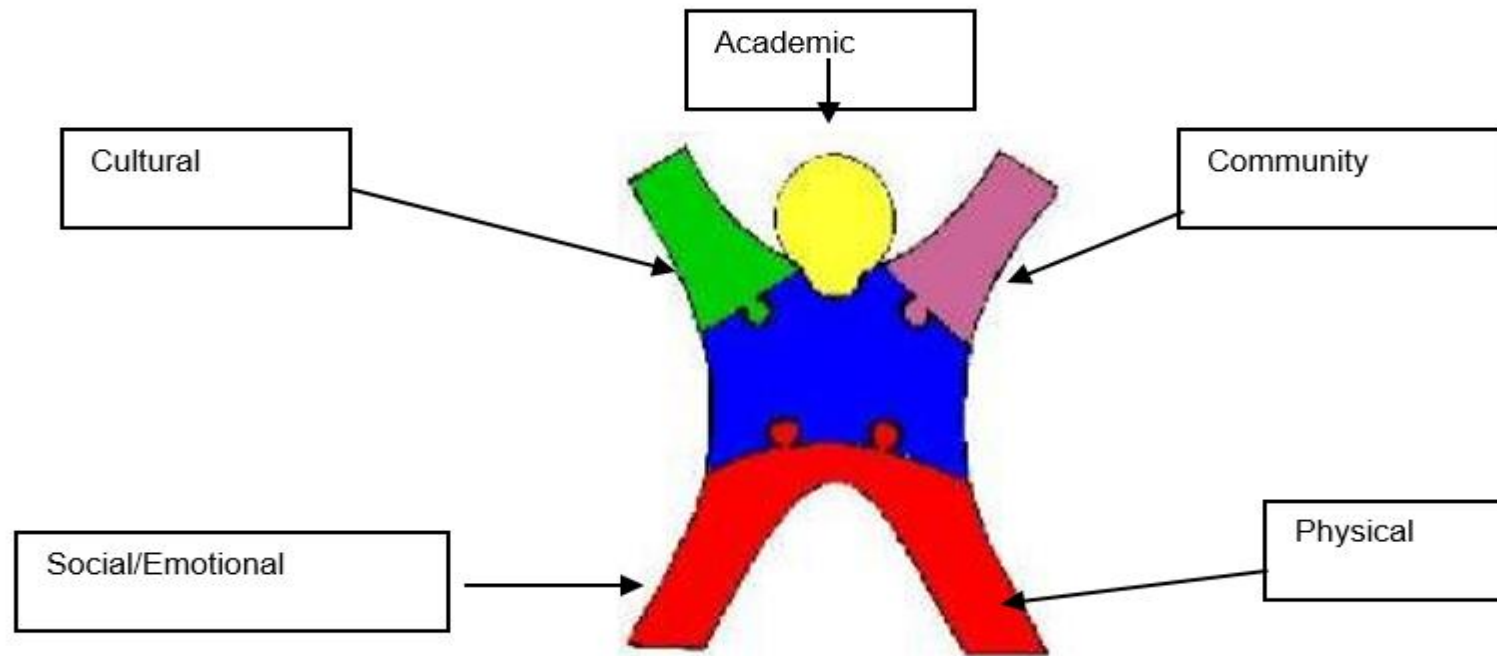


In 2004 through the IDEAS process, *The Whole Child* vision was launched at Harlaxton State School. Through this vision the school community identified the core values of Resilience, Respect and Relationships. To this day, staff promote practices within the school that support the vision and values.

Enrolment at Harlaxton State School sits at 200. The school proudly boasts an indigenous population of 42% and an EALD enrolment of 44%.



An Explicit Improvement Agenda	Differentiated Teaching and Learning
Analysis and Discussion of Data	Effective Pedagogical Practices
Targeted Use of School Resources	An Expert Teaching Team
Systematic Curriculum Delivery	

Academic is met through our sharp and narrow focus of the teaching of reading, comprehension and spelling. The Whole School Reading Program is a co-created document which reflects our philosophy and practices around the teaching and learning of reading. Reading instruction is framed within The Big Six (Deslea Konza, 2011) and both reading and spelling are timetabled across the school, with prioritised Teacher Aide support, three times per week. The use of short term data cycles informs feedback and instruction in real time. A Reading Booster group has been introduced in 2019, to support students who demonstrate the potential to reach the Upper Two Bands category for NAPLAN reading. A teacher has been specifically employed to plan and present these lessons. The STLaN manages a highly effective intervention team which utilises the Multi-Lit Program (Macquarie University) for students reading below year level benchmarks. Data walls were initially used to monitor these students and have been expanded across all classes to include all students in 2019. Regular data discussions amongst staff ensure student-centred practices and the provision of relevant responsive programming. As life-long learners, our teachers and Teacher Aides continue to upskill in consistent pedagogical practices such as the SCORE framework, with teachers focusing on developing their skill sets via a well-structured program of Pedagogical Observation and Feedback.

