

# St Patrick's Primary School Macksville Implementation Plan 2012-2015

## Low Socio Economic Schools National Partnership Diocese of Lismore



An Australian Government Initiative



School	Suburb/Town	Partnership running over the following years
<b>St Patrick's Primary School</b>	<b>Macksville</b>	<b>2012 – 2015</b>
Principal		
<b>Vin Butler</b>		

LSES School Contact	LSES Diocesan Contact	LSES Program Facilitator
<b>Julie Ryan</b>	<b>Andrew Madden</b>	<b>Paul Thornton</b>
Leader of Pedagogy	LSES Leadership Program Contact	
<b>Julie Ryan</b>	<b>Vin Butler</b>	

LSES National Partnership	School Goals	Target
<p><b>Two mandatory elements:</b></p> <ol style="list-style-type: none"> <li>1. Actions to improve the availability of high quality teaching</li> <li>2. Professional development for school executives and teachers to assist them use and analyse data to cater for student needs.</li> </ol> <p><b>These two mandatory elements must be seen in each of the six reforms below:</b></p>	<p><i>What does the school want to achieve, change or improve? Key words might be build, deliver, engage, target or improve. The school might select 2-3 goals for each reform activity.</i></p> <p>Goal suggestions below can be developed by individual schools. Additional goals can be included following LSES workshops.</p>	<p><i>What measurement devices will be employed to validate school and student achievement?</i></p>
<p><b>Reform 1</b> <b>Incentives to attract high performing principals and teachers</b></p>	<p><b>2012-2015-</b> The Assistant Principal will be released from Reading Recovery duties to ensure the LSES program is conducted according to the plan. A replacement teacher will be employed to conduct Reading Recovery in the school. The Assistant Principal to be named the <b>Leader of Pedagogy</b> under the LSES scheme.</p> <p><b>2012-2015-</b> Target a high performing graduate teacher to release teachers for the Professional Learning Teams.</p>	<p>Efficient and effective implementation of Low SES Program Plan.</p> <p>Employment of high performing graduate teacher.</p>
<p><b>Reform 2</b> <b>Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals</b></p>	<p><b>2012-</b> Participation by the Leadership Team in the Team Leadership for School Improvement program (TLSIP).</p> <p><b>2012-2013-</b> Situational Analysis conducted. Use Situational Analysis survey, as designed by the IDEAS Team at University of Southern Queensland. This informs the plan below. It is the basis of all subsequent action. To be carried out in Term Three/2011 by the University of Southern Queensland.</p> <p><b>2012-2015-</b> Identification of low performing students and specific targeting of classroom support.</p> <p><b>2013/2014-</b> Appointment of a teacher librarian to provide a link to inquiry learning and the classroom program with resources and 21<sup>st</sup> Century teaching practices.</p>	<p>Professional Development in school leadership is undertaken by Leadership Team.</p> <p>Professional reading for Leadership Team</p> <p>Diagnostic Inventory Data Report produced and the data used as a basis of preparing a School Report and this Low SES Implementation Plan.</p> <p>Low performing students identified and matched with appropriate learning support.</p> <p>Employment of a qualified teacher librarian.</p>

