



Diocese of Wilcannia Forbes Implementation Plan

**Smarter Schools Low SES National Partnership -
Brewarrina**





An Australian Government Initiative



Implementation Plan

Smarter Schools Low SES National Partnership

School : St Patrick's

Town : Brewarrina

Principal : Brett Henderson

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 : Brett Henderson- Principal

Diocesan Contact: Mary-Ellen Dempsey

Program Facilitator: Prue Horan/Natalie Johnston

Lead Teacher: Julia Jeffery

Leadership Program Contact : Charles Burford/Michael Bezzina ACU Sydney

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>Principal Support Program facilitated by Dr Michelle Mulvihill</p> <p>Diocesan office facilitated professional learning – 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>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>Attracting high performing teachers</u></p>	<p>School nominates to be part of 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, writing and number.	Implementation of evidence-based and engaging learning programs in classrooms.
	<u>Supporting and building leadership capacity</u>	<p>Specialist roles to support educational leadership with in 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>Undertaking 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>Participation in Professional Learning Communities established for LTLL project implementation.</p> <p>Implementing Restorative Practices Program</p> <p>Undertaking 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 class program.</p>

		<p>Undertaking training to support effective use of interactive whiteboards</p> <p>Undertaking ongoing professional learning to provide support for the implementation of the school literacy/numeracy plan</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 2 data to :</p> <p>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 and MULTILIT.</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 2 data as a diagnostic tool, with evidence in the class program.</p> <p>All staff complete SMART 2 eLearning modules</p> <p>All staff members trained in the use of First Steps Reading Resource and MULTILIT</p> <p>Evidence of the use of the First Steps Second Edition Reading Resource in class programs and classrooms.</p> <p>Personalised Learning 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>Tracking of individual students and the setting of targets to ensure growth</p> <p>Critical evaluation and selection of appropriate resources to stimulate and support optimum learning.</p> <p>Delivering curriculum using technology</p> <p>Provide adult information sessions on learning and current educational trends in reading</p> <p>Screening program to be developed to assess new enrolments</p>	<p>Tracking/assessment system implemented K -6. Targets set for each child in the school</p> <p>Audit undertaken on reading material in school All stakeholders participate in the selection of resources. Purchase of appropriate resources.</p> <p>Staff professional development undertaken Staff actively using online resources to enhance curriculum</p> <p>Students actively using computer software to enhance learning</p> <p>Parents participating in information sessions</p> <p>Parents providing strategies to support their child's reading at home.</p> <p>Screening program implemented for all new enrolments</p>
--	--	---	--



Reform 6 External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

On-going engagement with the broader community

Provide professional learning to create and drive whole-of-school initiatives around student wellbeing.

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

Provide training for aboriginal elders and aboriginal community members to provide support within the classroom in relation to attendance and literacy.

Participation in training programs and attendance in classrooms to support literacy learning
Greater awareness of the impact of regular student attendance on literacy learning.

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.

Parent information sessions on First Steps reading

Parent information session on Restorative Practises

Expanding schools services

Transition to school programs in place
Partnerships with local preschools and Parishes

Provision of specialist allied health services

Employment of Educational Psychologist for onsite visits, assessments and parent workshops

Build on existing partnerships/relationships within the community

PLP process implemented
Information sessions held with aboriginal parents

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>
Participation in a whole school leadership program.	Leadership program in partnership with Australian Catholic University "Leaders Transforming Learning and Learners" (LTLL).	Professional Learning (2 Day Workshop).	Associate Professor Michael Bezzina & Dr Charles Burford, Australian Catholic University, Strathfield.	Term 3, 16 – 17 August 2010	Engagement with the LTLL conceptual framework.
		Mid –Point Meeting	Associate Professor Michael Bezzina & Dr Charles Burford, Australian Catholic University, Strathfield. Diocesan Education Services Team Staff	Term 1, 2011	Development of a strategic school plan based on moral purpose, teacher leadership and the promotion of authentic learning. Term 1 presentation of LTLL project.
	Engagement with online support networks to facilitate sharing of ideas and experience across schools and resources.	Use of learning management system for learning related to elements of the LTLL framework particularly authentic learning elements and literacy	Principal Lead Teacher Staff	Terms 3, 4 2010 Terms 1,2, 3 2011	Term 3 2011 presentation of LTLL project.

