

St. Joseph Catholic School, Mungindi

Low SES Mungindi Plan

2012-2015

God has placed in the human heart a desire to know the truth. The whole Catholic education enterprise is to enable the human spirit to rise to the contemplation of the truth on the two wings of faith and reason.

(cf Pope John Paul II *Fides et Ratio*, introduction 1a, 1998)

This plan is incorporated into St Joseph's Strategic Improvement Plan 2012 to 2014 and is the school's response to the Catholic Schools' Strategic plan (Strategic Intent and Direction Statements are noted in blue).

2. Learners and Learning:

The Diocesan system, through proclamation, witness and service, supports and challenges learners and learning in their life-long search for truth to promote life-long benefits for the individual and communities. Learning in the Catholic tradition integrates faith and reason.

Each learner is at the centre of the educative process. Learning in creative, challenging, contemporary and supportive environments enables learners to gain the knowledge, skills and virtues to participate morally and positively in society and make discerning choices in their lives.

SD 2.2

Promote professional learning in the context of collaborative learning communities that enable teachers to design quality experiences for students.

Reform 1

Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge

Improvement Goals

1. *Review and revision of the current school scope and sequence with particular reference to Literacy and Numeracy within stage groups*
2. *Review and revise all KLAs scope and sequence documentation in light of student needs and the emerging National Curriculum*
3. *The development of a cohesive pedagogical approach to the teaching of English*
4. *The development of a cohesive pedagogical approach to the teaching of Mathematics*

Improvement Strategies that staff wish to explore for improvement

- The identification and implementation of a school-wide pedagogical approach
- Use of Australian teaching standards to guide teacher improvement
- Increased use of electronic resources for learning and teaching
- Increased use of high level discussion about current topics
- Increased holistic approach to the teaching of English and Mathematics
- Analysis of scope and sequence to across Ley Learning Areas to ensure authentic integration and a balance delivery of the content of each Key Learning Area
- Increased collegial planning, programming and mentoring to improve teacher capacity in the use of external and internal data.
- Provision of ICT equipment to enable teacher access to external expert advice in education
- Incorporation of ICT equipment into teacher use of data

Specific Strategies

1. Engage students and staff in a comprehensive review of current scope and sequences across the KLA's
2. Draft a two year curriculum cycle related to the staged learning
3. Provide professional support for teachers in designing integrated units of work
4. Explore the use of the 'professional learning communities' methodology in developing a common school wide pedagogy, with specific reference to Literacy and Numeracy

SD 2.1

Engage learners in varied experiences that maximise individual learning outcomes.

Reform 3

Employ paraprofessional staff to provide additional support.

Improvement goals

- *Implement a reading remediation support program in the Early Years*
- *Deployment of a reading intervention program to close the gap between students whose achievement is well below the national benchmarks in stage 1 and 2*

Specific Strategies

1. *Appropriate training provided for personnel in the delivery of the reading remediation program*
2. *Use of a remediation program in reading to assist students catch up to the achievement levels of their peers*
3. *Training of paraprofessional staff*

BUDGET - LOW SES GRANT 2012

Review and revision of curriculum (32 days)	\$13 200
Support for Reading Remediation	<u>7 800</u>
Total	\$21 000