



Diocese of Wilcannia Forbes Implementation Plan

Smarter Schools Low SES National Partnership



An Australian Government Initiative



Implementation Plan

Smarter Schools Low SES National Partnership

School – St Therese’s Community School

Town - Wilcannia

Principal – Mr Patrick Ellis

Duration of the Partnership – 2010-2014

Reform Priorities

- 1: Incentives to attract high-performing teachers and principals.**
- 4: Providing innovative and tailored learning opportunities.**
- 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services.**

School Contact – Patrick Ellis (Principal)

Diocesan Contact – Mary-Ellen Dempsey

Program Facilitator – Liz O’Callaghan

Lead Teacher – Veronica Ellis

Leadership Program Contact – Charles Burford / Michael Bezzina

Reforms	Identified Areas of Need	Key Improvement Strategies	Measures of progress
<p><u>Reform 1 Incentives to attract high-performing teachers and principals</u></p>	<p><u>Attracting high performing principals</u></p>	<p>Principal mentoring program utilising recently retired principals.</p> <p>Diocesan office facilitated professional learning – eg, First Steps reading,</p> <p>Professional learning facilitated by ACU – Leaders Transforming Learning and Learners (LTLL)</p>	<p>Effective management of school’s processes and procedures. Effective Communication with staff and parents.</p> <p>Participation in professional learning.</p> <p>Implementation of projects and strategies</p>
<p><u>Reform 1 Incentives to attract high-performing teachers and principals</u></p>	<p><u>Attracting high performing teachers</u></p>	<p>Schools nominate to be part of the Diocesan Early Employment Program (DEEP)</p> <p>Marketing the school to target universities and systems for placement of interns and to attract graduating teachers.</p> <p>Provision of a mentor to implement the Recent Graduate Support Program including Teacher Accreditation support.</p>	<p>Number of recent graduates employed in diocesan schools.</p> <p>Increased number of internships in diocesan schools.</p> <p>Number of recent graduates successfully accredited Feedback from mentor/teacher/principal and diocesan office personnel. Participation in recent Graduate teleconferences</p>

		Undertake Diocesan Office facilitated professional learning – eg, First Steps reading.	Implementation of evidence-based and engaging learning programs in classrooms.
<u>Reform 1 Incentives to attract high-performing teachers and principals</u>	<u>Supporting and building leadership capacity</u>	<p>Specialist roles to support educational leadership within diocesan schools – Learning Support Teacher (LST) Information Communication Technology Teacher (ICTT) Lead Teacher (LT)</p> <p>Participation in a whole school leadership program in order to embed and sustain best practice in educational leadership.</p> <p>Executive Team Development facilitated by Dr Michelle Mulvihill</p>	<p>Implementation of diocesan initiatives with a focus on pedagogy to improve literacy, numeracy and technology.</p> <p>Participation by all teachers in “Leaders Transforming Learning and Learners” (LTLL) a partnership with Australian Catholic University. Ongoing support and training for staff to build capacity,</p> <p>Staff with the capacity and confidence to seek and accept leadership positions.</p> <p>Development of communication skills</p>
	<u>Provision of professional learning</u>	<p>Professional Learning Communities established for LTLL project implementation.</p> <p>Implementing Restorative Practices Program</p> <p>First Steps reading course</p>	<p>Participation in mid point/end point cluster meetings to share progress of projects implemented.</p> <p>Participation of staff, students and parents in Restorative Practises Program. Successful implementation of program.</p> <p>Number of staff trained in First Steps reading, writing and number. Evidence of effective literacy block in</p>