		programs.			
Rental subsidy for accommodation	Subsidy offered to all teaching staff in private rental accommodation	Diocesan budget	Diocesan office	Ongoing	Teachers attracted to apply for positions

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 2 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 identified outcomes into teaching and learning programs.</p>	<p>Professional Development in the analysis of NAPLAN SMART 2 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 2 data loaded.</p> <p>Staff Meetings</p> <p>Develop proforma to reflect target setting.</p>	<p>Lead Teacher (LT) Learning Support Teacher (LST) Principal Whole Staff</p> <p>Whole Staff</p>	<p>Terms 3 and 4 2010</p> <p>Term 4 2010 for Term 1 2011</p>	<ul style="list-style-type: none"> • Data has been analysed and report completed. • In 2011 teachers programs will reflect data analysis. • Target setting for teachers and students to further develop the teaching of reading. • Documentation
<p>Identify students below National Minimum Standards (Reading)</p>	<p>Introduce MULTILIT</p>	<p>All staff to be trained in MULTILIT</p>	<p>All teaching staff</p>	<p>2011</p>	<ul style="list-style-type: none"> • Implementation of MULTILIT program for identified students.

<p>Access PD to further develop and consolidate teacher knowledge of First Steps reading strategies with the view to developing a whole school common language in the teaching of reading.</p>	<p>Staff Meetings for professional discussion to revise First Steps reading strategies.</p> <p>Provide AEW and teachers' assistant with support materials for use with reading groups.</p>	<p>Professional Reading</p> <p>Networking</p> <p>Mentoring</p> <p>Sharing of resources</p> <p>Support materials developed.</p> <p>Training provided in use of materials.</p> <p>Release time allocated.</p>	<p>Program Facilitator</p> <p>Whole Staff</p> <p>Class Teachers</p> <p>AEW</p> <p>Teachers' Assistant</p>	<p>Term 4 2010</p> <p>Staff Meetings Term 4 2010 and Term 1 2011</p> <p>Release time for preparation Term 1 2011</p>	<ul style="list-style-type: none"> Identify and use common elements/language in a whole school approach to the teaching of reading. Evidence in classroom practice.
<p>Emphasis on explicit teaching of reading comprehension skills.</p>	<p>Teacher PD to revisit First Steps reading comprehension skills. Specific teaching and learning focus on context and text, making connections</p>	<p>School based PD</p>	<p>DO Teaching Educators</p>	<p>Term 4 2010</p> <p>Term 1 2011</p>	<ul style="list-style-type: none"> Evidence of effective teaching of reading /comprehension in teacher program and classroom practice.
<p>Using the Professional Learning Cycle.</p>	<p>Use the Professional Learning Cycle and develop explicit teaching skills for the teaching of reading for meaning.</p>	<p>Professional Development</p>	<p>DO Educational Services Team</p>	<p>Staff meeting Term 4 2010</p> <p>PLC: Term 1 2011</p>	<ul style="list-style-type: none"> Evidence of the use of the Professional Learning Cycle to develop a whole school approach to the teaching of reading comprehension.
<p>Delivering curriculum using technology</p>	<p>Teacher PD in the use of technology such as online resources, videoconferencing and interactive whiteboard</p>	<p>Inter diocesan visit for Literacy/technology</p> <p>NP Low SES funds</p>	<p>All staff</p>	<p>Term 1 2011</p>	<ul style="list-style-type: none"> Evidence of the use of technology in class program Teachers proficient in the use of interactive whiteboards and online resources Students accessing technology to complete

		Purchase of classroom computers, switches and ActivExpression devices	ICTT Lead teacher Principal	Term 4 2010	<p>set classroom /assessment tasks</p> <ul style="list-style-type: none"> Classroom computers purchased and installed
Implementation of specific intervention programs	Tracking and monitoring of identified Year One cohort using the Peak Hill Sight Word Program and Phonemic Awareness Program	Literacy block and individual instruction	Lead Teacher Year One teacher	Terms 3, 4 2010 2011	<ul style="list-style-type: none"> Growth for all Year One targeted students in literacy Evidence of tracking system for Year One students
Development of a Screening Program for new enrolments	Develop and implement Transition Program	Investigate and critically review diocesan schools Screening Programs to aid in the development of a school program	Lead teacher Principal	Week 2, Term 4 2010	<ul style="list-style-type: none"> Implementation of Screening Program All new students screened for possible individual learning needs, and programs developed to meet these needs.

