



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

## NATIONAL PARTNERSHIP - COMMUNITIES MAKING A DIFFERENCE

St. Joseph's Catholic School, Baramera

### ANNUAL IMPLEMENTATION PLAN 2012

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 Key teacher in Implementation</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 \$68,000 \$16,000</p>
<p>These resources are provided by the school as co-contribution to the project</p>	<p>Staff Meeting Time Positions of Responsibility (P.O.R.) 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>- Behaviour Education Team</li> <li>- Early Career Teachers Program</li> <li>- English as a Second Language Team</li> <li>- Indigenous Education Team</li> <li>- Languages Team</li> <li>- Literacy and Numeracy Teams</li> <li>- Principal Consultants Program</li> <li>- Senior Advisor - Educational Measurement</li> <li>- Special Education Team</li> </ul>	

COAG PRIORITY REFORM AREA:	SCHOOL BASED STRATEGIES TO ADDRESS REFORM AREA
<p><b>a. Incentives to attract high performing Principals and teachers</b></p>	<ul style="list-style-type: none"> <li>▪ support from Senior Advisor-School Reform</li> <li>▪ support from Principal Consultant</li> <li>▪ involvement in Deputy Principal Support Program</li> </ul>
<p><b>b. Adoption of best practice performance management and staffing arrangements that articulate a clear role for Principals</b></p>	<ul style="list-style-type: none"> <li>▪ support from Early Career Teachers Program</li> <li>▪ implement Professional Appraisal process for all staff</li> <li>▪ provide professional learning time for reading and discussion of professional Teacher Standards documents and what these standards might mean for teachers in the school</li> <li>▪ Numeracy Key Teacher to review current practises, identify needs of staff and make use of assessment data to improve student learning</li> </ul>
<p><b>c. Providing innovative and tailored learning opportunities</b></p>	<ul style="list-style-type: none"> <li>▪ build a comprehensive learner profile for each student using results from PAT Maths, NAPLAN, conferencing or interviewing students</li> <li>▪ identify students at risk and provide intervention programs for each student</li> <li>▪ develop a whole school approach for the improvement of students' achievement in numeracy</li> <li>▪ provide access for teacher observation of good practice in other schools, e.g. St. Joseph's, Renmark</li> <li>▪ develop teachers' skills in analysing and using data to inform teaching practice</li> </ul>
<p><b>d. Strengthened school accountability</b></p>	<ul style="list-style-type: none"> <li>▪ implement Professional Teaching Standards as a framework to inform continuous improvement in quality teaching</li> <li>▪ develop assessment procedures with a focus on learning for all children, in light of the Australian Curriculum</li> <li>▪ work with CMAD team to monitor, plan and evaluate progress towards achievement of each goal</li> </ul>
<p><b>e. External partnerships with parents, other schools, business and communities and the provision of access to extend services (including through brokering)</b></p>	<ul style="list-style-type: none"> <li>▪ continue to build Professional Learning Networks throughout the Riverland, reflecting and sharing good practice to ensure improvement in learning outcomes for all students in Numeracy, with a focus on developing cooperative classrooms</li> <li>▪ seek parent involvement in building student learning profiles through parent/teacher/child learning conversations</li> </ul>
<p><b>f. School operational arrangements which encourage innovation and flexibility</b></p>	<ul style="list-style-type: none"> <li>▪ provide release time for Numeracy Coordinator and teaching staff to evaluate numeracy strategies and future directions</li> <li>▪ provide time for teaching staff to visit other schools with the view of looking at different learning and assessment practises in Numeracy</li> <li>▪ provide structures and release time for professional learning teams to meet with colleagues across schools and engage in action research</li> </ul>