		<p>Undertake training to support effective use of interactive whiteboards</p> <p>Undertake ongoing professional learning to provide support for the implementation of the school literacy/numeracy plan</p>	<p>class program.</p> <p>Number of staff proficient in the use of Activboard as a teaching tool</p> <p>School systematically working towards reaching school plan target/goals</p>
<p><u>Reform 4 Providing innovative and tailored learning opportunities</u></p>	<p><u>Innovative learning opportunities</u></p>	<p>All staff become competent in the use of NAPLAN SMART data to : Evaluate teaching practices across K-6, to inform future teaching and learning needs of all students.</p> <p>Implement focussed interventions to promote growth for identified students using First Steps Reading.</p> <p>Professional learning exploring evidence- based effective literacy teaching.</p>	<p>Training of all staff in NAPLAN SMART data analysis of reading.</p> <p>Staff actively and consistently using NAPLAN SMART data as a diagnostic tool, with evidence in the class program.</p> <p>All staff complete SMART e Learning modules</p> <p>All staff members trained in the use of First Steps Reading Resource Evidence of the use of the First Steps Second Edition Reading Resource in class programs and classrooms.</p> <p>Personalised Plans are in place for aboriginal students and students with identified needs.</p> <p>Professional learning to embed and sustain best practice in reading K-6. Engaging staff in reflection and team teaching opportunities.</p> <p>All stakeholders participate in the</p>

		Critical evaluation and selection of appropriate resources to stimulate and support optimum learning.	selection of resources. Purchase of appropriate resources.
<u>Reform 6 External partnerships with parents, other schools, businesses and communities and the provision of access to extended services</u>	<u>On-going engagement with the broader community</u>	<p>Provide professional learning to create and drive whole-of-school initiatives around student wellbeing.</p> <p>Provide training for aboriginal elders and aboriginal community members to provide support within the classroom in relation to attendance and literacy.</p> <p>Offering ‘parent education’ classes on a range of issues to help parents and cares engage more fully with their child’s learning at school and at home.</p> <p>Expanding schools services</p> <p>Provision of specialist allied health services</p>	<p>Participation in the Restorative Practises Program by staff, students and parents. Participation by staff in a Cultural Immersion Program to support the development of an engaged parent community</p> <p>Participation in training programs and attendance in classrooms to support literacy learning Greater awareness of the impact of regular student attendance on literacy learning.</p> <p>Parent information sessions on First Steps reading</p> <p>Parent information session on Restorative Practises</p> <p>Transition to school programs in place Partnerships with local preschools and Parishes</p> <p>Employment of Educational Psychologist for onsite visits, assessments and parent workshops</p>

Reform 1 Incentives to attract high-performing teachers and principals

Key Improvement Strategies	What <i>The activities and programs required to progress the key improvement strategies</i>	How <i>The budget, equipment, IT, learning time, learning space</i>	Who <i>The individuals or teams responsible for implementation</i>	When <i>The date, week, month or team for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
Principal support & professional learning for new principals to develop strong leadership	Principal Mentoring program	Shared sessions of reflective Practice & professional conversation	Liz O’Callaghan Diocesan team	Two sessions per term on site & weekly phone & email communication	Increasing capacity in the Role of school leader & in operational practice as the leader of learning Greater capacity as a communicator in the workplace & more effective capacity in the area of workplace relations

Whole school proficiency in the implementation of the First Steps Second Edition Reading Resource which supports the K-6 English Syllabus	Professional Learning Literacy –First Steps Reading	Two day workshop	Diocesan office Staff	T2 2010	Increased capacity to be a leader of Literacy learning Evidence of the use of First Steps (2 nd Ed) reading resource to support the teaching & learning of Literacy in class programs & classrooms
Participation in the whole school leadership Program (LTLL) Leaders Transforming learners & Learning	Leadership Program in partnership with ACU LTLL	Professional learning Two day intensive workshop	Associate professor Michael Bezzina & Dr Charles Burford Australian Catholic University Strathfield Program Facilitator Teaching & learning Classroom Leader, Diocesan Education services team, School staff	T3 August 2010	Engagement with the LTLL conceptual framework. Development of a strategic school plan based on moral purpose, teacher leadership & the promotion of authentic learning
Development & implementation of a Professional Learning Cycle	Professional learning module	Engagement with the initiatives of the SSNPLSES	Program Facilitator, Teaching & learning Classroom Leader, Diocesan Education Services Team, Lead Teacher, all teaching staff, principal to oversee the sequence of learning	T4 2010 – ongoing throughout the Professional learning Cycles	Staff with increased capacity to embed learning from the SSNPLSES initiatives
Support for New Scheme Teachers/ recent Graduates	Graduate Support Program & Institute	Release Intensive workshops	NST Robert Fajks	Once a term (year 1) Needs basis - ongoing	Evidence-based

