



# St Francis Xavier, Narrabri STRATEGIC MANAGEMENT PLAN 2010-2014

## ST FRANCIS XAVIER'S SCHOOL VISION STATEMENT.

At St Francis Xavier's Primary School Narrabri we accept the challenge **as a Catholic community** to make a worthy contribution to society, by enabling students to take responsibility for their actions.

We acknowledge our need to create an environment where all students **are encouraged to become independent, life-long learners.**

We uphold the family as the core group of living and learning.

We aim to build a **faith** community where the dignity of each person is respected.

## STRUCTURE OF THE PLAN

### PRIORITIES

**Four Priorities** define the **broad framework for the Plan** and are:

- Priority areas for Action
- The 'Core Business' of St. Francis Xavier
- Strategic to the school
- Set for the five-year life of the Plan.

The **Strategic Priorities** comprising the **Strategic Management Plan** are:

- Priority 1:** Catholic Identity and Religious Education
- Priority 2:** Students and their Learning
- Priority 3:** Teachers and their Teaching
- Priority 4:** Financial Services, Facilities and Resources and partnership

These **Strategic Priorities** mirror the framework underpinning the self-review undertaken across the Armidale Diocesan Catholic School System as part of the External Review process 2009. The External Review Report reflected the same set of **Strategic Priorities**.

These Key Areas will form the basis for school-level strategic management planning.

## STRATEGIC INTENT

**Strategic Intent Statements** define the focus for strategic action within each **Priority** and are:

- Clear statements of 'big picture' intent
- Set for the four-year life of the Plan
- Important in directing the work of the Catholic Schools Office

There are **13** Strategic Intent statements across the five Priorities comprising the Plan

## KEY PERFORMANCE INDICATORS (KPIs)

**Key Performance Indicators** define and measure progress towards the **Strategic Intent** and are:

- Clearly reflective of the mission of Catholic education as expressed in key Church documents on Catholic education
- Key to the school's success
- Specific to each Strategic Intent statement
- Achievable and measurable
- May have targets associated with them
- Small in number for each Strategic Intent statement
- Reviewed and revised annually to manage changes in the operating environment
- Published in the School's Annual Development Plan.

St Francis Xavier's, Narrabri

## STRATEGIC MANAGEMENT PLAN 2010-2014 Overview – Priorities and Strategic Intent Statements

### **PRIORITY 1 CATHOLIC IDENTITY AND RELIGIOUS EDUCATION**

- 1.1** A culture of faith and spiritual formation embedded across School
- 1.2** The effective integration of Religious Education across the curriculum and the use resources that engage and challenge students teachers and parents

### **PRIORITY 2 STUDENTS AND THEIR LEARNING**

- 2.1** Students challenged and supported in achieving their educational potential
- 2.2** Student standards in literacy and numeracy have improved
- 2.3** An effective, efficient and accountable model for supporting additional needs of students
- 2.4** An effective, efficient and accountable model for supporting Aboriginal and Torres Strait Islander education
- 2.5** Ensure the integration of ICT into students learning and setting of student achievement standards and targets

### **PRIORITY 3 TEACHERS AND THEIR TEACHING**

- 3.1** Programs to develop LNNP numeracy improvement implemented
- 3.2** Improved support for teachers when implementing curriculum
- 3.4** Teachers using data effectively

### **PRIORITY 4 FINANCIAL SERVICES, FACILITIES RESOURCES AND PARTNERSHIPS**

- 4.1** Create and drive whole of school initiatives focused around student wellbeing
- 4.5** Improved school planning and infrastructure
- 4.6** Ensure school resources are adequate and sustained

## Priority 1: Catholic Identity and Religious Education

### **BELIEF STATEMENT:**

Catholic Identity is a dynamic perception that the school community develops throughout its work and is a quality that others see as distinctly Catholic. It will be given life through a deliberate process where the religious and the secular are constantly integrated so that a life of faith will illuminate knowledge which students gradually gain of God, of the world, of others and of themselves.

Religious Education is the careful and systematic induction of students into the life, knowledge and traditions of our Catholic Faith.

### **PRIORITY 1: CATHOLIC IDENTITY AND RELIGIOUS EDUCATION STRATEGIC INTENT STATEMENTS AND KEY PERFORMANCE INDICATORS**

#### **1.1 A culture of faith and spiritual formation embedded across School**

- Students and teachers have demonstrated greater knowledge of their faith.
- All staff are provided with opportunities to develop spirituality and faith.
- Staff and students demonstrate an appreciation of and involvement in the prayer life of the school.
  - **Achievement targets for Key Performance Indicator**
    - Prayer scope and sequence utilised in all classes.
    - Prayer scope and sequence evident in all programmes.
    - Prayer tables in a prominent position in classrooms.
    - CSO offered professional development in RE displayed for all staff.
    - Staff encouraged to attend retreats and other Religious Education Development days offered within the Diocese.