<p><b>Reform 3</b>  <b>School operational arrangements that encourage innovation and flexibility</b></p>	<p><b>2012-2015-</b> Introduction of Professional Learning Teams consisting of the Year Level teachers and Leader of Pedagogy</p> <p><b>2012-2015-</b> Provide release time for Year Level teachers to work with the Leader of Pedagogy each fortnight for 1 ½ hours (1 – 1 1/2 hour in 2014) in their Professional Learning Teams with the targeting of individual students through the tracking of assessment data, particularly in literacy and/or numeracy.</p> <p><b>2012-</b> Develop an online school conference facility to enable staff to participate in professional development without leaving the site.</p> <p><b>2012-2015-</b> Source and purchase resources that support quality classroom practice in literacy and numeracy (include ICT resources).</p> <p><b>2012-2015-</b> Provide release time for teachers for interschool/interstate visits to identified high performing classrooms in other sites.</p>	<p>Year staff and Leader of Pedagogy work as Professional Learning Teams using guidelines identified by School.</p> <p>Teachers attend Professional Learning Community Staff Development Day.</p> <p>PLT meet each fortnight and use data to track progress and plan learning in Literacy and Numeracy.</p> <p>Establishment of a School Video Conference Facility. Effective on site professional development for staff.</p> <p>Purchase of appropriate school resources in literacy and numeracy.</p> <p>Purchase resources for literacy and History KLAs in line with new Australian Curriculum requirements.</p> <p>Teachers visit other schools in relation to the identified criteria in PLT in consultation with the principal. Walk around to other classes. Peer to Peer program.</p>
<p><b>Reform 4</b>  <b>Providing innovative and tailored learning opportunities</b></p>	<p><b>2012-</b> Adoption of numeracy focus and the introduction of Taking Off With Numeracy program (TOWN)</p> <p><b>2012-2013-</b> Existing classroom teacher to be trained to teach Reading Recovery.</p> <p><b>2012-2015-</b> Continuation of the Quicksmart Intervention program for children in Years 4 and 5. Quicksmart is for identified students in Mathematics who are experiencing some difficulty.</p> <p><b>2012- 2013-</b> Continuation of Inquiry-Based Learning Framework.</p> <p><b>2014-</b> Continuation of the Quicksmart Literacy Intervention program.</p> <p><b>2014-</b> Introduction of the spelling approach 'Words Their Way'. Professional Development program with Speech Pathologist Virginia Taylor with emphasis on comprehension strategies.</p> <p><b>2014-</b> IT PD- Expert teacher will work with teachers to develop pedagogical approach to using IT.</p>	<p>Implementation of TOWN in Years 3, 4, 5 &amp; 6 in 2012. PD of staff in TOWN using Video Conferencing. Leader of Pedagogy supports and monitors implementation Process. Reading Recovery Training 2012-2013. Implementation of Quicksmart Numeracy.</p> <p>Development and Implementation of Inquiry-Based Learning Units. Trained Quicksmart facilitator to work with targeted children for literacy intervention. Whole school approach to spelling.</p> <p>Cohort teachers to work with the speech pathologist to develop a product for the teaching of comprehension.</p> <p>Cohort teachers will work on IT based on PD needs during a specified term.</p>

<p><b>Reform 5</b> <b>Strengthened school accountability</b></p>	<p><b>2012-2015-</b> Regular LSES planning and coordination meetings to ensure consistency and best practice.</p> <p><b>2011-2012-</b> DASA (Data Analysis Self Assessment) conducted by all staff, students and parents. Online survey. School sets targets for staff improvement.</p> <p><b>2012-2015-</b> School sets targets for NAPLAN improvement from previous year (mandatory, suggesting 40 basis points, reduction in number of students in in orange and red bands, increase in number of students in top green bands)</p>	<p>Regular planning and coordination meetings with School and Diocesan staff leading to effective implementation on Low SES Plan.</p> <p>USQ Diagnostic Inventory of School Alignment (DISA) Report that informs School Report and Professional Development Plan.</p> <p>Increased numbers of students achieving in Top Bands in the NAPLAN Test (Year 3 Bands 5 and 6 and Year 5 Bands 7 and 8).</p> <p>Introduction of PAT Maths/Literacy online assessment and use of tracking module in ESR Momentum for Years 3 to 6. Use of Maths Assessment Interview for children identified as requiring additional testing in Years 3 to 6. Continuation of Early Years Learning Framework &amp; Best Start testing for Kinder/Year 1.</p>
<p><b>Reform 6</b> <b>External partnership with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)</b></p>	<p><b>2011- 2013-</b> USQ IDEAS team conduct a community engagement survey using the Diagnostic Inventory.</p>	<p>USQ Diagnostic Inventory of School Alignment (DISA) Report that informs School Report and plans for community engagement in School Management Plans.</p>