	accreditation				
Professional learning for NST	First Steps (2 nd Ed) reading resource training School visit program	Two day workshop 1 day visit as negotiated	Diocesan Education Services Team Cooperating schools	Term 2 2010 Linked to all Diocesan Professional learning programs	Implementation of evidence based & on going learning programs in classroom
Building Leadership Capacity	Development of specialist roles to support Educational leadership	Workshops once per term to train & develop leaders	Lead teacher Veronica Ellis ICT Robert Fajks	Term 4 2010 Term 3 2010 ongoing	Growing Capacity of teaching & learning competence together with increased capacity, confidence & depth in leadership
Establishment of Professional Learning Community	Midpoint cluster meeting LTLL	1 day intensive	Associate professor Michael Bezzina & Dr Charles Burford ACU Strathfield Program Facilitator Teaching & learning Classroom Leader, Diocesan Education services team, School staff	Term 1 2011	Increased capacity as teachers & leaders
	Workshop for AEW support & development	1 day intensive	Diocesan Ed Services Team	Term 4 2010	Clear understanding of role of AEW & increased capacity with learners
Building wellbeing Restorative Practices in Schools	Training of staff, students & parents in Restorative Practices program	1 day training for staff 1 day training for students Workshop for parents Follow up sessions each term with principal & team	Restorative Practices Australia	T1 2010	Successful implementation of whole school RP framework to build healthy relationships for learning & for life
Introduction of Interactive whiteboards	Training to support the effective use of interactive whiteboards for use in the classrooms	Workshops on site	All staff	2010/2011	Proficiency of staff In the use of interactive whiteboards to support teaching & learning
Introduction of Seasons for	Training of teaching staff	Attended 2 day intensive	All staff some AEWs	T3 2010	Understanding the

Growth (Grief & Loss)	& AEWs to support children exposed to ongoing loss & grief with high frequency	training course SSNPLSES budget Release time to be provided for reflection following implementation			process of grief with support structures to lend understanding & appropriate empathy
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Reform 4 Providing innovative and tailored learning opportunities

Key Improvement Strategies	What <i>The activities and programs required to progress the key improvement strategies</i>	How <i>The budget, equipment, IT, learning time, learning space</i>	Who <i>The individuals or teams responsible for implementation</i>	When <i>The date, week, month or team for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
<p>Teachers to complete SMART data and eLearning modules</p> <p>All staff to become competent in the use of NAPLAN Smart data to provide whole school analysis of data to identify strengths and weaknesses with alignment to syllabus reading outcomes</p> <p>Incorporate teaching strategies from SMART data for identifies outcomes into teaching and learning programs.</p>	<p>Professional development in the analysis of NAPLAN SMART data</p> <p>Staff discussions of how data analysis is to be reflected in class programs.</p>	<p>School based PD</p> <p>Laptops with SMART data loaded.</p> <p>Staff meetings</p> <p>Develop proforma to reflect target setting</p>	<p>Lead teacher (LT) Principal Whole Staff</p> <p>Whole staff</p>	<p>Terms 1 & 2, 2011 dependent on release of transition information</p>	<p>-Data has been analysed and report completed.</p> <p>-In later 2011 teachers programs will reflect data analysis.</p> <p>-Target setting for teachers and students to further develop the teaching of reading.</p> <p>-Documentation</p>