#### **1.2 The effective integration of Religious Education across the curriculum and the use of resources that engage and challenge students teachers and parents**

- Catholic Dimension is more evident in programs, the classrooms, in all aspects of the curriculum.
  - **Achievement targets for Key Performance Indicator**
    - Religious Education is given primacy in timetabling and other organisational aspects of school life.
    - Correct time allocations are given to Religious Education in all year levels.
    - Staff attend and participate in RE pupil free day activities.
    - School based assessment practices demonstrate a seamless connection between Scope and Sequence, programmes, student work samples and recording methods, as well as clear criteria for grades given.
    - Improved RE test results to at least the Diocesan average, with particular attention on *Sacraments and Beliefs*.
    - Programmes are monitored and evaluated to ensure correct units are being taught and that learning and assessments are actually completed with documented evidence.
    - Student work samples correlate to the teaching programme and Scope and Sequence.
    - Analysis of data of 2009 RE test by all staff, with strengths and weaknesses identified and overall results evaluated.
    - Religious Education mental based on Year 6 RE test are made available as a digital and paper based resource.

## **PRIORITY 2: STUDENTS AND THEIR LEARNING**

### **BELIEF STATEMENT:**

Students learn best in a school where an effective learning community exists characterised by restorative practices that are clearly based on Gospel Values.

## **PRIORITY 2: STUDENTS AND THEIR LEARNING**

### **STRATEGIC INTENT STATEMENTS AND KEY PERFORMANCE INDICATORS**

#### **2.1 Students challenged and supported in achieving their educational potential**

- Improved identification of the learning needs of students.
- Teaching and learning time protected and maximised in all classrooms.
- Student academic achievement priority in the school's Annual Development Plan.

#### **2.2 Student standards in literacy and numeracy have improved**

- The proportion of students at and below the National Minimum Standard in reading has been reduced by 2.5% or more annually.
- The proportion of Aboriginal students at and below National Minimum Standard in reading has been reduced by 2.5% or more annually.
- The proportion of students above the proficiency standard in reading has been increased by 1.5% or more annually.
- The proportion of Aboriginal students above the proficiency standard in reading has been increased by 1.5% or more annually.
- Review and update Scope and Sequences to ensure Literacy and Numeracy is targeted across the whole school.
  - **Achievement targets for Key Performance Indicator**
    - Staff analyse data from NAPLAN, South Australian Spelling, ACER PAT Maths and NP – LN Assessments and use to inform teaching.
    - Staff modify teaching and learning programs and measure the impact of changes to practice over time.
    - By 2012, the percentage of students above the National minimum standard in Year 3 & 5 increased by 6% and 6% for Indigenous students.
    - By 2012, the percentage of students at or below the National minimum standard in Year 3 & 5 decreased by 10% and 10% for Indigenous students.

#### **2.3 An effective, efficient and accountable model for supporting additional needs of students**

- An inclusive approach in providing for the diverse needs of students developed and operational in the context of Disability Standards.
- Identification and prioritising of children in need of assistance to attain National Benchmarks in Literacy and Numeracy as a result of the analysis of NAPLAN (Years 3 & 5 – May 2010), South Australian Spelling tests (Years 2 to 6 - Term 1 and 4), ACER PAT Maths Test (Years 2 to 6 – Term 1 and 4) and NP – LN Assessment (Years 3, 4 and 5 – March and August 2010) and class room data.
  - **Achievement targets for Key Performance Indicator**
    - Student record cards created (if a new student) and updated (if an existing student) as an ongoing process to track student information applicable to their learning by the end Term 1 each year.
    - The development of intervention for identified children.
    - The development of Individual Plans (IPs) for children eligible for funded assistance in collaboration with the Additional Needs Teacher, Principal, class room teacher and parents of the child.
    - A clearly defined identification process for teachers referring children in their class to the ANT.