<b>School Goal</b>	<b>Actions Associated with the Goal</b>	<b>Budget and Teacher or Resource Allocations</b>	<b>Timeline</b>	<b>Outcome</b>
<i>What does the school want to achieve, change or improve? Key words might be build, deliver, engage, target or improve. The school might select 3-4 goals for each broad NP aim</i>	<i>What specific activities, interventions or programs will be implemented to progress the goal</i>	<i>What resources are required to support the actions?</i>	<i>When will it be achieved?</i>	<i>What changes to existing practice and behaviours will be the result of achieving the stated goal?</i>
<b>Reform 1</b> <b>Incentives to attract high performing principals and teachers.</b>				
1 Assistant Principal role to include school-based LSES coordination.	<ul style="list-style-type: none"> <li>- Professional Learning Teams will be set up in each Year Level &amp; coordinated by the Low SES School Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>- An allocation of 12 .75 hours (2012) will be allocated for the Assistant Principal to coordinate the LSES program and facilitate the PLTs.</li> <li>- 2013 allocation- 10 hours</li> <li>- 2014 allocation- 10 hours</li> </ul>	<ul style="list-style-type: none"> <li>- This will be an ongoing arrangement for the duration of the project 2012-2015.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will meet to discuss individual student progress.</li> <li>- Professional Learning modules and short term planning will occur.</li> <li>- Build teacher capacity.</li> <li>- Supplementation of small group work as identified in the Professional Learning Teams.</li> </ul>
2 Target a high performing graduate teacher to replace an existing teacher.	<ul style="list-style-type: none"> <li>- Advertise through the Diocese, particularly the Ready to Teach program teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- Staffing allocation of 1.0 FTE.</li> </ul>	<ul style="list-style-type: none"> <li>- Term 4 2011</li> </ul>	<ul style="list-style-type: none"> <li>- Release teachers to work in their Professional Learning Teams from 2012 - 2015</li> </ul>
<p>Measurement devices to be employed for this goal? Match the measurement device to the specific action above.</p> <p>Goal 1: PLT Timetable/Year Level Meeting Records/PD Log. PLT Term Accountability Report eg. PLT Code of Conduct/Action Plan/Data Wall Analysis</p> <p>Goal 2: Employment of High Performing Graduate Teacher</p>				

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<b>Reform 2</b> <b>Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals.</b>				
1. Participation by the Leadership Team in the TLSIP program.	<ul style="list-style-type: none"> <li>- CEO led Leadership Team Training modules. These will be conducted by the Educational Consultant in 2012.</li> </ul>	<ul style="list-style-type: none"> <li>- CEO funded</li> </ul>	<ul style="list-style-type: none"> <li>- 2012- Six one hour workshops or Three two hour workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Professional Renewal of Leadership Team with an improved capacity in leadership skills.</li> <li>- Leadership Team to read through the Michael Fullan &amp; Andy Hargreaves Book, 'Professional Capital: Transforming Teaching in Every School'</li> </ul>
2 Situational Analysis conducted. Use Situational Analysis survey, as designed by the IDEAS Team at University of Southern Queensland. This informs the plan below. It is the basis of all subsequent action. To be carried out in Term Three/2011 by the University of Southern Queensland.	<ul style="list-style-type: none"> <li>- Leadership meetings</li> <li>- Staff, students and parent surveys.</li> <li>- Professional learning for whole staff.</li> <li>- Survey analysis on Staff Development Day to inform the LSES plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Partnership with the University of Southern Queensland.</li> <li>- Online surveys</li> <li>- \$5000 per semester for five semesters</li> </ul>	<ul style="list-style-type: none"> <li>- Mid 2011 to 2013</li> </ul>	<ul style="list-style-type: none"> <li>- Informs planning for the next four years.</li> </ul>
3 Identification of low performing students and specific targeting of classroom support.	<ul style="list-style-type: none"> <li>- Tracking of individual students through an online assessment portal and Data Wall.</li> <li>- Participation of teachers in the Professional Learning Teams.</li> <li>- Tracking through ESR Momentum</li> </ul>	<ul style="list-style-type: none"> <li>- Tracking system for numeracy and literacy.</li> <li>- Staffing allocation.</li> <li>- Timetabling of teacher release.</li> </ul>	<ul style="list-style-type: none"> <li>- 2013 to 2015</li> </ul>	<ul style="list-style-type: none"> <li>- Improved outcomes for student achievement.</li> <li>- Greater teacher collaboration.</li> </ul>
4 Appointment of a teacher librarian	<ul style="list-style-type: none"> <li>- Teacher librarian to plan with classroom teachers in the area of inquiry learning, HSIE, Science and other Key Learning Areas.</li> </ul>	<ul style="list-style-type: none"> <li>- 2013: 5 hours per week</li> </ul>	<ul style="list-style-type: none"> <li>- 2013</li> </ul>	<ul style="list-style-type: none"> <li>- Improved planning in HSIE and Science</li> <li>- Greater use of resources</li> </ul>
Measurement devices to be employed for this goal? Match the measurement device to the specific action above.				
<b>Goal 1: PD Map/Executive Professional SMART Goals</b>				

Goal 2: USQ IDEAs School and Data Analysis. NP LSES Implementation Plan 2012-2015.  
 Goal 3: Online Assessment Portal. PLT Meeting Records.  
 Goal 4: Appointment of Teacher's Aide in QuickSmart (10hrs).

