

St. Joseph Catholic School, Tenterfield

Low SES Tenterfield 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

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 2.3:

Review and consolidate programs and practices to build resilience and enhance physical, social, spiritual, cognitive, moral and emotional well-being.

Reform 3

Development of improved teaching practice particularly in literacy and numeracy is seen as a sustainable goal for the school. The school is staffed by experienced teachers who are permanently resident in Tenterfield, It's reasoned that staff are likely to stay at the school for an extended period of time and will develop professionally in particular areas of professional practice through the 4 years of the LOWSES program

Generally these particular areas are an improved understanding of contemporary successful teaching and learning and its subsequent use in classrooms.

Consultation with staff and consideration of current student achievement has led to the identification of the need for additional support for teachers that centres on induction into contemporary reading and oral language pedagogy and secondly the adoption of an improved student social development program

Improvement Strategies that staff wish to explore for improvement

- Use of Australian teaching standards to guide teacher improvement
- Increased use of electronic resources for teaching and learning
- Increased use of high level discussion about current topics
- Increased holistic approach to the teaching of English (**beyond kla integrated taking opportunities as they arise**)

- Improved scope and sequence to guide class planning and programming
- Analysis of scope and sequence to increasing the frequency of learning opportunities for particular strands(maths)
- Inclusion of number activities in ‘maintenance and warm up strategies ‘each day
- Increased use of student learning feedback to guide relearning of aspects that aren’t understood
- 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.

SD 2.2:

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

Reform 3 LOWSES NP

Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

The success of the Partnership will rely on the ability of schools to put in place clear strategies that will directly impact on student outcomes. While schools will have the flexibility and the resources to innovate, clear accountabilities will be used to establish whether these strategies are making a difference.

Improvement goals

- 1...Implement a planning and programming support strategy to assist teachers improve the selection and use of contemporary pedagogy in reading.
- 2..Development of school teaching teams that increase the level of joint planning and teacher professional mentoring that aims to improve school wide consistency in approach
3. Evaluate kindergarten oral language competence and investigate the need to adopt a resource that will improve classroom teaching in this area.

Strategies

Review of current practice as such compares with contemporary Catholic Schools Office advice in the first year of the program. Composition of a School development plan.

Employment of a teacher, whose skills match those of the ‘ITNSW Highly Accomplished Teacher’ category, to guide support and drive the plan during the second,, third and final year of the LOWSES program.

Development of an evaluation protocol to monitor progress with ‘teacher practice improvement ‘ and the impact of changed practice on student learning outcomes.

SD 2.3:

Review and consolidate programs and practices to build resilience and enhance physical, social, spiritual, cognitive, moral and emotional well-being.

Reform 3 LOWSES NP

Staff description of improvement required.

Students with low resilience low self- esteem impacting on peers (10 to 20%) higher grades

Boys are featuring high in the time out register names are recurring (90%) out in the playground students are not hearing positive reinforcement for work and achievements

Student to student social competence .Some students don’t know how to manage personal behaviour and or relationships

Improvement Goals

Develop and implement strategies to lift parental expectations for their children’s education.

- *Build capacity community members to provide support inside the classroom, in relation to key areas such as wellbeing literacy and numeracy.*

• Offering 'parent education' classes on a range of issues to help parents and carers engage more fully with their child's learning at school and at home. These classes would increase / improve home-school communication and could include:

- **Strategies**

Family reading and writing –including helping your child with their learning

-Family numeracy – including helping your child with their learning

-Positive parenting classes

-Reading and understanding reports and student data.

SD 2.4:

Foster a culture of research to inform the learning process, supported by on-going professional learning and target-setting.

Implement focussed interventions to lift results for identified students. These would include direct student interventions and professional development for teachers to implement particular evidence-based approaches.

Improvement Goals

Reform 4

Providing innovative and tailored learning opportunities

Targeted approaches

1. 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

2. Deployment of a remediation program to support the development of student capacity to apply mathematical knowledge and understanding.

3. Engagement with the Oral Language Centre for Excellence at Tamworth to provide support and direction in the development of an Early Years Oral Language Program

Strategies

Use of a remediation program in reading to assist students catch up to the achievement levels of their peers is based on current stage 3 student achievement levels and that of stage 1 and 2 students.

Use of a remediation program in numeracy to assist students catch up to the achievement levels of their peers is based on current stage 3 student achievement levels and that of stage 1 and 2 students.

Implementation of data driven oral language program for Early Stage one learners

3. Leadership:

The Diocesan system promotes Christ-centred servant leadership that is grounded in our Diocesan mission to proclaim witness and serve. Leadership in Catholic education nurtures the integration of faith, life and culture in self and others, and emerges from and is open to the liberating action of the Spirit. Such leadership is the responsibility of all members of the Diocesan education community. This leadership includes both informal leadership as well as positional leadership.

Leadership in the Catholic tradition is realised by co-responsible action for the Common Goodⁱ. It is leadership which is gospel-based, strategic, ethical and accountable. Leadership at all levels is nurtured by a commitment to on-going professional learning and dialogue.

Reform 1

SD3.1:

Promote a shared understanding of Christ-centred servant leadership across the Diocesan system.

Strategies

Cultivate the concept and subsequent practice of Team Leadership

4. Partnerships

In the Diocesan system of schools, the relationship between students, parents and teachers and pastors is the core partnership in Catholic education. Parishes and the Diocesan system work in support of this core partnership. Other parties, external to the school community, complement the work of the school and the system.

Partnerships exist to strengthen and support the educational endeavour of schools. These partnerships are inspired by the Catholic social teachings on solidarityⁱⁱ and subsidiarityⁱⁱⁱ are evidenced by patterns of interdependence, collaboration and cooperation.

