LOW SOCIO-ECONOMIC STATUS SCHOOLS NATIONAL PARTNERSHIP AGREEMENT

CATHOLIC SCHOOLING SECTOR PLANNING GUIDE

QUEENSLAND
To assist schools in the Brisbane Archdiocese
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ATTACHMENTS
1. School Plan Template

Brisbane Archdiocesan Schools to be included
Phase 1: N/A
Phase 2: Acacia Ridge, Woodridge, (Murgon)     July 2009
Phase 3: Deception Bay, (Kingaroy)      July 2010
Phase 4: Nanango, Inala, Childers, Laidley, Gayndah     July 2011

1. Background to the National Agreement

Queensland Catholic schools eligible to participate in the Low Socio-Economic Status National Partnership Agreement have been identified by Department of Education, Employment and Workplace Relations (DEEWR) on the basis of their low socio-economic status (IRSED score) and their need. These schools will be supported with additional funding or resourcing for a four year period in order to improve student learning outcomes.

The National Partnership Agreement between Queensland Department of Education and Training and DEEWR outlines six reform areas that schools and schooling authorities are to focus on in order to create change and improvements. These reform areas are:

- Incentives to attract high-performing principals and teachers;
- Adoption of best-practice performance management and staffing arrangements;
- School operational arrangements which encourage innovation and flexibility;
- Provision of innovative and tailored learning opportunities;
- Strengthened school accountability;
- External partnerships with parents, other schools, businesses and communities and provision of access to extended services.

Queensland school sectors have collaboratively developed a state wide implementation plan that outlines a menu of strategies schools can use to develop their own school plan.

2. The outcomes DEEWR seeks to achieve under this Partnership Agreement

- All children are engaged in and benefiting from schooling
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children
• Australian students excel by international standards
• Young people make a successful transition from school to work and further study
• NAPLAN results improve in all schools
• Quality staff are employed in low SES schools
• Community has confidence in your school.

Performance indicators DEEWR will use to measure success at State level

• The proportion of students in the bottom and top levels of performance in international testing (e.g. Program for International Student Assessment, Trends in International Mathematics and Science Study)
• The proportion of the 19-year-old population having attained at least a Year 12 or equivalent or AQF Certificate II
• The proportion of 18-24 year-olds engaged in full-time employment, education or training at or above Certificate III
• The proportion of the 19-year-old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II.

Performance indicators DEEWR will use to measure success at School level

• The proportion of Low SES and Indigenous children enrolled in and attending school
• Literacy and numeracy achievement and improvement of Year 3, 5, 7 and 9 students by:
  o Low SES
  o Indigenous
  o Refugees
  o English as a second language
  o Disability
• The proportion of Indigenous students completing Year 10
• Rates of absence from school for disciplinary reasons – suspensions and expulsions
• Percentage of students successfully transitioning from Year 10 to Year 12
  *Percentage of students completing Year 12
  *Community confidence in the capability of the school.

3. What will be different for you and your school?

Setting school targets to get maximum results

In consultation with your diocese and based on your local context and school data, you will develop targets from the performance indicators above to indicate progress for your school.

These targets will form part of your School Plan.

Support to implement reforms and achieve the required outcomes
You will receive additional funding and support to achieve improved outcomes for students in your school.

**Initial information to consider in setting your school targets**

- The number of children enrolled currently and in proportion attending school
  - Student learning data at school NAPLAN results by:
    - Indigenous
    - Refugees
    - English as a second language
    - Disability
  - The proportion of Indigenous students completing Year 10
  - Rates of absence from school for disciplinary reasons – suspensions and expulsions
  - Percentage of students successfully transitioning from Year 10 to Year 12
  - Percentage of students completing Year 12
  - The proportion of young people participating in post-school education or training six months after school. (see Next Steps Destination Study)

