

Investing for Success

Under this agreement for 2017

Harristown State School will receive

\$221,140*

This funding will be used to

- Provide a consistent whole-of-school focus on improving literacy outcomes for all students including targeted literacy intervention for the students identified as likely to fall below benchmarks and NMS.
- Ensure that all students are assisted to reach National Minimum Standard in areas of literacy.
- Increase the number of students achieving the NMS for literacy and numeracy particularly students in reading. Develop Individual Curriculum Plans for students achieving 2 year levels below their age appropriate peer cohorts and below benchmark levels in all strands of the English Learning Area.
- Create an engaging curriculum that contributes to improved attendance rates – above 93%, a drop in SDAs – below 50 and a drop in Major Behaviour incidences.
- Introduce a Mental Health Informed Schools Project to cater for the Mental Health needs of students and staff-evident in SOS results and Behaviour data
- Build relationships with Pre-Prep families providing smooth transitions to school for Prep age students.

Our initiatives include

- Provision of additional Speech Language Pathologist support and intervention in the junior years (support a talker – metalinguistic), Mini-Lit Reading tutor.
- Introduction of Head of Curriculum role. *Evidence: Anita Archer and Charles Hughes' Explicit Instruction, Effective and Efficient Teaching, Guilford Press.*
- Creation of engaging curriculum units through teacher release to modify and plan units of work that suit the Harristown State School students and ensure success for all students.
- Participation in the Mental Health and Wellbeing – Informed Schools project through EVOLVE Therapeutic services and EeLinQ. Supporting the Mental Health and Wellbeing of all students and staff through developing understanding and providing mindfulness activities.
- Building teacher capability in analysing student performance data and commit to regular data Analysis meetings led by HOC. *Evidence: Tomlinson, C.A, (2001-2003).*
- Maintaining positive working relationships with Childcare and Kindergarten providers through the Great Start Great Futures initiative. Design and deliver a Playgroup program in the school to commence Term 1 – Week 3. Provide education for parents of Pre-Prep students to support the development of oral languages and early literacy and numeracy skills at home. *Evidence: Centre for Community Child Health. (2008). Linking Schools and Early Years Project Outcomes Framework. Melbourne: The Royal Children's Hospital.*
- Creating a consistent approach to Writing, Spelling and Reading across all year levels that will lead to improvement for all students. Employing extra Teacher Aides to provide support in all classrooms during Literacy and Numeracy blocks. Introducing a teaching of writing program in the school to ensure consistency of teaching practices in the area of writing improvement.

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Our school will improve student outcomes by

Programs	Cost
Engaging and training staff to deliver Reading and Writing support in line with the school improvement agenda. Providing every class with 3 trained adults for reading a writing time to support the improvement of every student. Implementing intervention programs for identified students providing targeted literacy intervention in small groups.	\$ 98,000
Providing time and support for Teachers to plan engaging units of work effectively through analysis of Data by releasing cohorts each term. Purchase of NCT, e.g. 0.2 TRS release.	\$ 30,000
Employing the school SLP an extra 0.2 FTE to work with the Prep and Year 1 classes on developing Speech programs and supporting students with significant speech needs	\$ 19,165
Purchasing a Teacher to decrease class numbers in the junior years and provide an engaging classroom environment	\$ 10,000
Implementing a Playgroup in Term 2. Purchase of resources and a Teacher Aide. Pre/Prep transition – employment of a 0.2 Teacher in Term 4.	\$ 20,000
Professional development and purchase of mindfulness programs/ resources	\$ 15,000
Purchasing new technology devices to engage student in the curriculum	\$ 12,000
Purchasing curriculum resources to compliment units of work	\$ 16,975
Total	\$221,140



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Dr Jim Watterston
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