## **PRIORITY 2: STUDENTS AND THEIR LEARNING**

### **STRATEGIC INTENT STATEMENTS AND KEY PERFORMANCE INDICATORS**

#### **2.4 An effective, efficient and accountable model for supporting Aboriginal and Torres Strait Islander education**

- Academic achievement of Aboriginal and Torres Strait Islander students improved.
- Student record cards maintained for all Aboriginal and Torres Strait Islander children as an ongoing process to track student information applicable to their learning.
- Identification and prioritising of all Aboriginal and Torres Strait Islander children in need of assistance to attain National Benchmarks in Literacy and Numeracy as a result of the analysis of NAPLAN (Years 3 and 5 –May 2010), South Australian Spelling tests (Years 2 to 6 - Term 1 and 4), ACER PAT Maths Test (Years 2 to 6 – Term 1 and 4) and NP – LN Assessment (Years 3, 4 and 5 – March and August 2010) and class room data.
- **Achievement targets for Key Performance Indicator**
  - Student record cards created (if a new student) and updated (if an existing student) as an ongoing process to track student information applicable to their learning.
  - The development of intervention for identified children.
  - The development of Individual Plans (IPs) for children eligible for funded assistance in collaboration with the Additional Needs Teacher, Principal, class room teacher and parents of the child.
  - A clearly defined identification process for teachers referring children in their class to the ANT.

#### **2.5 Ensure the integration of ICT into students learning and setting of student achievement standards and targets**

- Significantly improved access for students to virtual learning environments.
- Use of ICT by students as an essential tool for learning.
- **Achievement targets for Key Performance Indicator**
  - Use of ICT as a learning tool is adequately programmed explicitly in teacher's programmes.
  - Policies and procedures for the use of email, internet, intranet and computer lab are developed, published and implemented to ensure adequate access to all facilities.
  - Greater utilisation and implementation of the digital learning framework guidelines and matrix.

## PRIORITY 3: TEACHERS AND THEIR TEACHING

### BELIEF STATEMENT

Utilisation of data informs teachers and their teaching. Utilising a range of data helps teachers to further develop in their role as teachers.

## PRIORITY 3: TEACHERS AND THEIR TEACHING

### STRATEGIC INTENT STATEMENTS AND KEY PERFORMANCE INDICATORS

#### 3.1 Teaching Resource Programs successfully used to develop LNNP numeracy improvement implemented(LNNP)

- Whole school training for teachers in analysing and using NAPLAN data from SMART software.
  - **Achievement targets for Key Performance Indicator**
    - Staff have been provided with professional learning in successful use of the SMART Data tool and demonstrate growth in practice as measured by use of the DASA instrument.
    - Provide staff with copy of DASA matrix.
    - Staff undertake follow-up of DASA survey towards end of 2010.
    - Engage new staff in data analysis.
    - Staff will revise how to navigate SMART and use data to analyse their own class or group to inform their teaching and learning.
    - Staff will be trained in SMART 2 navigation and all teaching staff will have access to online data.
- Whole staff professional development needs to be undertaken in the area of explicit teaching of Numeracy.
  - **Achievement targets for Key Performance Indicator**
    - Quicksmart –tutors have been trained and program implemented in 2010
    - TOWN (Taking Off With Numeracy)-staff have been trained in successful use of the resource.
    - Implementation of Quicksmart in classrooms as a teaching/learning strategy in classes.
    - Co-ordinated professional development by all staff.
- Targeted teaching needs to be undertaken not only in areas of numeracy but also with sub groups of the cohort.
  - **Achievement targets for Key Performance Indicator**
    - NAPLAN data analysed for strengths and weaknesses.  
During 2010 and 2011 students identified who need additional provision in the teaching and learning program.

## **PRIORITY 3: TEACHERS AND THEIR TEACHING**

### **STRATEGIC INTENT STATEMENTS AND KEY PERFORMANCE INDICATORS**

#### **3.2 Improved support for teachers when implementing curriculum**

- Curriculum implementation across all Key Learning Areas of the primary curriculum supported.
- A stronger alignment of curriculum, pedagogy and assessment of and for learning.
  - **Achievement targets for Key Performance Indicator**
    - Scope and sequences updated each year to be reflective of changing conditions of the environment, children and classes.
    - Whole school assessment plans updated each year, as required.
    - The planning of assessment, both formative, ongoing and summative, evident in teacher programmes across the school.
    - Stock takes undertaken of all resources.
    - Priority list developed for purchasing up to date resources.
    - Professional development plan developed for whole school.
    - CSO offered professional development displayed for all staff.
    - Staff identified to attend professional development opportunities.
    - School based policies and procedures for NSW Institute of Teachers so that new scheme teachers have adequate support when implementing curriculum.
    - School based policies and procedures for induction of new staff into the school so that they have informed knowledge of school resources, policies and programmes that may assist with the implementation of curriculum.
    - Review staff timetables. Quarantine morning teaching as “non-interruption” time as far as possible.
    - Planning for introduction of more ‘specialised’ aspects of scope and sequences eg pottery and silk screening in creative arts.
    - Regular reviews of KLA scope and sequences against syllabus and foundation statement expectations.

