The Australian Government is committed to an education system that pursues excellence for all Australian schools and where every child receives the highest quality education. This commitment has been backed through both a national agenda for school reform and unprecedented investment. Major reform priorities set by the government include raising the quality of teaching in our schools, ensuring all students are benefitting from schooling, especially in disadvantaged communities, improving literacy and numeracy outcomes, and improving the transparency and accountability of schools and school systems at all levels.

In partnership with the states and territories, the Australian Government has entered into National Partnerships in the key areas of addressing disadvantage, supporting teachers, and improving literacy and numeracy.

[Catholic Education South Australia’s (CESA) implementation plan](http://www.deewr.gov.au/schooling/programs/smarterschools/Pages/default.aspx) addresses each of these reform priorities and all schools involved in the project are exploring ways to attend to them at a local level.

<table>
<thead>
<tr>
<th>RESOURCES FOR <strong>COMMUNITIES MAKING A DIFFERENCE PROJECT</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>These resources are provided through the Australian Government Smarter School National Partnerships for Low SES School Communities</strong></td>
<td><strong>Principals’ Learning Program</strong>&lt;br&gt;-$2,000**&lt;br&gt;<strong>School Leaders Immersion Trips</strong>&lt;br&gt;-$4,000**&lt;br&gt;<strong>School Based Projects</strong>&lt;br&gt;-$58,000**</td>
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<tr>
<td><strong>Direct Funding to school</strong></td>
<td><strong>Indirect Communities Making a Difference Funding to school</strong></td>
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<td><strong>These resources are provided by the school as co-contribution to the project</strong></td>
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<td><strong>Schools have access to a pool of sector funds by way of resources and programs</strong></td>
<td><strong>CESA School Support Services and consultancies</strong></td>
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<tr>
<td>COAG PRIORITY REFORM AREA:</td>
<td>SCHOOL BASED STRATEGIES TO ADDRESS REFORM AREA</td>
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</tbody>
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| a. Incentives to attract high performing Principals and teachers | • support from Senior Advisor School Reform  
• support from Principal Consultant  
• Professional Learning on teacher Framework and Development |
| b. Adoption of best practice performance management and staffing arrangements that articulate a clear role for Principals | • evaluate teacher professional practice using a AITSL Teacher Framework  
• broad curriculum leadership in the school that oversees the Communities Making a Difference Program  
• all educators to effectively plan in a Professional learning communities supported by research in effective teaching strategies |
| c. Providing innovative and tailored learning opportunities | • Adopt teaching strategies which will improve literacy and numeracy outcomes for individual students  
• maintain and further develop agreed literacy practices  
• Further develop the role of teacher coaching within the school  
• Use student data to truct students’ progress to inform and develop inclusive learning and teaching practices  
• build Student Profiles for use to inform learning plans that address students’ needs, and monitor progress and development  
• develop Professional Learning Community team Action Plans that align with school goals and address professional learning needs |
| • Strengthened school accountability | • based on analysed evidence ‘Individual Education Plans’ are created for students at risk to improve learning outcomes in literacy and numeracy  
• strengthen assessment and monitoring of student improvement in literacy and numeracy |
| d. External partnerships with parents, other schools, business and communities and the provision of access to extend services (including through brokering) | • Provide opportunities for parents to be engaged in the process of learning through information sessions and reporting processes.  
• continue to translate the school newsletter and other formal communication to parents  
• review protocols for communicating and reporting with students’ families and develop agreed practice  
• access consultants to work with students with identified needs and support teachers with best practice  
• implement practices that enable collaboration between consulting |
| e. School operational arrangements which encourage innovation and flexibility | • appoint a Communities Making a Difference coordinator in numeracy  
• allocate staff meetings for Professional Learning Communities  
• establish structures to support Professional Learning Communities to pursue professional learning and whole school goals |