Further develop and consolidate teacher knowledge of First Steps reading strategies and continued monitoring and evaluating the agreed whole literacy block	Introduction to First Steps Reading Second Edition	2 day workshop	Diocesan office staff and teaching staff	Term 2, 2010	-Evidence of effective teaching and reading in classroom practice.
	Professional learning meeting	Afternoon workshop	Diocesan office staff and all staff	Term 4, 2010	-The articulation of a common language.
	Introduction to First Steps Reading Second Edition (AEWs)	Workshop	Diocesan office staff and AEWs	Term 4, 2010	-Professional learning conversations embedded in school culture.
	Staff meetings	Professional reading and conversation	Whole staff	2 staff meetings per term and additional ongoing conversations	-increase in growth of student performance in reading
	Provide resources to support the teaching and learning of reading	Purchasing resources (through National Partnerships budget) and creating resources Release time Training provided in the use of resources	Whole staff	Term 4, 2010 and ongoing	-quality resources within classrooms
Introduce Professional Learning Cycles	Establish the Professional Learning Cycles for the explicit teaching of reading	Professional develop	Diocesan education services team	Term 4, 2010	-evidence of the use of Professional Learning Cycles to improve engagement and raise student reading levels closer to diocesan benchmark levels
Provide expertise on the impact of Aboriginal English	Teacher Professional development	Whole school professional development	Wendy Hanlen – Newcastle University	2011	-teachers to have a more thorough understanding of Aboriginal English and incorporate it into classroom practise

To develop Personalised Learning Plans for all students	PLPs to be implemented for each students	Staff meeting on PLPs	Diocesan staff, Program facilitator, all staff	Term 3, 2010	-Evidence of PLPs being used in planning, programming and practise
		Release time for staff to develop PLPs	All staff and students	Term 4, 2010	-improvements in individual students SMART targets
		Release time for staff to review and further develop PLPs	All staff, students and parents	Term 1, 2011	
				From Term 1, 2010 and ongoing	
Appropriate resources to support the teaching and learning of reading with an Aboriginal/ Paakantji perspective to enhance engagement	Audit of resources	Release time	Principal and Lead Teacher	Term 4, 2010	-resources being used effectively in classroom reading activities
	Purchase of resources <ul style="list-style-type: none"> • to enhance digital learning • to match learner with appropriate resource for individualized instruction • to allow for engagement of Aboriginal students • to ensure active involvement • for use in literacy groups 	National Partnership budget Release time	All staff, students and parents	Term 4, 2010 then ongoing on a needs basis	-students actively engaged in their reading using the resources -reading focus during NAIDOC week -Aboriginal book display in the library -set up of Aboriginal resource room -focussed display area for Paakantji cultural resources, materials and student work

Emphasis on explicit teaching of reading and assessment	Introduction to Marie Clay Observation Survey	Staff development day	Diocesan office staff and all staff	Term 2, 2010	-effectively use the resource to support current teaching practise
	Introduction to Jolly Phonics	Release time and 1 day course (National Partnership budget)	Lead teacher	Term 3, 2010	-clearer understanding and use of Observational Survey
	Collation of literacy data	Release time	Teaching staff	Term 3, 2010	-development of a tracking sheet to monitor student progress
	Professional learning regarding K-6 BOS English syllabus and curriculum documents	Staff meetings	Teaching Staff	Ongoing Process	
Promote a greater awareness of the importance of reading and an understanding of targets and levels	Parent information sessions and material	Meetings	All staff	Term 2, 2010 and ongoing	-increased parental involvement with students reading at home and at school -parents and carers having a deeper understanding of how to support their child
	Parent support groups	Newspaper Noticeboards/ posters			
	First Step tips in newspaper	Pamphlets, notes			
	Advertising reading around the school environment	Information in home reading folders Open days			

<p>Utilise engaging and purposeful digital resources to enhance student learning outcomes, cater for individual needs, differentiate the curriculum, capture interest of reluctant learners and attain and maintain 21st Century educational standards</p>	<p>Audit digital resources</p> <p>Research into current best practice is the use of digital resources to engage reluctant learners</p> <p>Purchase of digital resources</p> <p>Provide professional development on effective use of technology resources</p> <p>Evaluation/reflection on ensuring authentic learning experiences</p>	<p>Release Time</p> <p>Purchase resources</p> <ul style="list-style-type: none"> - Ipods + accessories - Ipad - Macbooks - IWB wands - Audio - Headphones - Data Screen - Update current computers to support new software - Culturally appropriate software including IWB programs 	<p>ICT Teacher</p> <p>Principal</p> <p>Lead Teacher</p> <p>All staff</p>	<p>Term, 2010 and ongoing</p>	<ul style="list-style-type: none"> - resources being used effectively in classroom Literacy block - students actively engaged in the use of the resources - evidence of improved learning outcomes in students - increased active engagement of reluctant learners - Increase in staff capacity to effectively use resources to support best teaching practice.
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Reform 6 External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