#### **3.4 Teachers using data effectively**

- Staff skilled in analysis of NAPLAN and other external tests are effective in identifying student learning needs in literacy and numeracy.
- Teachers are more effective in their analysis and use of student achievement data to implement appropriate student learning experiences.
  - **Achievement targets for Key Performance Indicator**
    - Class programs exhibit the linking of some data results to relevant teaching strategies for improvement in their own classroom.
    - Greater utilisation of Quality Teacher Framework to assist with programming.
    - Staff contribute to data-driven change in practice at whole school level.
    - Staff compare and use internal and external assessment.
    - Co-ordinated analysis and comparison by staff of school performance, trends and growth over time.

## **PRIORITY 4 FINANCIAL SERVICES, FACILITIES, RESOURCES AND PARTNERSHIP**

### **BELIEF STATEMENT**

Well planned and targeted whole school initiatives support all stakeholders of the school community. A well maintained school and resources support the learning and teaching at the school.

## **PRIORITY 4 FINANCIAL SERVICES, FACILITIES, RESOURCES AND PARTNERSHIP STRATEGIC INTENT STATEMENTS AND KEY PERFORMANCE INDICATORS**

### **4.1 Create and drive whole of school initiatives focused around student wellbeing**

- Programmes have been successfully deployed to support improvement in the physical and mental health.
  - **Achievement targets for Key Performance Indicator**
    - Peer Support programme in Term 3 for the whole school.
    - Year 5/6 Community Health talks with students and parents.
    - The Seasons for Growth programme is offered across the school community, based on level of need, to support children dealing with loss and/or traumatic experiences in their lives.
    - Annual whole school participation in the Peter and Aleeta Dance Extravaganza.
    - Centacare NENW Counselling Services are made available to those in need.
- Programmes have been developed to support Christian relationships between family, community and the Church.
  - **Achievement targets for Key Performance Indicator**
    - Participation in 4<sup>th</sup> Sunday, 9am family masses is encouraged and supported by teachers.
    - Parish Christmas party.
    - Year 5/6 Community Health talks with students and parents.
    - Namoi Valley Aged Care – programmed visits by each class.
    - Whole School Support of St Vincent DePaul Christmas appeal.
    - Whole school fund raising and/or support of Christian based appeals such as St Vincent DePaul Christmas appeal, Mission Week, Caritas.
- Children participate in programmes designed to support community activities.
  - **Achievement targets for Key Performance Indicator**
    - School leaders participate in a community based Max FM radio.
    - Teachers encourage and promote participation in school based items at the Narrabri Eisteddfod.
    - The participation and involvement of the school in the Narrabri Show is supported and encouraged.
    - Participation in Narrabri RSL activities like ANZAC Day, VP Day, etc.
    - The school participates in Carols by Candlelight.

### **4.5 Improved school planning and infrastructure**

- School Building Facility Inventory used to inform strategic development of school facilities.
- Annual program of school maintenance/refurbishment established and supported by School Budget.
- Plans for short and long term management of school facilities established, reviewed and updated.
  - **Achievement targets for Key Performance Indicator**
    - School maintenance book kept to ensure prioritising of maintenance jobs according to greatest need.
    - Programme of maintenance developed based on O'Donnell and Hanlon Condition Report.

### **4.6 Ensure school resources are adequate and sustained**

- A stronger alignment of curriculum, pedagogy and resources required by both teachers and students in the classroom.
  - **Achievement targets for Key Performance Indicator**
    - Stock take undertaken of all resources.
    - Priority list developed for purchasing of up to date resources.
    - Teachers nominated to scan available resources for specified Key Learning Areas and to ensure the purchase of adequate resources, where finances are available and where needs are identified.



# **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.

## **STRATEGIC MANAGEMENT PLAN 2010-2014**

- Four priorities
- Strategic Intent Statements identified for the 4-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
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- The School Executive is accountable for the implementation effectiveness of the Strategic Management Plan. Accountability is assigned as follows:
    - Priority 1: Catholic Identity and Religious Education -
    - Priority 2: Students and their Learning
    - Priority 3: Teachers and their Teaching
    - Priority 4: Financial Services, Facilities and Resources and partnership-

## DASA

Completion by all teachers in schools is a mandatory component of the NP LN and specified in the Draft Final Implementation Plan submitted to DEEWR. DASA has been developed in response to the Commonwealth's mandatory reform for evidence-based effective teaching in literacy and numeracy.