**Performance Agreement**

**Additional accountabilities and reporting**

As part of the performance agreement process you will be required to:
- Develop a strategic plan over a four year cycle including performance measures, targets, strategies, milestones and timelines
- Develop, implement, monitor and report (six monthly to diocesan office or QCEC) on the school plan in consultation with staff and broader school community
- Reprioritise your school budget around the reform areas
- Report annually on school expenditure of NP funds and school level co-investment
- Use additional funds for implementing reforms within required timeframes
- Reach your targets to be eligible for your reward payment
- Develop staff capability around reform activities
- Develop public value and confidence in school capability through reform implementation.
Additional resources

• Additional funding will be provided through the Low SES NP agreement every six months following progress report and meeting of key milestones.

4. Developing your school plan

Each participating school will develop a four year local plan. These school plans will:

• take State Implementation Plans as their starting point;
• be developed by principals in participating schools, education authorities and systems, ensuring that students, teachers, parents and communities are properly consulted;
• identify and assess the students’ and school’s particular needs and particular strategies to address those needs, drawing on the reform menu outlined in this Agreement;
• include –

(1) local contextual issues and key priorities to be addressed
(2) outline of community consultation process undertaken
(3) outcomes to be achieved
(4) strategies based on the menu of items outlined in the state implementation plan
(5) systemic initiatives as determined by milestones and timeframes, total budget and local school budget allocation
(6) performance measures to assess the school’s progress, local school improvement targets and evidence base.

Planning activities and critical considerations

When developing your school plan and commencing implementation, it would be useful to consider:

Current Context
• What does your school data tell you about your school needs?
• What did the needs analyses identify as the key issues to address?
• What existing school strategies will you use to create leverage?
• What are the skill sets of existing staff and where do they need to be enhanced?

Future Directions
• What are the key outcomes that need to be achieved?
• How do you need to work differently to improve student learning outcomes?
• Which are the system identified strategies that could be put in place?
• Which local changes would make the biggest difference to overall student performance?
• Will these activities lead to the type of real reform needed in your school?

Risk Management
• What will be the strengths, weaknesses, opportunities and threats of changes that will need to be managed?
• How would you need to prepare for these changes?
• What existing resources can you re-allocated to align to the reform agenda?
• How will you manage the long term sustainability of the strategies beyond four years?
• How will you manage staff or community members who are not totally committed to the reforms?

Consultation
• How will stakeholder views be managed around any controversial strategies?
• How you will generate commitment from staff and parents who may not support some of the reforms?
• How will you keep staff and other stakeholders informed?
• From whom will you seek advice to inform your decision making?
• Who will support you as you face set backs or want to test ideas?
Monitoring, evaluation and reporting

• What are the targets you will work towards for each outcome measure?
• How will you monitor activities during the year to ensure you are on track?
• What processes will you put in place to review strategy effectiveness and amend activities to address emerging issues?
• How will reform activity progress be measured and reported each six months?

Links with other national partnerships

• How will your plans support the Literacy / Numeracy NP?
• How will your plans support the Quality Teacher NP?

5. Areas of reform

The six reform areas to be addressed in each participating school’s plan are:

• incentives to attract high-performing principals and teachers;
• adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals;
• school operational arrangements which encourage innovation and flexibility;
• provision of innovative and tailored learning opportunities;
• strengthened school accountability;
• external partnerships with parents, other schools, businesses and communities and provision of access to extended services.

6. Strategies for your school planning

Schools will be required to plan from some systemically driven strategies as well as use the menu of ideas for implementation at the local level. Schools may also add to the strategies to address local contextual issues.

Suggested wording is given for ‘Strategies’.

Schools can add to the list of strategies based on local need and priorities.

Use the table below to start to select your strategies and develop realistic milestones that you could report against.