Key Improvement Strategies	What <i>The activities and programs required to progress the key improvement strategies</i>	How <i>The budget, equipment, IT, learning time, learning space</i>	Who <i>The individuals or teams responsible for implementation</i>	When <i>The date, week, month or team for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
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Build on and nurture existing partnerships with Parents to create positive attitudes of education	Develop a Parent Support Program	Release time NPLSES Budget	Principal Lead Teacher	Term 2, 2010 Ongoing process (1 per Term)	Parents developing skills to assist them in developing their own skills and to help in improving their own child's skills
	Identify, encourage and develop activities and events based on parent skill set	Release Time NPLSES Budget Development of resources and equipment	Principal Lead Teacher	Term 4 2010 Ongoing process	Encouraging 'role model' with our community and fostering skills of parents to effectively pass onto students
	Communicate messages / ideas to parents on health related issues	Release Time NPLSES Budget Newspaper Posters / Pamphlets	Principal Lead Teacher ICT Teacher	Ongoing process Needs basis	Parents developing better understanding of developmental milestones and how to assist their child
	Develop an understanding of matters of grief, abuse and trauma among parents and provide support to assist them	Communicate services available to them Seasons for Growth Parent Component NPLSES Budget	All staff	Term 1 2011 Ongoing process Needs basis	Assisting parents to be able to journey through these experiences more effectively to ensure continued support for their child
	Communicate Literacy based information to parents	Newspaper Pamphlets / Posters	Principal Lead teacher ICT Teacher	Weekly newspaper	Develop greater understanding and valuing of Literacy
	Implement Restorative Practice into school with parent workshops and support groups	NPLSES Budget Release time Parent workshops Parent Groups Weekly newspaper tips	All staff	Begin Term 2 2010 Ongoing process	Develop strategies among teachers, students and parents to work together to build, maintain and restore positive relationships
Source community members who can provide a cultural	Further develop Paakantji Cultural Program to include language, dance,	NPLSES Budget Release time Investigate community	AEWs All Staff	Begin Term 4 2010 Ongoing process	Stronger development of cultural program Valuing, respecting and

connection to the classroom	art, sport, IT and music tutors	members who could assist			promoting the importance and significance of the Paakantji Culture
Informing Community and Parents of National Partnership Programs	Wilcannia Newspaper Pamphlets Invitations ABC Radio	Release time Submit invites, photos and articles to newspaper	Principal All Staff	Ongoing process – weekly Needs basis	Greater community awareness of school activities and National Partnerships
Build and develop existing partnerships / relationships within the community and beyond	Parent support group (R.P., Art, Literacy)	Brighter Futures (Mission Australia) Release Time On Site facility	Principal	6 x 1 hour sessions each term	Parents supported and guided in their understanding and capacity
	Playgroups 0-5 yr old	Save the Children Fund On site facility Release Time	Principal All staff	Term 3 2010 Once a week	Exposing parents to age appropriate activities Building positive relationships between parents and school
	Allied Health Services Program (dental, nutrition, check ups, vaccines)	Maari Ma Aboriginal Health Cooperation On Site facility Class focus time	All staff	Ongoing needs basis	Developing a clearer understanding and awareness of healthy lifestyles and caring for our bodies
	Playgroups	Wilcannia SafeHouse Class time	All staff	Needs basis / invitation	Developing an awareness in wider support available
	Establishing strong partnerships with other educational organisations	Wilcannia Central School (Class time – pottery classes, performances, transition program) Barlu Kurli Preschool (Perfromances, tranisiton program)	All staff	Ongoing process / invitation / needs basis	Developing strong partnerships with other educational organisations