DASA was developed and implemented after the [National Partnership - Literacy and Numeracy Information package for schools](#) was released to schools, so is not specifically mentioned in this package. However, in the package there are specific references to the use and analysis of data to support learning in literacy and numeracy, including:

- access expertise in student data analysis
- an intervention required to address the specific learning needs of students experiencing difficulty in reading or numeracy should be evidence based, data driven, individually targeted, systematic and intensive. Intervention approaches do not necessarily require one-to-one instruction.

## Publication of school plans

School improvement plan were revised as a component of the school self-evaluation process. Schools plan need to reflect the implementation of a leadership program and selected whole school/classroom program in the priority area of reading or numeracy. The plans will also need to reflect how students at risk of being at or below the national minimum standard in reading or numeracy these students will have developed an individual learning plan specifying access to an individual student intervention program or approved intervention strategy. Within the plans allocation of NP funds to support the implementation of the NP LN reform elements will need to be reflected. One of the terms of this National Partnership is for school plans to be public documents. In New South Wales school plans will be published on each school's individual website. This will facilitate uploading revised plans over the period of the partnership. If a school's website is in development they should discuss with their sector Program Facilitator so that an interim arrangement to publish the school plan can be devised. Please let schools know they will need to de-identify the information so that no students or teachers names appear in the published version.

## Budget Issue: Allocation of classroom leaders funds from regions to schools

The amount of funding allocated to each school should be reflected in their individual spreadsheet most likely in the Classroom leader item line. If all the allocation for classroom leaders is distributed to schools then no budget for classroom leaders should appear on the regional spreadsheet. The total allocation for classroom leaders for a region should be reflected in the consolidated budget on the first spreadsheet. Please do not hesitate to contact me if you require further clarification.

## Budget Issue: Program facilitator start dates and salary calculations (This information was supplied by Glen Frazer R/Principal Finance Officer)

The start date for all NP LN Program Facilitator positions is 12/08/09 as reflected on the regional budget spreadsheets. The start and end dates of positions as advised by the Human Resources Directorate are used to cost positions. This is the standard across the Department and is used to calculate the relevant budget adjustments. The Department's current systems cannot allocate budgets based on entry on duty dates. There are nearly 4,000 positions on the data base and to wait until we know what date each person actually enters on duty in their respective position and do budget adjustments based on each person would basically be an impossibility. This is the reason we use the start dates as provided by HR.

If the positions are vacant for a time, there would be savings in the Region's PAC 5690 Divested Salary Allocation. These savings could be used to offset expenditure in the funding PAC's Other Operating but this matter should be really discussed with your local Cost Centre Review Officer.

## Budget Issue: Calculation of relief days and oncosts

This information applies to completing the regional and school budget spreadsheets. See also the attached *National Partnership on Literacy and Numeracy Financial Guidelines*.

- Enter data only in the shaded areas
- Cost of a casual relief day using CEPS code 306 is \$350.07 (including 17.513% oncosts)
- Casual teachers employed through PEPS payroll is \$374.53 (including 25.725% oncosts which includes a loading for long service and sick leave)
- Estimated costs for additional clerical support or teachers' aides/paraprofessionals can be included as an item in General Operating Expenses (GOE). When causal admin is claimed schools will need to calculate the rate that includes oncosts
- Do not add or delete any rows in the spreadsheet as this will breakdown the embedded links in the formulas

## ACCOUNTABILITY ROLES

- **School/classroom program facilitators(rss)**
  - Monitor the effectiveness of the implementation of intervention programs for student experiencing difficulty and whole school reading and numeracy programs
  - Coordinate school reports on progress towards meeting the targets including facilitating schools' participation in the School Step Up assessments in March 2010 and August 2010
  - Facilitate the establishment of community of schools and processes for working across schools

- • Work with school principals and executive leadership teams to facilitate school capacity building
- • Work with schools teams to undertake a self-evaluation to implement intervention strategies in reading or numeracy
- • Work with schools to develop an action plan, with performance indicators, measures and time frames to meet reading or numeracy targets
- • Provide support to schools to develop or amend their School Plan aimed at improvements in reading or numeracy
- • Facilitate the school's involvement in a team leadership program
- • Liaise with the Literacy and Numeracy State Coordination Team to provide updates on the implementation of the National Partnership on Literacy and Numeracy in schools

**RSS WILL MET WITH THE SCHOOL LNNP LEADERSHIP TEAM AS REQUIRED TO SUPPORT IMPLEMENTATION OF PROGRAMS.**

## ASSESSMENT AND RATING SCALE

The Rating Scale is a tool to assist an **assessment** of current levels of organisational **quality, achievement and effectiveness**