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<i>What does the school want to achieve, change or improve? Key words might be build, deliver, engage, target or improve. The school might select 3-4 goals for each broad NP aim</i>	<i>What specific activities, interventions or programs will be implemented to progress the goal</i>	<i>What resources are required to support the actions?</i>	<i>When will it be achieved?</i>	<i>What changes to existing practice and behaviours will be the result of achieving the stated goal?</i>
<b>Reform 3 School operational arrangements that encourage innovation and flexibility.</b>				
1 Introduction of Professional Learning Teams consisting of the Year Level teachers and Low SES NP National Partnership School Coordinator.	<ul style="list-style-type: none"> <li>- Staff Development Day on Professional Learning Teams.</li> </ul>	<ul style="list-style-type: none"> <li>- CEO organised professional learning day for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- 7 March 2012</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will have an understanding of how to interact with colleagues using professional dialogue.</li> </ul>
2 Provide release time for Year Level teachers to work with the Leader of Pedagogy each fortnight for 1 ½ hours in their Professional Learning Teams with the targeting of individual students through the tracking of assessment data, particularly in literacy and numeracy.	<ul style="list-style-type: none"> <li>- Professional Learning Team teachers to be released for 1 ½ hrs per fortnight.</li> <li>- Professional Learning Team is to follow a specific agenda.</li> <li>- Professional Learning Teams to be involved in the TOWN programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Staffing allocation</li> <li>- Resources in Literacy, Numeracy, pedagogy, Inquiry-based Learning and analysing student data.</li> <li>- 2014 PLT will vary from 1 hour per cohort to 1 ½ hours</li> </ul>	<ul style="list-style-type: none"> <li>- 2012- 2015</li> <li>- End of 2012</li> </ul>	<ul style="list-style-type: none"> <li>- Explore a variety of teaching strategies.</li> <li>- Collegial discussions based on student data.</li> <li>- Professional learning opportunities will be extended.</li> <li>- Enhanced and thorough programming.</li> </ul>
3 Develop an online school conference facility to enable staff to participate in professional development without leaving the site.	<ul style="list-style-type: none"> <li>- Online professional learning with expert facilitators and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>- Installation of video conferencing facilities.</li> <li>- Designate the staff room for the video conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>- Early 2012</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will engage with other professionals who are off site through the use of technology.</li> </ul>
4 Source and purchase resources that support quality classroom practice in literacy and numeracy (include ICT resources).	<ul style="list-style-type: none"> <li>- Purchase of the Taking Off With Numeracy program (TOWN) and Quicksmart intervention program.</li> </ul>	<ul style="list-style-type: none"> <li>- Online resources and assessment data base.</li> <li>- Staffing allocation for Quicksmart- 10 hours per week.</li> <li>- Purchase of IT equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- End of 2012 for TOWN program training.</li> <li>- Purchase IT equipment early 2012.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will have resources to apply to classroom practices.</li> </ul>