7. Selecting strategies to reform your school

Table 1 – Menu of strategies
<table>
<thead>
<tr>
<th><strong>CHOOSE THOSE STRATEGIES THAT WILL CREATE THE GREATEST IMPROVEMENT IN YOUR SCHOOL</strong></th>
<th><strong>WHAT ACTIONS NEED TO BE UNDERTAKEN TO IMPLEMENT THESE STRATEGIES EFFECTIVELY</strong></th>
<th><strong>WHEN WILL THESE ACTIONS BE COMPLETED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Incentives to attract high performing principals and teachers</td>
<td>Principal signs incentive based performance agreement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal trials employment of teachers linked to an incentive scheme.</td>
<td></td>
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<tr>
<td></td>
<td>Principal engages in professional exchange.</td>
<td></td>
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<tr>
<td></td>
<td>Teachers access University Linked Teacher Training and Development School.</td>
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<tr>
<td></td>
<td>Introduce school based teacher incentive scheme that rewards individual or groups of teachers.</td>
<td></td>
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<tr>
<td></td>
<td>Participate in the systemic school incentive scheme to encourage school improvement.</td>
<td>Provide Professional Development for all staff reviewing teaching and learning and the context of our school</td>
</tr>
<tr>
<td>Strategies</td>
<td>Actions Needed to Implement</td>
<td>When Will These Actions Be Completed</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>School leaders participate in professional development targeted to the needs of Low SES schools.</td>
<td>Principal participates in Leadership Foundations Course provided by Brisbane Catholic Education</td>
<td>End 2010</td>
</tr>
</tbody>
</table>

**Other ideas:**

- Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
  - Principal participates in Leadership Foundations Course provided by Brisbane Catholic Education
  - Principal attends BCE Curriculum Meetings
  - Principal involvement in First Steps – Reading training
  - Principal involvement in Kids Matter Framework implementation
  - Principal attends BCE Curriculum Meetings
  - Principal involvement in Kids Matter Framework implementation

- Principal applies flexible staffing options to better respond to local and changing school needs.
  - Assistant Principal - Religious Education released from class teacher role. Will work with at risk students and flexible release to meet with St-IE and Principal for planning

- Principal maximises use of total school resource base to promote best practice and respond to emerging issues.
  - Use of ICLT a priority (IWB’s each classroom, laptops and desktop computers, digital cameras) to engage learners.Use of Lions Quest resource to support SEL component of the Kids Matter Framework.
  - Whole school approach (all staff involved) with Kids Matter.
<table>
<thead>
<tr>
<th>WHAT ACTIONS NEED TO BE UNDERTAKEN TO IMPLEMENT THESE STRATEGIES EFFECTIVELY</th>
<th>WHEN WILL THESE ACTIONS BE COMPLETED</th>
</tr>
</thead>
</table>
| Teachers access Professional Development to improve knowledge and skills around literacy and numeracy, curriculum planning, teaching and assessment. | Kids Matter Implementation training  
First Steps - Reading  
ICLT - BCE CTC tool to direct needed PD | End 2010 |
| Staff access new data to assist with student achievement and other school related decisions. | Review of NAPLAN results (2008/2009); PM Benchmark results; TORCH, Waddington Reading; SA Spelling; | End 2010 - ongoing |
| Every teacher has a performance development plan in place that is formally reviewed each year. | Principal meets with each teacher early term 1 to discuss priorities and goals/targets for the year and strategies for them to achieve these. This will then be reviewed informally throughout the year and formally at the end of the year with a follow up meeting. | End 2010 |
| Newly appointed teachers attend departmental induction program. | As required | |
| Staff are offered additional supports following critical incidents and strategies are in place to promote wellbeing and build resilience. | Implementation of the Kids Matter Framework throughout the school | Component 1 & 2 - End 2010  
Component 3 & 4 - End 2011 |
**CHOOSE THOSE STRATEGIES THAT WILL CREATE THE GREATEST IMPROVEMENT IN YOUR SCHOOL**

