Great Results Guarantee

Under this agreement for 2014
Harlaxton State School School will receive

This funding will be used to

- Increase the proportion of students achieving above the National Minimum Standard in Year 3 Reading from 93.8% to 96% in 2014.
- Increase the proportion of students in the Upper Two Bands in Year 3 Reading from 0% to 10% in 2014 and 20% in 2015.
- Increase the proportion of Prep students achieving above PM Benchmark Level 10 in Reading from 25% to 50% in 2014.
- Develop evidence-based learning plans to address the specific learning requirements for students unlikely to achieve the NMS.
- Build teacher capability through targeted professional development informed by data analysis and staff competencies.
- Embed effective pedagogical practices through coaching and feedback.
- Engage/collaborate with school staff within Toowoomba North Cluster/district to share best practice.

Our strategy will be to

- Review student data on a short cycle basis to inform and adjust curriculum, resources and pedagogy decisions.
- Continue the staff 'rolling 6 weekly meetings' with students and parents where short term goals and achievements are discussed.
- Ensure that all students participate in a program of explicit instruction based at their level of need.
- Continue implementing the 'Best Start' Literacy and Numeracy initiative begun at Harlaxton S.S. in 2012 with the staff in the Prep - Yr. 2.
- Build teacher capability through coaching, feedback and targeted professional development.

Evidence:
- Archer, Anita, Hughes, Charles- Explicit instruction, Effective and Efficient Teaching, Guilford Press, 2011
- Fullan, Michael – Failure is NOT an Option, 6 principles that Advance Student Achievement in Highly Effective Schools 3rd Edition, Joint publication between Corwin - A sage Company & Hope Foundation 2013
Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<td>Maintaining a strong focus on the early years of schooling, reducing staff-student ratios through deployment of human resources including teacher aides into the early years.</td>
<td>$72,550</td>
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| Maintaining and extending Harlaxton's school based Waves of Intervention and Prevention-  
  - 1st wave- whole class units of quality differentiated learning experiences using the National Curriculum  
  - 2nd wave- individual/ small group intensive short term intervention (using 6 weekly data)  
  - 3rd wave- long term differentiated instruction and programs for 'at risk' learners  
  - 4th wave- extension programs for high achieving students | Nil |
| Specifically targeting extra literacy support in the Year 3 classroom through engagement in Project 600 in addition to intensive vocabulary and comprehension lessons. | $594 |
| Building the capability of all teaching staff in the teaching of Reading through specific whole school engagement with the online "Teaching of Reading" Learning Place module. | Nil |
| Building the capacity of teachers to analyse student data through individual coaching sessions with the principal. | School funded |
| Embedding changes in pedagogical practices through coaching and mentoring opportunities with peers and the Pedagogy Coach. | School funded |
| Creating and/or enhancing tracking tools for student data that reduce time spent on analysis and recording. | Nil |
| Continuing to build a professional culture of high expectations and commitment to the improvement agenda through purposeful professional development connected to the system imperatives. | School funded |
| Support parents in understanding the foundation literacy activities that they could engage in with their pre-school aged child/ren prior to Prep. | $700 |
| Continuing the partnership with ‘Funberry Kids’ encouraging parents of pre-Prep students to enroll them in the heavily subsidised kinder program. | Nil |
| Engaging with USQ staff in online literacy learning opportunities targeted at specific areas of need. | $500 |
| Analysing data to ensure intervention strategies are connected to the specific needs of the student, eg comprehension skills, which are often compromised by limited vocabulary and poor fluency rather than lack of understanding. | School funded |

Leonie Hultgren  
Principal  
Harlaxton State School  
*Based on 2013 data. To be updated when 2014 enrolment data is finalised

Dr. Jim Watterston  
Director- General