Spelling is supported through the use of Words Their Way (Invernizzi, Johnston, Bear, and Templeton) via instructional groups, with data used to move students between groups on a term by term basis. The Explicit Instruction Methodology, with a focus on the Gradual Release of Responsibility Model (Fisher & Frey, 2007) is implemented throughout the school.

C2C (V8) is implemented consistently across all classes with an emphasis on backward mapping when planning. Learning Intentions and Success Criteria (Sharratt & Fullan, 2012) provide students and teachers with clarity around teaching and learning. Each term teachers are released to plan English and reading collaboratively. They also engage in inter-school pre-moderation and moderation, twice per year to ensure standards are consistent. The 5 Questions for students and teachers are utilised as a monitoring tool across the school. Three tiered differentiated instruction for both EALD and non-EALD students along with ICPs, provide access to the curriculum for all students at Harlaxton State School. Learning goals and achievement targets are utilised to proactively engage all students in their own academic progress. Weekly Case Management Meetings, attended by teachers, the STL&N and Deputy Principal, are brainstorming sessions which address the academic needs of a particular student or group of students.

Harlaxton is a Positive Behaviour for Learning (PBL) School. As such, we are continually working towards skilling our students to interact positively with others and their environment. Creating a climate of both academic and behavioural success is a process that involves all staff and students. Our core values are respect, relationships and resilience. High expectations around attendance are reflected in a school-wide attendance goal of 90%, with a variety of motivators in place to encourage regular participation.

CHASS (Connecting Home and School Sheet – based on Ian Lillico’s Homework grid) and information about our narrow academic focus in the school newsletter and website, act as a conduit between home and school.

We aspire to meet the regional target of at least ‘One year’s growth for one year’s schooling’ for every student.

A Culture that Promotes Learning

School-community Partnerships

Effective Pedagogical Practices

Cultural – Our 3 school values of Respect, Resilience and Relationships unite our multi-cultural community including indigenous 31% and EALD 38%. To acknowledge our many cultures we celebrate Harmony Day, NAIDOC Week and the Day of the Indigenous Child through song, dance and games. Our school grounds showcase a number of indigenous murals as well as tribe posts acknowledging the diverse indigenous groups which form our school community. In 2016 students worked collaboratively with the Gaalmay dancers and Josh Arnold (song writer) to write and produce a video clip of a whole school corroboree and school song. In 2017 Harlaxton SS received a Toowoomba Regional Council Cultural and Arts Support grant to finance performances by SWBI dancers and Goombucka Indigenous Art Bus for our students on NAIDOC Day. In 2018 the school successfully applied for the Embracing 2018 Reconciliation grant, partnering with Rockville SS, Wilsonton High and Josh Arnold to make a video entitled 'Colours of Australia' for the Commonwealth Games Unit.

In 2018 Harlaxton State School was awarded a commendation in the Showcase Awards for Excellence in Schools (City Village Partnering for Success category). In 2019 the school has partnered with community radio 4DDB to broaden communication between home and school and now hosts the Rojava Dance Troupe each week, along with a weekly playgroup for Ezidi mothers to learn English and a sewing club. Our Grounds man works weekly with members of our Ezidi parent community, facilitating a vegetable garden project, whilst providing mentorship around work experience and actively forming relationships with MDA with a view to improving the employment opportunities of participants.

In Term 4, 2018 the Master Teacher and teachers performed an audit on C2C English Units, to identify texts which would assist with embedding indigenous perspectives. Teachers also engaged Lyndall Hill from Joining Together to advise on relevant pedagogical practices and resources to support indigenous student learning within C2C units. Further, in 2019 Harlaxton State School has engaged the Joining Together team to conduct an Aboriginal and Torres Strait Islander Engagement Review. The review provides a slice in time check of Indigenous engagement in the whole organisation, but more importantly one which provides a springboard for future direction and actions. The Review Report has provided the school with real-time information to guide future direction. Further to this, Daryl Docherty (Regional Community Education Counsellor) will engage staff in the Hidden Histories professional learning module at the staff meeting on May 28. In Term 2, 2019 a partnership with the Indigenous Community Sport & recreation Officer has been resurrected, with engagement occurring on Mondays and Fridays 8 – 8:25am each week.