**WHAT ACTIONS NEED TO BE UNDERTAKEN TO IMPLEMENT THESE STRATEGIES EFFECTIVELY**

**WHEN WILL THESE ACTIONS BE COMPLETED**

<table>
<thead>
<tr>
<th>Other ideas:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School operational arrangements which encourage innovation and flexibility.</strong></td>
<td><strong>School Wide Positive Behaviour Support is implemented with appropriate professional development for all staff and community members.</strong></td>
<td></td>
</tr>
<tr>
<td>Principal engages with the website to access information and resources to support implementation of partnership agreement.</td>
<td><strong>Follow BCE guidelines and awareness of RAIS incentives</strong></td>
<td></td>
</tr>
<tr>
<td>Principal actively promotes teacher access to transfer systems to create 'best fit' work force.</td>
<td><strong>Implementation of Active After School Community Program to encourage physical activity. Program to run on Tuesday and Thursdays in Term 3 &amp; 4. Breakfast Club - Monday, Wednesday and Friday mornings before school Homework Club - Open to Yr 6&amp;7 students on Monday after school</strong></td>
<td><strong>2010 - ongoing</strong></td>
</tr>
<tr>
<td><strong>CHOOSE THOSE STRATEGIES THAT WILL CREATE THE GREATEST IMPROVEMENT IN YOUR SCHOOL</strong></td>
<td><strong>WHAT ACTIONS NEED TO BE UNDERTAKEN TO IMPLEMENT THESE STRATEGIES EFFECTIVELY</strong></td>
<td><strong>WHEN WILL THESE ACTIONS BE COMPLETED</strong></td>
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</tr>
<tr>
<td>Monitoring and coaching support is put in place for beginning teachers.</td>
<td>Assistant Principal - Religious Education to mentor beginning and new teachers</td>
<td>2010 - ongoing</td>
</tr>
<tr>
<td>New models of school business support are trialled within and across schools to create greater efficiencies and promote innovative achievements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated social support services are available on site to support students during and outside school hours.</td>
<td>Develop strong contacts and relationships with support services in the community. Information regarding these services will be available in the Community Room.</td>
<td>Mid 2011</td>
</tr>
<tr>
<td>Other ideas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing innovative and tailored learning opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personalised learning approaches are in place for every student and by every teacher.</td>
<td>Provide personalized learning approaches such as, individual spelling lists keeping in mind the “high frequency words”, literacy rotations, numeracy rotations, effective use of leveled books for home reading</td>
<td>End 2010</td>
</tr>
<tr>
<td>CHOOSE THOSE STRATEGIES THAT WILL CREATE THE GREATEST IMPROVEMENT IN YOUR SCHOOL</td>
<td>WHAT ACTIONS NEED TO BE UNDERTAKEN TO IMPLEMENT THESE STRATEGIES EFFECTIVELY</td>
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<tr>
<td>Local heroes and mentors are linking with young people to improve student engagement in learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New processes are put in place to improve attendance rates and address issues of non attendance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative learning centres are established to provide engaging and flexible learning options for students at risk of disengaging.</td>
<td>APRE to work on ‘hands-on projects around the school. These projects would include the Rainbow Serpant, construction of a chicken coop, building and maintaining vegetable and herb gardens.</td>
<td></td>
</tr>
<tr>
<td>Social and emotional learning is embedded with the P-9 curriculum.</td>
<td>This would be incorporated as Component 2 of the Kids Matter Framework</td>
<td>End of 2010 - ongoing</td>
</tr>
<tr>
<td><strong>Other ideas:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengthened School Accountability**