The purposes of the Rating Scale include:

- providing a basis for **professional dialogue** on organisational performance and improvement
- monitoring **overall organisational achievement, performance, and effectiveness**
- providing a measure of **value-added**
- identifying **strengths and areas for development**
- providing **data to inform** the School Annual Development Plan and the annual review and revision of Key Performance Indicators

The Scale is applied to each of the **Strategic Intent Statements** across the four **Priorities** of the Plan

<b>RATING</b>	<b>CRITERIA</b> (applied to the assessment of each Component)
<b>7</b>	<b>Major strengths</b> 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
<b>6</b>	<b>Many strengths</b> , 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
<b>5</b>	<b>Strengths outweigh weaknesses</b> ; 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
<b>4</b>	<b>Some positive trends</b> 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
<b>3</b>	<b>More weaknesses than strengths</b> ; 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; little if any evidence of continual improvement
<b>2</b>	<b>Many weaknesses</b> ; 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
<b>1</b>	<b>Major weaknesses</b> ; 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



# CATHOLIC SCHOOLS OFFICE

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## St. Francis Xavier National Partnerships Numeracy

### Reform:

1. Effective, evidence-based teaching.
2. Strong leadership and whole school engagement in literacy and numeracy.
3. Monitoring school and student performance to identify when support is needed.

Budget Item	Reform Element	Notes	Allocation 2009/2010
Classroom Leader casual relief Term 4 2009	1 and 2	Casual relief days	
SMART Data workshop	3	Four staff in 2 days of workshops; accommodation; meals.	\$3078
School Self-Evaluation (SSE)			
Leadership Training	2	Two days training for 3 staff members; course registration; travel; accommodation; meals.	\$8523
Quicksmart training and implementation	1		\$52,000
Staff development in the use of Town	1		\$10000
Sena? 19 days			\$7220
Cultural Immersion program			\$5700
incidentals			\$3000

# **School Self-Evaluation Report (SSER)**

**School Self-Evaluation ~  
Numeracy**

**St Francis Xavier's  
Narrabri**

**1994**

**18<sup>th</sup> September, 2009**

**Diocese of Armidale**



## Diocese of Armidale

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The following is a report prepared as a result of a School Self-Evaluation on Numeracy at St Francis Xavier's, Narrabri from 3<sup>rd</sup> September, 2009 to 18<sup>th</sup> September, 2009.

- **School self-evaluation team members and position**

Andrew Pinelli	Principal
Greg O'Toole	Assistant Principal
Jenny Laird	Classroom Teacher
Judy Rily	Classroom Teacher (Learning and Teaching Classroom Leader)

- **Report authors, name and position**

Andrew Pinelli	Principal
Greg O'Toole	Assistant Principal
Jenny Laird	Classroom Teacher
Judy Rily	Classroom Teacher (Learning and Teaching Classroom Leader)

As Principal, I endorse the contents of this report.

Mr Andrew Pinelli  
**Principal**  
**St Francis Xavier's, Narrabri**

A copy of this report has been lodged with the Diocesan Officer or National Partnerships Program Facilitator with responsibility for this school.

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## 1.0 SCHOOL CONTEXT

St. Francis Xavier's Primary School is located in the major North West NSW town of Narrabri. Situated on the banks of the Namoi River with a population of over 9, 000 people. Narrabri is a regional centre achieving strong economic growth and development. Along with our school, Narrabri has two government primary schools and a government high school. Our school draws students from a radius of 50 kilometres with the furthest child travelling in from Bellata on a daily basis.

The School enrolment as at August 2009 census was 286 students (K-2, 113 students, 3-6, 173 students) with 23 Indigenous students and 13 students identified as having additional needs. For a number of years classes were staged with the practice being stopped for Stage 1 in 2007 and in Stage 2 in 2008. Years 5 and 6 are still staged and are streamed for Numeracy with one top group and the remaining students in two equal groups.

Over the last four years a number (5) of younger, inexperienced teachers have been employed on short term contracts replacing more experienced teachers taking maternity leave or leave without pay to complete a teacher exchange.

## 2.0 PURPOSE OF SCHOOL SELF-EVALUATION

The Numeracy Strand from the NAPLAN assessment has been identified as the focus area for this self-evaluation. The school is determined to improve its performance in this area as measured by the NAPLAN assessment and to exceed the performance targets of the programme.

## 3.0 METHODOLOGY

The school self-evaluation of Numeracy will be undertaken using:

- a NAPLAN school performance analysis;
- on-line student surveys on numeracy;
- on-line teacher surveys on numeracy and data analysis; and
- survey of nominated parents from Parents & Friends Association and School Board.