<p>5 Provide release time for teachers for interschool/interstate visits to identified high performing classrooms in other sites.</p>	<ul style="list-style-type: none"> <li>- Provide casual release days for classroom teachers to visit other schools/classes.</li> <li>- Casual release days for LSES National Partnership School Coordinator</li> <li>- LSES Team members to attend Technology Congress 2012/2013</li> <li>- Walk through visits to other classes within the school.</li> <li>- Peer to peer program to be delivered by trained staff.</li> </ul>	<ul style="list-style-type: none"> <li>- 50 casual release days- 2012</li> <li>- 40 casual release days- 2013</li> <li>- 92 Casual release days- 2014</li> <li>- 10 casual release days- 2012</li> <li>- 5 casual release days- 2013</li> </ul>	<ul style="list-style-type: none"> <li>- 2012 - 2015</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will have been exposed to best practice teaching.</li> </ul>
<p>6 Provide additional support for teachers by way of employing specialist staff.</p>	<ul style="list-style-type: none"> <li>- Provide additional hours to the School Support Officer.</li> <li>- Provide teachers with additional support with a part time teacher in the room timetabled in the term.</li> <li>- Provide additional teacher assistant support in Kindergarten and Year 6 classes.</li> <li>- Provide additional support for curriculum coordinator.</li> <li>- Provide additional teacher assistant support in Year 3/4 classes.</li> <li>- Provide additional Literacy support for children in K/1/2</li> </ul>	<ul style="list-style-type: none"> <li>- 5 hours per week</li> <li>- 5 hours per week</li> <li>- 9 hours per week</li> <li>- 5 hours per week</li> <li>- 15 hours per week</li> <li>- 1 hour per week</li> <li>- 7.5 hours per week</li> <li>- 1 hour per week</li> </ul>	<ul style="list-style-type: none"> <li>- 2013 to 215</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will be given additional support to be able to work with targeted children.</li> </ul>
<p>7 Provide Professional Development opportunities through professional reading and attending relevant conferences.</p>	<ul style="list-style-type: none"> <li>- PLT teams to be provided with academic readings on flexible learning spaces and personalised learning.</li> <li>- NP Team to attend Hawker Brownlow Teaching &amp; Learning Conference</li> <li>- Principal &amp; Assistant Principal to attend Future Schools Conference- Flexible Learning Spaces</li> </ul>	<ul style="list-style-type: none"> <li>- N/A</li> <li>- Conference costs covered in 2013/2014 budget</li> <li>- Registration costs covered by Diocesan PD program, other costs met by NP Plan.</li> </ul>	<ul style="list-style-type: none"> <li>- 2014/2015</li> <li>- 2014</li> <li>- 2014</li> </ul>	<ul style="list-style-type: none"> <li>- Staff training to prepare to move into new school facilities promoting flexible spaces and learning.</li> </ul>
<p>8 Implementation of the</p>	<ul style="list-style-type: none"> <li>- Teachers to access SWP action statements from</li> </ul>	<ul style="list-style-type: none"> <li>- N/A</li> </ul>	<ul style="list-style-type: none"> <li>- 2014</li> </ul>	<ul style="list-style-type: none"> <li>- Full implementation of the school wide pedagogy. In</li> </ul>



<p>School Wide Pedagogy (SWP)</p>	<p>Moodle to utilise in the program builder, school context, when planning a teaching unit.</p> <ul style="list-style-type: none"> <li>- Evaluation- Teachers to reflect on SWP focus in the evaluation section of the program builder unit.</li> <li>- SWP posters to be displayed early in 2014 and referred to by teachers as required.</li> </ul>			<p>using the SWP, students will be able to experience a diverse and thorough pedagogical approach to the learning.</p> <ul style="list-style-type: none"> <li>- Improved student outcomes.</li> </ul>
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Measurement devices to be employed for this goal? Match the measurement device to the specific action above.

Goal 1: Staff Development Day Record for New South Wales Institute of Teaching requirements  
 Goal 2: PLC Code of Conduct/PLC Structure and Guidelines  
 Goal 3: Staff access to Video Conferencing for professional learning and meetings  
 Goal 4: TOWN and QuickSmart Implementation Plans  
 Goal 5: Identified changed practices in teaching learning program and in classrooms. Professional learning Log. Sharing Afternoon Sessions at Staff Meetings of one idea that has been implemented that has been sustainable.

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<b>Reform 4</b> <b>Providing innovative and tailored learning opportunities.</b>				
1 Adoption of numeracy focus and the introduction of Taking Off With Numeracy program (TOWN)	<ul style="list-style-type: none"> <li>- Full implementation of the Taking Off With Numeracy program (TOWN), through video conferencing, completion of online modules, completion of tasks, site and phone follow up for professional learning tasks, PLT meetings and assessment data collection.</li> </ul>	<ul style="list-style-type: none"> <li>- Video conferencing facilities</li> <li>- Teacher release to participate in professional learning for TOWN program.</li> <li>- Online modules</li> </ul>	<ul style="list-style-type: none"> <li>- Early 2012</li> <li>- End of 2012</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Improving outcomes for students in the area of numeracy.</li> <li>- Providing teachers with additional time to target individual student progress and plan accordingly.</li> </ul>
2 Continuation of the Quicksmart Intervention program.	<ul style="list-style-type: none"> <li>- QuickSmart is an intervention program for children in Years 4 and 5. Quicksmart is for identified students in Mathematics who are experiencing some difficulty.</li> <li>- QuickSmart Literacy</li> </ul>	<ul style="list-style-type: none"> <li>- Maintenance of Quicksmart Numeracy and Literacy equipment and student resources.</li> <li>- Tutor Costs</li> </ul>	<ul style="list-style-type: none"> <li>- 2012 to 2015</li> </ul>	<ul style="list-style-type: none"> <li>- Students experiencing difficulty in numeracy and literacy in Years 4 and 5 will experience success, gain a better understanding of number facts and be able to transfer this knowledge into class-based activities.</li> </ul>
3 Training a teacher in Reading Recovery and continuation of the program.	<ul style="list-style-type: none"> <li>- Reading Recovery is an intervention program for children in Year 1. Ongoing professional development on a fortnightly basis. Training is facilitated by a Reading Recovery tutor.</li> </ul>	<ul style="list-style-type: none"> <li>- Training Costs- \$5 500-2012</li> <li>- Training Costs- \$1 350-2013</li> <li>- 2014 Costs- \$1 500</li> </ul>	<ul style="list-style-type: none"> <li>- 2012 to 2013</li> </ul>	<ul style="list-style-type: none"> <li>- Students in Year 1 experiencing difficulty in Literacy will display accelerated growth.</li> <li>- Follow up of Reading Recovery- Students in Year 2 &amp; 3 will be monitored.</li> </ul>