<table>
<thead>
<tr>
<th>CHOOSE THOSE STRATEGIES THAT WILL CREATE THE GREATEST IMPROVEMENT IN YOUR SCHOOL</th>
<th>WHAT ACTIONS NEED TO BE UNDERTAKEN TO IMPLEMENT THESE STRATEGIES EFFECTIVELY</th>
<th>WHEN WILL THESE ACTIONS BE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures are in place to ensure provision of additional interventions for students is data driven and evidence based.</td>
<td>Development and maintaining of an intervention report/register indicating students requiring additional support based on assessment data, the area of support and the staff delivering the support for each individual student.</td>
<td>May 2011</td>
</tr>
<tr>
<td>Parents are provided with annual report cards on behaviour, effort, homework and absences.</td>
<td>Incorporated into the Students reports issued in Semester 1 and 2 each year</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Community and parent representatives are consulted through reform planning process and receive regular reports on progress and emerging issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual student achievement is tracked by every teacher.</td>
<td>Development of overview of assessment data – twice a year</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Teachers and school leaders access professional development in data analysis, student intervention and other school priorities.</td>
<td>Access BCE personnel (Mark Snart) to analyse NAPLAN results Use and monitoring of PM benchmarks results using software</td>
<td>End 2010</td>
</tr>
<tr>
<td>SOCIAL AND EMOTIONAL SCREENING TOOL IS TRIalled.</td>
<td>Kids Matter Framework</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>OTHER IDEAS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXTERNAL PARTNERSHIPS WITH PARENTS, OTHER SCHOOLS, BUSINESSES AND COMMUNITIES AND THE PROVISION OF ACCESS TO EXTENDED SERVICES (INCLUDING THROUGH BROKERING ARRANGEMENTS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FORMAL LINKS ARE CREATED WITH LOCAL KINDERGARTENS AND OTHER EARLY CHILDHOOD SERVICES.</td>
<td>Visiting all local C and K; Childcare centres and speaking with the directors to develop relationships between St Patrick’s and their centres</td>
<td>Current - ongoing</td>
</tr>
<tr>
<td>PARENTING PROGRAMS ARE DELIVERED TO RESPOND TO COMMUNITY NEED.</td>
<td>Kids Matter parent informations sessions and brochures distributed through newsletters</td>
<td>Current - ongoing</td>
</tr>
<tr>
<td>SCHOOL FACILITIES ARE USED TO PROVIDE A RANGE OF ADULT EDUCATION COURSES FOR LOCAL FAMILIES.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER AGENCIES PROVIDE LEARNING, RECREATION AND OTHER HEALTH AND/OR SOCIAL SERVICES TO STUDENTS AND THEIR FAMILIES ON SCHOOL SITE.</td>
<td>Establish stronger relationships with community services</td>
<td>May 2011</td>
</tr>
<tr>
<td>CHOOSE THOSE STRATEGIES THAT WILL CREATE THE GREATEST IMPROVEMENT IN YOUR SCHOOL</td>
<td>WHAT ACTIONS NEED TO BE UNDERTAKEN TO IMPLEMENT THESE STRATEGIES EFFECTIVELY</td>
<td>WHEN WILL THESE ACTIONS BE COMPLETED</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>A well being centre is established on site to provide better integrated health, social support and educational services to students and their families.</td>
<td>Creation of a community room</td>
<td>May 2011</td>
</tr>
<tr>
<td>New curriculum options and learning experiences are provided in partnership with local business to better engage students in job related ‘real life’ learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New systems are created to manage and coordinate greater community access to school facilities and provision of services to students and families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other ideas:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Timeline that you need to work within**
**What needs to be done for phase 2**