The school self-evaluation of Numeracy will be utilised to obtain the necessary data for analysis.

### Timeline for the school self-evaluation

Date /s	Task /s	Required resource	Staff responsible
3/9/09 – 4/9/09	Meeting with school self-evaluation team to determine area for evaluation		Principal
3/9/09 – 4/9/09	NAPLAN school performance analysis task (Numeracy)	SMART data	Principal School self-evaluation team
7/9/09 – 8/9/09	Online survey (literacy and numeracy) for teachers/students	Computers to undertake survey	School self-evaluation team
8/9/09 – 15/9/09	Focus group surveys with questions based from the NAPLAN school performance analysis and survey results	Surveys	Principal School self-evaluation team
15/9/09 – 2/10/09	Report creation after analysis of the data	Survey data Report template	Principal School self-evaluation team
2/10/09	Submission of report to relevant officer		Principal
19/10/09	Organise date for Targeted School Improvement Team visit		Principal

## **4.0 FINDINGS**

90% of students in Years 3 – 6 and 80% of teaching staff completed the on-line surveys that were made available.

### **Staff Data Analysis Survey**

- The majority of the staff do not personally navigate the SMART data or use it for classroom or whole school planning.
- The majority of the staff believe:
  - in integration of school based and external assessment;
  - that data drives teaching pedagogy; and
  - that they have a high level of ethical practice when using data.
- The majority of the staff does not professionally contribute to the utilisation of SMART data.

### **Staff Numeracy Survey**

- The majority of the staff (73%) have been teaching for over 15 years.
- 36% of the staff have been teaching at St Francis Xavier's for over 15 years.
- The majority of the staff believe that:
  - they are responsible for the teaching of numeracy,
  - that they need to have a good knowledge of the Mathematics curriculum;
  - good teaching in Numeracy is important;
  - the children in their classes need to be taught explicitly using a range of strategies; and
  - Maths lessons need to be based on the syllabus.
- The majority of the staff are aware of, and understand, the importance of using SMART data as part of their classroom practice.

### **Student Numeracy Survey (161 students completed)**

- 55% of respondents were boys.
- More than 95% of the children believe that:
  - Mathematics is important to learn;
  - The School expects them to do the best they can;
  - They do the best that they can and take pride in their own work
- More than 80% of the children believe that:
  - The activities that their teachers plan help them to learn;
  - The activities that their teachers plan are interesting;
  - There is a balance between individual tasks, partner and small group activities;
  - Their teachers find new ways to help them understand concepts.
- More than 60% of the children believe that:
  - Their teachers plan activities that are interesting and new;
  - Their teachers talk about numeracy;
  - The maths that they learn in their class is used in other key learning areas.

## **NAPLAN school performance analysis of numeracy in Years 3 and 5 from 2008**

Utilising a variety of NAPLAN school analysis templates, the following findings were obtained:

- 56% of current Year 6 enrolment who undertook NAPLAN in 2008 did not meet minimum growth expectations for Numeracy.
- Overall growth in Numeracy for Year 5 was above Diocesan average but below State average. Ranked 8<sup>th</sup> in Diocese for growth in Numeracy.
- 10% of currently enrolled students from Year 3 '08 in Band 1 and 2 for Numeracy.
- 30% of currently enrolled students from Year 3 '08 in Band 5 and 6 for Numeracy.
- 18% of currently enrolled students from Year 5 '08 in Band 3 and 4 for Numeracy.
- 21% of currently enrolled students from Year 5 '08 in Band 7 and 8 for Numeracy.
- Girls are less represented in the upper bands of Numeracy in both Years 3 and 5.
- Overall, comparison data suggests that the students in Years 3 and 5 performed better in Reading over Numeracy.
- Comparison data reveals that girls did not perform as well in Numeracy as they did in Reading.
- The trend data for Numeracy in both Years 3 and 5 is below the Diocesan and State trend line.
- There are a number of teaching strategies from the NAPLAN assessment that may be beneficial to students should they be incorporated into classroom teaching programmes.

### **Focus group survey**

A hard copy survey has been designed to seek the views of a cross section of parents. Questions were developed around findings obtained from the NAPLAN school performance analysis and online surveys.

It was determined to administer this survey with the parents on the School Board and the executive of the Parents and Friends Association. The following findings were found:

- 100% of parents surveyed believe Maths is an important subject to learn.
- More than 80% of the parents:
  - Have confidence in the School's implementation of the Mathematics K-6 syllabus;
  - Are satisfied with the balance of independent and group learning in Mathematics;
  - Believe that the School expects children to achieve to the best of their ability;
  - Believe that the students display pride in their learning;
  - Believe that teachers find new ways to help the children to understand; and
  - Are happy with their child's development in Numeracy.
- More than 70% of the parents believe:
  - That the students are given every opportunity to achieve Numeracy outcomes; and
  - That the teachers talk to them about their child's learning.

