



The Smarter Schools National Partnerships are a joint initiative of the Australian Government and Catholic Education SA

## NATIONAL PARTNERSHIP - COMMUNITIES MAKING A DIFFERENCE

St Patrick's School, Mansfield Park SA

### ANNUAL IMPLEMENTATION PLAN 2014

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.

<http://www.deewr.gov.au/schooling/programs/smarterschools/Pages/default.aspx>

Catholic Education South Australia's (CESA) implementation plan addresses each of these reform priorities and all schools involved in the project are exploring ways to attend to them at a local level.

RESOURCES FOR COMMUNITIES MAKING A DIFFERENCE PROJECT		
<p>These resources are provided through the Australian Government Smarter School National Partnerships for Low SES School Communities</p> <p>Direct Funding to school</p> <p>Indirect <i>Communities Making a Difference</i> Funding to school</p>	<p>Principals' Learning Program School Leaders Immersion Trips School Based Projects</p> <p>The school has access to sector support services for professional learning, school literacy and numeracy improvement, evaluation and reporting from a pool of \$516, 000</p>	<p>\$2,000 \$4, 000 \$58,000</p>
<p>These resources are provided by the school as co-contribution to the project</p>	<p>Professional Learning Teams meeting regularly Literacy and Numeracy coaches allocated Teaching Resources</p>	
<p>Schools have access to a pool of sector funds by way of resources and programs</p>	<p><b>CESA School Support Services and consultancies</b></p> <ul style="list-style-type: none"> <li>- Literacy &amp; Numeracy consultants</li> <li>- Speech Pathologist</li> <li>- Occupational Therapists</li> <li>- Senior Advisor - Educational Measurement</li> <li>- English as an Additional Language Team</li> <li>- Principal Consultants Program</li> <li>- Special Education Team</li> <li>- Indigenous Education Team</li> </ul>	

COAG PRIORITY REFORM AREA:	SCHOOL BASED STRATEGIES TO ADDRESS REFORM AREA
<p>a. Incentives to attract high performing Principals and teachers</p>	<ul style="list-style-type: none"> <li>• support from Senior Advisor School Reform</li> <li>• support from Principal Consultant</li> <li>• professional learning on Teacher Framework and Development</li> <li>• leadership reviews</li> </ul>
<p>b. Adoption of best practice performance management and staffing arrangements that articulate a clear role for Principals</p>	<ul style="list-style-type: none"> <li>• evaluate teacher professional practice using a AITSL Teacher Framework</li> <li>• broad curriculum leadership in the school that oversees the <i>Communities Making a Difference</i> Program</li> <li>• all educators to effectively plan in a Professional Learning Teams supported by analysis of data and research in effective teaching strategies</li> </ul>
<p>c. Providing innovative and tailored learning opportunities</p>	<ul style="list-style-type: none"> <li>• develop oral language teaching strategies</li> <li>• review agreed literacy and numeracy practices</li> <li>• continue to develop the role of coaching within the school</li> <li>• use student data to track students' progress to inform and develop more precise teaching practices in Literacy and Numeracy</li> <li>• further develop Individual Education Plans (IEP) that address students' needs and monitor progress</li> <li>• pursue Professional Learning Team Action Plans in oral language that align with school goals and address professional learning needs</li> </ul>
<p>d. Strengthened school accountability</p>	<ul style="list-style-type: none"> <li>• strengthen assessment and monitoring of student improvement in literacy and numeracy using Professional Learning Teams action plans to identify strategies and actions.</li> <li>• based on analysed evidence 'Individual Education Plans' are created for students at risk to improve learning outcomes in literacy and numeracy</li> </ul>
<p>e. External partnerships with parents, other schools, business and communities and the provision of access to extend services (including through brokering)</p>	<ul style="list-style-type: none"> <li>• implement practices that enable collaboration between literacy and numeracy consultants, speech pathologist, teachers and Education Support Officers to enhance the coordinated support of students and their families</li> <li>• work with students with identified needs and support teachers with best practice</li> <li>• provide opportunities for parents to be engaged in the process of learning through information sessions and reporting processes and develop agreed practice</li> <li>• continue to translate and provide interpreters for formal communication and meetings with parents</li> </ul>

**f. School operational arrangements which encourage innovation and flexibility**

- appoint 'Communities Making a Difference' Coordinators in Numeracy and Literacy
- allocate staff meetings for Professional Learning Teams
- further develop structures to support Professional Learning Teams to achieve school goals