<table>
<thead>
<tr>
<th>Task</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a planning team to assist</td>
<td>January 2010</td>
</tr>
<tr>
<td>Undertake needs analysis and determine key priorities</td>
<td>January 2010</td>
</tr>
<tr>
<td>Use the menu of indicative actions to determine which ones would make the biggest impact in your school</td>
<td>January 2010</td>
</tr>
<tr>
<td>Consult with parents and teachers about proposals and generate new ideas</td>
<td>March 2010</td>
</tr>
<tr>
<td>Undertake rough costings</td>
<td>January 2010</td>
</tr>
<tr>
<td>Finalise total budget available including school contribution</td>
<td>June 2010</td>
</tr>
<tr>
<td>Map activities against performance indicators and develop local stretch targets</td>
<td>June 2010</td>
</tr>
<tr>
<td>Finalise draft plan for consultation with P&amp;F executive and school board if operational</td>
<td>June 2010</td>
</tr>
<tr>
<td>Submit school plan for approval through your Area Supervisor</td>
<td>June 2010</td>
</tr>
<tr>
<td>Commence implementation if plan approved</td>
<td>July 2010</td>
</tr>
</tbody>
</table>

**ATTACHMENT 1 — SCHOOL PLANNING TEMPLATE EXAMPLE**

**NAME OF SCHOOL**  St Patrick’s Primary School

**NAME OF PRINCIPAL**  Matthew Vine

**ADDRESS OF SCHOOL**  16 Alfred Street Nanango 4615

**STUDENT FTEs**  93

**SCHOOL CONTEXTUAL BACKGROUND & KEY PRIORITIES TO BE ADDRESSED**

Briefly outline the key issues the school is facing including evidence that would support the rationale for the strategies that will be implemented through this plan.

St Patrick’s was opened by the Sisters of Mercy in 1912. St Patrick’s is one of the pastoral services provided by the Our Lady Help of Christians Parish and is a Catholic Systemic primary school administered by Brisbane Catholic Education.

The current enrolment is 93 students (63 families). The following information reflects the percentage of each family group whose children attend St Patrick’s.

- Ascertained Learning Difficulties: 8%
- Single Parent Families: 26%
- Unemployed Parents: 20%
• Low income Working Parents (receiving fee concession) 9%
• Families from Aboriginal and Torres Strait Islander background 8%

**Staff Complement**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>No of staff in that range</th>
<th>Description of roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>3</td>
<td>Class teachers</td>
</tr>
<tr>
<td>31-40</td>
<td>4</td>
<td>Leadership team, school officers and class teachers</td>
</tr>
<tr>
<td>41-50</td>
<td>6</td>
<td>Leadership team, school officers and class teachers</td>
</tr>
<tr>
<td>51-60</td>
<td>3</td>
<td>School officers and class teachers</td>
</tr>
<tr>
<td>Over 60</td>
<td>1</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

**Support Staff**

<table>
<thead>
<tr>
<th>Area</th>
<th>Full-time Equivalent</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Teacher Inclusive Education 1</td>
<td>1 day</td>
<td>1 year experience in this role</td>
</tr>
<tr>
<td>Support Teacher Inclusive Education 2</td>
<td>1 day</td>
<td>3 years experience in this role</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>1 day</td>
<td>6 years experience in this role</td>
</tr>
</tbody>
</table>

**Facilities and Resources for Literacy Programs**

Our Resource Centre/Library is fully stocked with a wide variety of literacy resources. Interactive Whiteboards installed and used in every classroom. Two sets of 10 mobile labs as well as 12 desktop computers throughout the school for student use.

**Literacy Targets**
PM benchmark assessment each semester are implemented and results indicate positive development
Literacy rotations effectively implemented in every class 2-3 a week
Improving of writing skills using the First Steps Writing resource

**Teachers’ Professional Development**

Teaching and support staff have completed training in First Steps Writing
Total funds expended on professional development during 2009 were over $20 000. This figure is comprised of training funded by the Strategic Renewal Grant (received from Brisbane Catholic Education), Resource Enhancement Funds and other training funded by the school.