## 5.0 CONCLUSIONS AND RECOMMENDATIONS

Conclusion	Recommendation	Strategies to be implemented
Staff unaware of NAPLAN data and how to use it	<ul style="list-style-type: none"> <li>• Whole school training for teachers in analysing and using NAPLAN data from SMART software.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for teachers in using NAPLAN data for programming.</li> </ul>
The staff have needs for their own professional development	<ul style="list-style-type: none"> <li>• Whole staff professional development needs to be undertaken in the area of explicit teaching of Numeracy</li> </ul>	Courses of professional development to be undertaken in: <ul style="list-style-type: none"> <li>• Quicksmart numeracy</li> <li>• TOWN (Taking Off With Numeracy)</li> </ul>
Targeted, explicit teaching to be the core component of teacher's programmes	<ul style="list-style-type: none"> <li>• Targeted teaching needs to be undertaken not only in areas of numeracy but also with sub groups of the cohort</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse SMART data for areas of weakness</li> <li>• Specifically target students in the areas of need whilst still developing the areas of strength</li> </ul>

**NOTES:**

**APPENDIX 2: SIGNIFICANT CHURCH DOCUMENTS ON CATHOLIC EDUCATION**

The role and work of contemporary Catholic education is informed by a series of foundational Church documents. The teacher in the Catholic school undertakes her/his teaching ministry within this clear and explicit context. The documents are readily accessible in all Catholic schools and are essential references for all teachers.

- ◆ *Church Documents on Catholic Education 1965-2002*. St Pauls Publications: Sydney, 2004.  
*Note:* This publication contains the following key Church documents on Catholic education in a single volume:
  - The Congregation for Catholic Education. *Consecrated Persons and their Mission in Schools*. St Pauls Publications: Sydney, 2002.
  - The Congregation for Catholic Education, *The Catholic School on the Threshold of the Third Millennium*. St Pauls Publications: Sydney, 1998.
  - The Congregation for Catholic Education. *The Religious Dimension of Education in a Catholic School, (Australian Edition)*. St Pauls Publications: Sydney, 1988.
  - The Sacred Congregation for Catholic Education. *Lay Catholics in Schools: Witnesses to Faith*. St Pauls Publications: Sydney, 1982.
  - John Paul II. *Catechesi Tradendae*. St Pauls Publications: Sydney, 1979.
  - The Sacred Congregation for Catholic Education. *The Catholic School (Australian Edition)*. St Pauls Publications: Sydney, 1977.
  - The Sacred Congregation for Catholic Education, *Declaration on Christian Education: Gravissimum Educationis*. St Pauls Publications: Sydney, 1965.

***Additional relevant documents include the following:***

- ◆ Benedict XVI. *Deus Caritas Est (On Christian Love)*. St Pauls Publications: Sydney, 2006.
- ◆ Benedict XVI. *God's Revolution: World Youth Day and Other Cologne Talk*. Ignatius Press: San Francisco, 2006.
- ◆ The Vatican. *Compendium of the Catechism of the Catholic Church*. St Pauls Publications: Sydney, 2006.
- ◆ John Paul II. *Ecclesia de Eucharistia: On the Eucharist in relationship to the Church*. St Pauls Publications: Sydney, 2003.
- ◆ John Paul II. *Ecclesia in Oceania: The Church in Oceania*. St Pauls Publications: Sydney, 2001.
- ◆ John Paul II. *Novo Millenium Inuente: At the Beginning of the New Millenium*. St Pauls Publications: Sydney, 2001.
- ◆ Holohan, Gerard. *Australian Religious Education - Facing the Challenges*. National Catholic Education Commission: 1999.
- ◆ Congregation for the Clergy. *General Directory for Catechesis, (Australian Edition)*. St Pauls Publications: Sydney, 1997.
- ◆ The Vatican. *Catechism of the Catholic Church*. St Pauls Publications: Sydney, 1994.
- ◆ Australian Catholic Social Justice Council *Social Justice in Everyday Life*. Collins Dove: Burwood, 1990.
- ◆ John Paul II. *Laborem Exercens: On Human Work*. St Pauls Publications: Sydney, 1981.
- ◆ Paul VI. *Evanangelii Nuntiandi*. St Pauls Publications: Sydney, 1976.