Improvement Goals

Parent awareness of school program especially about teaching and learning and school improvement processes

Practice with regard to parent teacher monitoring of learning progress

Expectations about student preparedness for school

Strategies

- Review of current facets of parent engagement in the life of the school.
- Increased opportunities for parents /teacher interaction
- Positive promotion of the school in the wider community

BUDGET - LOW SES GRANT TENTERFIELD

	Actual 2012	Budget 2013	Budget 2014	Budget 2015	Total
Grant Receivable	83853.48	228468	205128.6	191869.9	709320
Reform 1					
<i>Increased onsite professional development opportunities</i>					
Virtual PD	3295.01	10000	5000		
Professional Coaching	4517.92	10000	10000	10000	
Reform 3					
Wellbeing Review and Design of School Model	10355.38	28573	28573	28573	
Learning Mentor/Co-ordinator	377.34	74160	76755.6		
Language Assessments Kinder	3543.08	10000	10000	10000	
Reform 4					
<i>Providing innovative and tailored learning opportunities</i>					
Reading Remediation	42608.46	43500	22000	22000	
Reading Practice Improvement	1312.75	8500	8800		
Supervisor Remediation	17843.54	21735	22000	13481	
Numeracy Remediation		22000	22000		
Reform 6					
<i>External partnerships with parents, other schools, businesses and communities</i>					
	83853.48	228468	205128.6	84054	601504.1
	0	0	0	107815.9	107815.9

ARMIDALE DIOCESAN CATHOLIC SCHOOL SYSTEM IMPLEMENTATION AND ACCOUNTABILITY FRAMEWORK

The Catholic Schools Office Armidale has adopted the following **implementation and accountability framework** to address systematically, over the four-year life of the Strategic Management Plan, the priority areas for strategic action.

SCHOOL IMPROVEMENT PLAN 2012-2014

- Three Strategic Intents
- Strategic Direction Statements identified for the 3-year life of the Plan
- Key Performance Indicators reviewed annually to build-in continual up-dating of the Plan

SCHOOL ANNUAL DEVELOPMENT PLAN

- Informs the Catholic school community of the Key Performance Indicators to be addressed across the year – what is urgent and important and requiring strategic thinking and acting
- Published annually

SCHOOL ANNUAL DEVELOPMENT PLAN

- Develops strategies and assigns implementation responsibility
- Active Role Descriptions reviewed annually to include items delegated from the school Annual Development Plan

ASSESSMENT AND REPORTING

- Each year, evidence of outcomes will be identified. The 1-7 Rating Scale will be utilised to promote professional dialogue and assist in the formal assessment of implementation effectiveness
- All staff are engaged in the annual assessment of implementation effectiveness in their respective areas of responsibility
- The assessment contributes to the development of the School Annual Report

ACCOUNTABILITY

- The School Executive is accountable for the implementation effectiveness of the School Improvement Plan.
- Accountability is assigned as follows:

Rating Scale

7

Major strengths across all areas of the Strategic Intent; excellent comparisons with like organisations, amongst 'best in class' in many areas; Approaches totally integrated into normal operations and planning; pro-active approaches; regularly reviewed and improved, with widespread evidence of innovation and continual learning

6

Many strengths, with positive trends in all major areas of the Strategic Intent; amongst 'best-in-class' in some areas; well established as part of normal operations and planning; mostly pro-active; well-established system for regular review and improvement; systematic approach to innovation and continual learning

5

Strengths outweigh weaknesses; favourable comparisons with 'like organisations in many aspects of the Strategic Intent; established as part of normal operations and planning; more proactive than reactive; some mechanisms for regular review; some planned strategies for improvement with some evidence of continual improvement

4

Some positive trends in many areas of the Strategic Intent, including major ones; results in some areas comparable with like organisations; becoming part of normal operations and planning; some evidence of periodic review and adoption of learnings in some areas of the Strategic Intent but patchy approach to continual improvement

3

More weaknesses than strengths; some positive comparisons with like organisations; strategic Intent beginning to be part of normal operations; some measures in place to assess effectiveness; ad hoc approach to implementation of improvement strategies;

8

little if any evidence of continual improvement

2

Many weaknesses; beginning to make comparisons with like organisations; Strategic Intent separate from normal operations; generally reactive; some ad hoc review practices in place; little evidence of improvement strategies in place

1

Major weaknesses; poor (if any) comparisons with like organisations; little if any integration of the Strategic Intent into normal operations and planning; predominantly reactive; Key Performance Indicators seldom reviewed; little if any innovation; no evidence of strategies for improvement

ⁱ **The Common Good:** People exist as part of society. Every individual has a duty to share in promoting the welfare of the community and a right to benefit from that welfare. This applies at every level: local, national and international. Public authorities exist mainly to promote the common good and to ensure that no section of the population is excluded. (See *Sollicitudo Rei Socialis*, John Paul II, 1987).

ⁱⁱ **Solidarity:** As members of the one human family, we have mutual obligations to promote the rights and development of peoples across communities and nations. Solidarity is the fundamental bond of unity with our fellow human beings and the resulting interdependence. All are responsible for all; and in particular the rich have responsibilities towards the poor. National and international structures must reflect this. (See [Populorum Progressio](#), Paul VI, 1967, *Sollicitudo Rei Socialis*, John Paul II, 1987 & [Centesimus Annus](#), John Paul II, 2001)

ⁱⁱⁱ **Subsidiarity:** All power and decision-making in society should be at the most local level compatible with the common good. Subsidiarity will mainly mean power passing downwards, but it could also mean passing appropriate powers upwards. The balance between the vertical (subsidiarity) and the horizontal (solidarity) is achieved through reference to the common good. (See [Quadragesimo Anno](#))