Major professional development initiatives
As a community of faith, with our core business being learning and teaching, the staff of Our Lady of Fatima School has focused on several key areas from our Strategic Renewal Plan. Key elements of our plan include significant professional learning commitments and many hours of planning, organising and professional development. Some of these initiatives in 2010 include:

• Reviewing and updating our assessment and reporting processes.
• regular year level collaborative planning meetings including specialist staff
• First Steps literacy
• Training and purchasing of resources for Literacy groups/rotations in each class
• The reading assessment of every student from Prep to Yr 7 twice a year with PM reading benchmark kit and annual Torch test for students in Yr 4-7.
• Implementation and training of the Kids Matter Framework

**NAPLAN Results (2009)**

<table>
<thead>
<tr>
<th>Area</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Average</td>
<td>QLD Average</td>
<td>School Average</td>
</tr>
<tr>
<td>Numeracy</td>
<td>331</td>
<td>372</td>
<td>407</td>
</tr>
<tr>
<td>Reading</td>
<td>339</td>
<td>386</td>
<td>435</td>
</tr>
<tr>
<td>Writing</td>
<td>293</td>
<td>395</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>354</td>
<td>376</td>
<td>414</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>351</td>
<td>394</td>
<td>433</td>
</tr>
</tbody>
</table>

**Literacy Strengths and Needs**

• Staff willingness to participate in professional development is high.
• Last year during the formation of our school renewal plan one of the priorities identified by staff was the need to improve literacy levels of the students.
• There is good collegial support among the staff and collegial planning for the developmental phases of learning are strengths.
• There continues to be a need to develop pedagogy to support student engagement in literacy across the phases of learning and this is one of our priorities for 2010.
• There is a need to embed developmentally appropriate inclusive practices across the curriculum.

**Literacy Priority Area/s**

• PM benchmark assessments each semester are implemented and results indicate positive development
• Literacy rotations effectively implemented in every class 2-3 times a week. Improving of writing skills is a focus using First Steps Writing and PM writing as resources
• Professional development for teaching and support staff in First Steps Reading

**COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN**

Describe briefly the process used to consult with staff, parents, students and other key stakeholders in developing the plan.

**Parental Involvement**

Parents involvement in the life of the school is welcomed. All parents are invited to join in the meeting of the Parents and Friends Association and are encouraged to be part of the school family by:
• Reading our school's weekly newsletter and various notes that come home from time to time.
• Supporting and encouraging your child to develop a positive feeling towards his/her work.
• Discussing any problems or concerns you may have, firstly with your child's teacher.
• Offering to share hobbies, interests or expertise you may have with the children.
• Attending P&F meetings on the third Wednesday of each month at 1:30pm.

Helping out in the tuckshop and participating in working bees. Becoming a volunteer helper (reading parent, swimming helper etc) if you are available during school hours, a blue card for volunteers is required and can be arranged at the office.

At P and F meetings we have a regular attendance of approximately 6 – 10 people.

**Links to the Community**
• Involvement in the Nanango Show competitions
• Involvement in the South Burnett Library (Nanango branch) events
• Involvement in the Annual Funfest festival
CONSIDER OUTCOMES FOR THE FOLLOWING

- The proportion of children enrolled in and attending school by Low SES and Indigenous
- Literacy and numeracy achievement and improvement of Year 3, 5, 7 and 9 students by:
  - Low SES
  - Indigenous
  - Refugees
  - English as a second language
  - Disability
- Rates of school disciplinary absences
- The proportion of Indigenous students completing Year 10
- The proportion of young people participating in post-school education or training six months after school
*Percentage of students successfully transitioning from Year 10 to Year 12
*Percentage of students completing Year 12.

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<tr>
<th>PERFORMANCE INDICATORS</th>
<th>SCHOOL TARGETS</th>
<th>EVIDENCE SOURCE</th>
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<td>REFORM AREA</td>
<td>STRATEGIES</td>
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<td>• Incentives to attract high performing principals and teachers</td>
<td>• Provide Professional Development for all staff reviewing teaching and learning and the context of our school</td>
<td>• 2010</td>
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<td>• Principal involvement in Leadership Foundations course provided by Brisbane Catholic Education</td>
<td>• End 2010</td>
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### REFORM AREA
• Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