	Developing program to cater for individual needs and abilities (speech, O.T., IT, Drama)	Remer School Groups (onsite overnight facilities) St Lucys Staff meetings Release time	All staff	Ongoing process St Lucy's visit once a term	Building staff capacity to inform teaching practice and effectively cater for individual needs
	Community Computer Program	Donated computers from Rural Affairs Release Time Training	Principal ICT Teacher	Ongoing	Develop computer skills in staff, students, parents and community
	Onsite observations and assessments of each child	Julie Hollitt (Education Psychologist) Release time NPLSES Budget	All staff	Visit once a year	Identifying and supporting students through individual planning and funding to cater for their needs
	Counselling Service	R.F.D.S. (Denise Perkins) On site visits	Principal Classroom Teacher	Once a week	Referred students supported through counselling
	Toy Library visits	Mobile Toy Library service Onsite facility Class time	All staff	Once a term	Students engaged in a variety of learning experiences and developing strong connections with preschool students for transition
	Aboriginal Advisory Committee	Attend local meetings Teleconference	Principal AEW representative	One teleconference per term Two meetings per year	Build stronger links and connections of Aboriginal Culture into classroom programming and practice
	Books in Homes Program	Books supplied to children NPLSES Budget	All Staff Librarian	Three times a year	Literacy promotion through supply of books to go home and focus on importance of

	Onsite observations and assessments of all children	Release time Class time /assembly University of Sydney Team (Dr Lilon) Release Time On site facility	All staff	Once a term	reading Identifying and supporting students through individual planning and funding to cater for their needs
	Country Rugby League Program	On Site facility Class time	All Staff	Once a week	Physical activity developed and promoted through engaging activities
	Interagency meetings with child focused organisations	Safe Families	Principal	Needs basis	Support for identified children and families at risk of harm
	School Vegetable Garden	Funding for garden through Landcare	All staff	Term 2 2010 - ongoing	Students develop understanding of growing food and caring for plants
Effectively manage service providers within Wilcannia and beyond	Program set up - timetabling - networking - organising - assessment	Release time Emails Phone calls Meetings Preparations Reports Evaluating Response / Communication Funding applications	Principal	Daily - Ongoing	Effective support and experiences provided in partnership with service providers to enhance student learning as well as developing parent and community learning and capacity

Smarter Schools Low SES National Partnership Budget – Wilcannia 2010

Reforms:

1. Incentives to attract high-performing teachers and principals
4. Providing innovative and tailored learning opportunities
6. External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

Budget item	Reform element	Notes	2010 Allocation
Program Facilitator	1, 4, 6	0.4 allocation	14 800
		Facilitator costs	15 000
Lead Teacher	1, 4, 6	0.2 classroom release terms 3 and 4 2010	14 800
LTL Program	1, 4, 6	Leadership Program	19 800
LTL Program facilitators costs	1, 4, 6	Travel, sustenance, materials, teacher costs	10 820
Provision of Educational Psychologist	6	On site visits Assessments	5 000
		Subtotal	\$ 80 220
Casual Relief	1, 4, 6	A bank of days monitored by the lead teacher to facilitate professional learning. One release day per teacher Total 8 days	2 800
School self Evaluation (SSE)	1, 4, 6	One day workshop for all staff members E Learning tutorials Smart data (1/2 day release each teacher)	2 000
Training for aboriginal elders/parents in Literacy for classroom and home instruction	6	Teacher release Travel/Sustenance Resources	2 000
Professional Learning Communities	6	Cluster meetings/school visits	5 000
Seasons for Growth Counselling Program	6	All staff trained Travel/sustenance/Accommodation	5 000
Resources	4, 6	Purchase of resources as per school implementation plan	30 000
		Purchase of Technology as per school implementation plan	30 000
		Subtotal	\$ 76 800
General operating expenses	1,4,6	Other expenditure related to implementing NPLN program specified in the revised school improvement plan	6 105
		Subtotal	\$ 6 105
		Total budget plan 2010	\$ 163 125