Making Connections - Creating Opportunities

School-community Partnerships

Effective Pedagogical Practices

Targeted Use of School Resources

An Explicit Improvement Agenda

Community – Making connections with parents/caregivers and the wider community is enacted through:

- the school's purchase of ID Attend where real time texts can be sent to parents,
- strengthening ties with the service community organisations such as Mercy, Rotary, Toowoomba North Church of Christ, Downlands College, Cath Care, Smith Family, St Vincent De Paul, New Hope Church
- the employment of 2 Kurdish interpreters 3 days a week to facilitate water safety in HPE, to assist in classes and with the translation of notes to parents either in person or by phone.
- the appointment of Community Participation Officer in 2016 has increased the link between our community and the school and has, in some cases, facilitated improved student attendance
- weekly assembly acknowledging attendance, newsletter reading, homework completion and positive playground play (PBL) and sport participation.
- a mentoring program which supports a large number of students
- our P&C which is an active part of the school community, tirelessly raising funds for school resources and engaging with students and staff at a variety of events across the school calendar. The P&C aims to:
 - Foster community interest in educational matters
 - Bring about closer cooperation between the parents, students, staff and community
 - Assist in the provision of financial resources for the benefit of the school
- facilitating inter-school curriculum planning sessions with other local schools
- engaging in inter-school sports across two terms
- Ezidi parent-teacher interviews twice per year using translator services
- our Gotcha Shop which open Mondays 8 – 8:20am. Students make purchases of real and virtual goods and services, using currency which recognizes application of the 3 core school values

Making Connections - Creating Opportunities

A Culture that Promotes Learning

School-community Partnerships

Effective Pedagogical Practices

Analysis and Discussion of Data

Targeted Use of School Resources

Social/Emotional – The social and emotional welfare of students is a priority at Harlaxton State School and is addressed by:

- the provision of programs by the Chaplain: to assist traumatised children (domestic violence, refugees), to develop leadership - A2B Plus and for personal development the Bella Girls and Adam programs.
- access for students to a Guidance Officer (extra funding from I4S)
- access to a consistent Mentor
- dance groups before school (eg Hip Hop and Funk Jazz dancers) and physical and relaxation activities provided by PCYC to boost on time arrival and attendance,
- staff trained in PBL for implementation across the whole school using PBL guidelines. Our School Opinion Survey data in 2017 showed that all students feel included, safe and supported. 100% of students surveyed said “My school encourages me to participate in school activities”, “My teachers motivate me to learn”, “I like being at my school” and “I feel accepted by other students at my school”.
- analysis of PBL data to identify areas in which students need support and coaching, provision of responsive lessons
- staff trained in Ready Set Go program
- the provision of supervised Peaceful Options at recess, for students who identify that they need time away from the playground
- the provision of supervised Time Out at recess, in which students can reflect on problematic behaviours and explore alternative ways of interacting/conducting themselves
- the presence of the Deputy Principal in the playground/shed before school and at both breaks, touching base with students in a relaxed environment
- provision of food (Breakfast Club on Wednesdays), fruit and sandwiches daily, shoes, uniforms and school supplies
- provision of Homework Club (Ezidi – Tuesdays, other – Thursdays)

Making Connections - Creating Opportunities

School-community Partnerships

Targeted Use of School Resources

A Culture that Promotes Learning

Physical – The school attends to the physical component of The Whole Child through:

- weekly 1 hour HPE lessons (including swimming in Term1 & 4 for all classes)
- daily class based SMART MOVES activities and Fruit Breaks
- inter-school sport
- 2 lunch breaks daily with a range of equipment available to develop gross motor skills
- free before school dance classes (Hip Hop & Funk Jazz) twice a week provided by Mayhem Dance Academy
- supervised ball games before school
- Health lessons
- promoting Sun Smart attitudes
- a yearly Cross Country Carnival
- a yearly Sports Carnival: training provided in activities such as discus, long-jump and high jump
- a yearly Swimming Carnival
- a yearly Ball Games Carnival: training provided in specific games

Making Connections - Creating Opportunities