### STRATEGIES
- Principal involvement in First Steps – Reading training
- Principal involvement in Kids Matter Framework implementation
- Principal attends BCE Curriculum Meetings
- Assistant Principal - Religious Education released from class teacher role. Will work with at risk students and flexible release to meet with St-IE and Principal for planning
- Use of ICLT a priority (IWB’s each classroom, laptops and desktop computers, digital cameras) to engage learners. Use of Lions Quest resource to support SEL component of the Kids Matter Framework.
- Whole school approach (all staff involved) with Kids Matter.
- Kids Matter Implementation training
- First Steps - Reading
- ICLT - BCE CTC tool to direct needed PD
- Review of NAPLAN results (2008/2009); PM Benchmark results; TORCH, Waddington Reading; SA Spelling;
- Principal meets with each teacher early term 1 to discuss priorities and goals/targets for the year and strategies for them to achieve these. This will then be reviewed informally throughout the year and formally at the end of the year with a follow up meeting.
- Implementation of the Kids Matter Framework throughout the school

### MILESTONES & TIMEFRAME
- 2011
- Current - ongoing
- Current - ongoing
- End 2010
- End 2010 - ongoing
- End 2010
- Component 1 & 2 - End 2010
- Component 3 & 4 - End 2011

### TOTAL BUDGET ALLOCATION

### SCHOOL BUDGET CONTRIBUTION
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| •School operational arrangements which encourage innovation and flexibility | • Follow BCE guidelines and awareness of RAIS incentives  
• Implementation of Active After School Community Program to encourage physical activity. Program to run on Tuesday and Thursdays in Term 3 & 4.  
• Breakfast Club - Monday, Wednesday and Friday mornings before school  
• Homework Club - Open to Yr 6&7 students on Monday after school  
• Assistant Principal - Religious Education to mentor beginning and new teachers  
• Develop strong contacts and relationships with support services in the community. Information regarding these services will be available in the Community Room. | 2010 - ongoing       | 2010 - ongoing          | Mid 2011                  |
| •Providing innovative and tailored learning opportunities | • Provide personalized learning approaches such as, individual spelling lists keeping in mind the “high frequency words”, literacy rotations, numeracy rotations, effective use of leveled books for home reading  
• APRE to work on ‘hands-on projects around the school. These projects would include the Rainbow Serpent, construction of a chicken coop, building and maintaining vegetable and herb gardens.  
• Social and Emotional Learning incorporated as Component 2 of the Kids Matter Framework | End 2010               | Current - ongoing      | End of 2010 - ongoing     |
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| **Strengthened school accountability** | • Development and maintaining of an intervention report/register indicating students requiring additional support based on assessment data, the area of support and the staff delivering the support for each individual student.  
  • Students reports issued in Semester 1 and 2 each year incorporates behaviour, effort, homework and absences  
  • Development of overview of assessment data – twice a year  
  • Access BCE personnel (Mark Snart) to analyse NAPLAN results Use and monitoring of PM benchmarks results using software | • May 2011  
  • July 2010 - ongoing  
  • End 2010 | | |
| **External partnerships with parents, other schools, business and communities and the provision of access to extended services (including through brokering arrangements)** | • Visiting all local C and K; Childcare centres and speaking with the directors to develop relationships between St Patrick’s and their centres  
  • Kids Matter parent information sessions and brochures distributed through newsletters  
  • Establish stronger relationships with community services  
  • Creation of a community room | • Current and ongoing  
  • Current and ongoing  
  • May 2011  
  • May 2011 | | |

**CERTIFICATION**

This Plan (with Budget and Annual Financial Return) was developed in consultation with the school community and is a meaningful report of achievement and a statement of direction that meets school needs and systemic requirements.

............................................../..............................................
Print Name       Sign Name       Print Name       Sign Name       Print Name       Sign Name
Principal        P&F President    Board Chair
RETURN A COPY OF THIS TO YOUR AREA SUPERVISOR TO ACTIVATE FUNDING

Area Supervisor Name:    Signature: