (FTE) Youth Support Coordinator (YSC) to work with at risk students in Years 7 – 9 for NAPLAN and in Years 10 – 12 for QCE attainment.	\$ 55,000
Continuing the provision of an additional 0.5 FTE Information Technology technician.	\$ 53,000
Continuing operation of our Hawk Intervention Time (HIT) program commenced in 2021 and continued engagement with Robert J. Marzano's <i>High Reliability Schools</i> (HRS) framework and resources, and enabling all teaching staff to develop a deeper understanding of the framework to then facilitate the weekly meeting and effectiveness of all Professional Learning Teams (PLTs) in achieving the school's purpose of <i>improving the academic achievements of every student</i> .	\$ 22,500



Supporting staff professional learning and development to engage with a Choice Theory, Reality Therapy and Lead Management four-day workshop for Principal, Deputy Principals, Head of Special Education Services, Guidance Officer and Positive Behaviour Coaches to enhance the skill level of these staff, and then all teaching staff in utilising these theories and practices to achieve better outcomes for students.	\$16,700
Provisioning of a 0.1 FTE Speech Pathologist.	\$11,500
Increasing equity of access to enable students facing financial barriers to more easily attend all year level activity days and camps for Years 7, 8, 9, 10 and 11.	\$10,500
Enhancing the learning environment within the Business Faculty through refurbishment to create a modern model office, purposed to maintain industry currency.	\$10,000
Continuing engagement of the IMPACT 'Critical Thinking' Program for Years 9 and 10 students to increase the number of Year 9 students in the Upper Two Bands (U2B) across the NAPLAN strands and to provide extra preparation for a range of General subjects in Years 11 and 12.	\$9,200
Contributing to the further development of our Student Support Hub in the centre of our school by way of external additions to provide shaded out of doors spaces.	\$5,000
Supporting School-Wide Positive Behaviour Support (SW-PBS) initiatives that promote positive behaviours through students earning PRIDE points and gaining rewards.	\$4,000
Provisioning of the school contribution towards funding six places in the Certificate II in Conservation and Land Management (CaLM) Course to increase the numbers of Indigenous students completing Year 12 with a QCE.	\$1,800
Provisioning of breakfast for all NAPLAN students (up to 600 students) on the many days of the test, for those requiring breakfast.	\$1,613
TOTAL	\$ 1,536,633



Kenneth Green
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Harristown State High School



Michael De'Ath
Director-General
Department of Education



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