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>
To develop Personalised Learning Plans (PLP's) for all indigenous students.	PLP's to be implemented progressively across the school.	Staff Meeting on PLP's Release time for staff to develop PLP's	Lead Teacher LST Whole Staff AEW's Parents Students	To begin Term 3 2010 Ongoing process	<ul style="list-style-type: none"> Evidence of PLP's in planning and programming.
Build on existing partnerships/relationships within the community.	School vegetable garden and orchard.	Project funded by Outback Division of General Practice	Outback Division of General Practice School Staff	Term 4, 2010 and ongoing	<ul style="list-style-type: none"> Students develop an understanding of producing food to have a healthy diet.
	Healthy Outback Kids	Project funded by Outback Division of General Practice	Healthy Canteens NSW	Term 1 2011 and ongoing	<ul style="list-style-type: none"> Students develop healthy eating habits.
	AECG	Attend local community meetings Program funded by AECG	Principal AEW	Ongoing Process	<ul style="list-style-type: none"> Stronger links/awareness with Aboriginal Community.
	A.M.S/ Community Health - Aboriginal Medical Service	Health officers conduct medical checks with indigenous children	Health/Medical officers from AMS Parents	Regular school visits	<ul style="list-style-type: none"> Develop more complete medical history/background on children to be aware of potential medical

	Brewarrina Dental Project	Federal government	Griffith University QLD	Ongoing	<p>issues/concerns</p> <ul style="list-style-type: none"> • Improvement in dental health and hygiene
	PACE – Parent and Community Engagement Program	Federal Government	Educational providers of Brewarrina Parents Principal	Ongoing	<ul style="list-style-type: none"> • Parents more engaged with the school and student learning
	Psychologist services	Diocesan office budget	Julie Hollitt- Educational Psychologist	Week visit 2011	<ul style="list-style-type: none"> • Student assessments completed • Classroom strategies for students with specific needs implemented
Informing the community of school news and events	Regular input in the local newspaper	Submission of articles and photos during the school term	Principal School Staff	Fortnightly	<ul style="list-style-type: none"> • Greater community awareness of school activities.
Inform parents and community of National Partnership Programs	Include a regular articles in the school newsletter	Submission of articles to weekly newsletter	Program Facilitator Principal Lead Teacher School staff	Twice a term	<ul style="list-style-type: none"> • Parental awareness of National Partnerships.
Implement Kindergarten Transition Program	Develop and implement Transition Program	NP Low SES budget for release of Transition Program teacher	Lead teacher	Week 1 Term 4 2010	<ul style="list-style-type: none"> • Effective transitioning of Kinder students for 2011 in the areas of pre writing/reading/number program
	Advertise Transition Program	Weekly school newsletter Local newspaper NP Low SES budget	Principal	Week 9 Term 3 2010	<ul style="list-style-type: none"> • Increase in Kinder enrolments • Smooth transition for Kindergarten students

Smarter Schools Low SES National Partnership Budget – Brewarrina 2010

Reforms:

1. Incentives to attract high-performing teachers and principals
2. 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
Lead Teacher	1, 2, 6	0.2 classroom release terms 3 and 4 2010	7 400
Casual Relief	1, 2, 6	A bank of days monitored by the lead teacher to facilitate professional learning. One release day per teacher Total 6 days	2 000
		Subtotal	\$ 9 400
School self Evaluation (SSE)	1, 2, 6	One day workshop for all staff members Administration time Diocesan Office Office personnel accommodation/ sustenance x 2 on 3 occasions E Learning tutorials Smart data (1/2 day release each teacher)	2 000
Reading whole school program (First Steps Reading)	1	Attending Diocesan training 2 days Travel/accommodation/sustenance Facilitator training	4 000

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	4 000
Technology hardware	4	All staff	25 000
Resources	1, 2, 6	Purchase of resources as per school implantation plan	20 000
		Subtotal	\$ 57 000
General operating expenses		Other expenditure related to implementing NPLN program specified in the revised school improvement plan	1 025
		Subtotal	\$ 1 025
		Total budget plan 2010	\$ 67 425