<p>4 Focus on teacher professional learning in the areas of numeracy and science and technology.</p>	<ul style="list-style-type: none"> <li>- K/1/2 teachers to be involved in Count Me In Too numeracy program.</li> <li>- 3 to 6 teachers to be involved in Maths professional learning program with Sydney University.</li> <li>- Staff Development Day for Primary Connections-professional learning for Science.</li> </ul>	<ul style="list-style-type: none"> <li>- Training Costs- \$0</li> <li>- Training Costs- \$7000</li> <li>- Training costs- \$1200</li> </ul>	<ul style="list-style-type: none"> <li>- 2013</li> <li>- 2012-2013</li> <li>- 2013-2014</li> </ul>	<ul style="list-style-type: none"> <li>- To improve teacher knowledge and skills in mathematics in line with the Australian Curriculum.</li> <li>- To train and provide resources in the area of Science in line with the Australian Curriculum.</li> </ul>
<p>5. Introduction of Comprehension Professional Development process with Speech Pathologist.</p>	<ul style="list-style-type: none"> <li>- K to 6 teachers to work in cohorts to develop strategies for comprehension. Teachers will work with the speech pathologist.</li> </ul>	<ul style="list-style-type: none"> <li>- Speech Pathologist costs- \$10 000</li> <li>- Resources- \$5 000</li> </ul>	<ul style="list-style-type: none"> <li>- 2014</li> </ul>	<ul style="list-style-type: none"> <li>- To establish consistency in the teaching of comprehension across the school.</li> </ul>
<p>6. Introduction of whole school approach to spelling.</p>	<ul style="list-style-type: none"> <li>- Professional Development program for all teachers including one staff development day.</li> </ul>	<ul style="list-style-type: none"> <li>- Cost of resources- \$2 000</li> </ul>	<ul style="list-style-type: none"> <li>- 2014-2015</li> </ul>	<ul style="list-style-type: none"> <li>- To establish consistency in the teaching of spelling across the school.</li> </ul>
<p>7 Continuation of Inquiry-Based Learning Framework.</p>	<ul style="list-style-type: none"> <li>- Inter-school visits for classroom teachers.</li> <li>- Professional reading for classroom teachers.</li> <li>- Professional Learning Teams to meet to plan inquiry-based units.</li> <li>- Maintenance of the established Inquiry-based Learning Team.</li> <li>- Increased use of the Moodle website, with a particular focus on centralising online resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Casual release days allocated for inter-school visits.</li> <li>- Contemporary learning texts.</li> <li>- Classroom release.</li> </ul>	<ul style="list-style-type: none"> <li>- End of 2012</li> </ul>	<ul style="list-style-type: none"> <li>- To establish a consistent approach to planning inquiry-based learning units, big ideas and to develop a consistent language and strategies within the school.</li> <li>- Increased student engagement.</li> <li>- Students will become more responsible for their learning.</li> <li>- Promote meta-cognitive processes.</li> </ul>
<p>8 Assessment measures for literacy and numeracy to track school improvement, inform teaching and reporting to parents.</p>	<ul style="list-style-type: none"> <li>- K1/2 teachers work within Early Years Learning Framework, plotting children on both continuums.</li> <li>- Years 3 to 6 use online PAT Maths/Literacy test early in year to assess all students.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>- Cost of PAT Maths/Literacy- \$1 200</li> <li>- Cost of Casual Release</li> </ul>	<ul style="list-style-type: none"> <li>- 2014/2015</li> </ul>	<ul style="list-style-type: none"> <li>- To gather data to inform whole wide practices</li> <li>- To gather data to make decisions on suitability of children for intervention programs</li> <li>- To gather data to improve</li> </ul>

	<p>Use MAI to assess those students considered at risk. Pre and post testing of maths concepts to inform teaching. Release to be provided.</p> <ul style="list-style-type: none"> <li>- Focus on student self-assessment and student feedback to inform student learning.</li> </ul>	days		<p>outcomes for students in literacy and numeracy</p> <ul style="list-style-type: none"> <li>- To provide students with appropriate and timely feedback to improve outcomes.</li> </ul>
9. IT professional development- tailored to the needs of cohort teachers.	<ul style="list-style-type: none"> <li>- Initial discussion with PLTs to develop a plan for IT PD.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- 20 casual days allocated to releasing teachers to meet with an IT expert.</li> </ul>	<ul style="list-style-type: none"> <li>- 2014/2015</li> </ul>	<ul style="list-style-type: none"> <li>- To improve teacher knowledge in the area of multimodal approach to pedagogy</li> </ul>

Measurement devices to be employed for this goal? Match the measurement device to the specific action above.

- Goal 1: NAPLAN Results
- Goal 2: Maths Assessment Interview and PAT-R Comprehension & PAT-Vocab, PAT-Maths Online
- Goal 3: Observation survey, including instructional reading level which meets the average of the class
- Goal 4: Development of Inquiry Based Learning Units
- Goal 5: Continued use of the Numeracy/Literacy Continuum to plot student growth
- Goal 6: Maths Assessment results pre and post
- Goal 7: Best Start Assessment results for Literacy and Numeracy- plot on ELC online tool
- Goal 8: PAT Maths/Literacy Assessment results
- Goal 9: Staff survey on IT needs

<b>School Goal</b>	<b>Actions Associated with the Goal</b>	<b>Budget and Teacher or Resource Allocations</b>	<b>Timeline</b>	<b>Outcome</b>
<i>What does the school want to achieve, change or improve? Key words might be build, deliver, engage, target or improve. The school might select 3-4 goals for each broad NP aim</i>	<i>What specific activities, interventions or programs will be implemented to progress the goal</i>	<i>What resources are required to support the actions?</i>	<i>When will it be achieved?</i>	<i>What changes to existing practice and behaviours will be the result of achieving the stated goal?</i>
<b>Reform 5</b> <b>Strengthened school accountability.</b>				
1 Regular LSES planning and coordination meetings to ensure consistency and best practice.	<ul style="list-style-type: none"> <li>- Leadership Team meetings to be held three times each term.</li> <li>- LSES Team to meet on a regular basis to review the plan.</li> </ul>	- Nil	- 2012 to 2015	- Greater involvement through the school leadership structure.
2 DASA (Data Analysis Self-Assessment) conducted all staff, students and parents. Online survey. School sets targets for staff improvement.	<ul style="list-style-type: none"> <li>- Online survey for school improvement as developed by the University of Southern Queensland.</li> </ul>	<ul style="list-style-type: none"> <li>- Online surveys</li> <li>- Two Staff Development Days in 2012</li> <li>- Two Staff Development Days in 2013</li> </ul>	<ul style="list-style-type: none"> <li>- End of 2012</li> <li>- Middle 2013</li> </ul>	- Review of current practice highlighting strengths and weaknesses.
3 School sets targets for NAPLAN improvement from previous year (suggesting 40 basis points, reduction in number of students in orange and red bands, increase in number of students in top green bands)	<ul style="list-style-type: none"> <li>- Members of the Leadership Team and staff attend NAPLAN analysis workshops.</li> <li>- Leadership Team and staff review NAPLAN data and plan accordingly.</li> <li>- Present and discuss NAPLAN data and targets for improvement to teaching staff through PLT structure.</li> </ul>	<ul style="list-style-type: none"> <li>- SMART data package</li> <li>- Attend relevant NAPLAN analysis workshops</li> <li>- Schedule school-based NAPLAN meetings.</li> </ul>	- October/November 2013	<ul style="list-style-type: none"> <li>- Setting higher targets for achievement.</li> <li>- Reviewing current practice.</li> <li>- Identifying areas of weakness and professional learning needs.</li> <li>- Setting short and long term achievable goals for each PLT Year Level.</li> </ul>
<p>Measurement devices to be employed for this goal? Match the measurement device to the specific action above.</p> <p>Goal 1: Low SES Plan Evaluation            Goal 2: LSES Implementation Plan 2012-2015, Staff SMART Goals and PD Logs            Goal 3: NAPLAN Improvement Plan and Results</p>				

<b>School Goal</b>	<b>Actions Associated with the Goal</b>	<b>Budget and Teacher or Resource Allocations</b>	<b>Timeline</b>	<b>Outcome</b>
<i>What does the school want to achieve, change or improve? Key words might be build, deliver, engage, target or improve. The school might select 3-4 goals for each broad NP aim</i>	<i>What specific activities, interventions or programs will be implemented to progress the goal</i>	<i>What resources are required to support the actions?</i>	<i>When will it be achieved?</i>	<i>What changes to existing practice and behaviours will be the result of achieving the stated goal?</i>
<b>Reform 6</b> <b>External partnership with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).</b>				
1. USQ IDEAS team conduct a community engagement survey using the Diagnostic Inventory.	Parents complete On Line Survey and staff analyse data to inform School Wide Report and future Management Plans.	\$5 000 per semester for 5 semesters.	On Line Survey Semester 2 2011	School Report reflects parent partnerships in the school. School Management Plan reflects external partnerships with parents, other schools, businesses and the community.
<p>Measurement devices to be employed for this goal? Match the measurement device to the specific action above.</p> <p>Goal 1. School Report and School Management Plan</p>				

## Roles and Responsibilities

Negotiate and list specific roles and responsibilities in this section.

Refer to the LSES National Partnership Information Package for Schools document (green cover)

Include time allocations where possible

### Program Facilitator (CEO) Andrew Madden

1. Promote and support school environmental scanning process in order to prepare appropriate high quality school plans.
2. Assist in the development, conduct and review of the Low SES school plans ensuring schools meet the key targets and goals in respect of the six Reform Agendas of NP.
3. Assist school executives and staff to interpret student performance data.
4. Assist school executives with staff performance management and organisational issues to ensure the Reform agenda can be achieved.
5. Coordinate, link and support all schools to ensure a cooperative arrangement is developed.
6. Work with teachers to implement innovative and tailored classroom changes recorded in the school plan
7. Work with the Aboriginal Education Officer to ensure the educational needs of Aboriginal students can be progressed through NPs.
8. To assist schools develop partnerships with parents, local schools and businesses to extend the services offered by the schools.

### National Partnership School Coordinator (School position) and Leader of Pedagogy Julie Ryan

1. Work with staff and principal each week to meet the PD needs of the school especially in regards to the implementation of Professional Learning Teams, Inquiry Learning and TOWN. 2013- Maths PD, Count Me In Too & Primary Connections. 2014- Spelling, comprehension & IT
2. Work with the Low SES Coordinator in the implementation of the NP Plan.
3. Liaise with the University of Southern Queensland IDEAS facilitators and guide implementation process at the local level.

### Principal (Vin Butler)

1. Overall responsibility for the Implementation of the NP Low SES Plan.
2. Coordination of the Low SES Diocesan Coordinator's Role within the school.
3. Supervision and guidance of the National Partnership School Coordinator role in the school.
4. Liaise with the USQ IDEAS Team and supervise the implementation of the process within the school.
5. Supervision of the expenditure as identified in the LSES Plan Budget.

## National Partnerships Low SES Reform Elements

1. Incentives to attract high performing teachers and principals
2. Adoption of best practice performance management and staffing arrangements that articulates a clear role for principals
3. School operational arrangements that encourage innovation and flexibility
4. Providing innovative and tailored learning opportunities
5. Strengthen school accountability
6. External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

Budget Item	Reform Element	Notes	2012 Allocation	2013 Allocation	2014 Allocation
Casual Release	3	<p><b>Casual Release Days 2012:</b></p> <p>a) LSES Coordinator Release- 10 days @ \$382 a day</p> <p>b) Teacher Casual release for school visitations- 50 days @ \$382 a day</p> <p><b>Casual Release Days 2013:</b></p> <p>a) LSES Coordinator Release- 5 days @ \$388 a day</p> <p>b) Teacher Casual release for school visitations- 40 days @ \$388 a day</p> <p><b>Casual Release Days 2014:</b></p> <p>a) Comprehension Release- 22 days @ \$391 a day</p> <p>b) School visits &amp; other PD- 48 days @ \$391 a day</p> <p>c) Spelling - 20 days @ \$391 a day</p> <p>d) Technology- 20 days @ \$391 a day</p>	<p><b>\$3 820</b></p> <p><b>\$19 100</b></p>	<p><b>\$1 940</b></p> <p><b><u>\$15 520</u></b></p> <p><b><u>\$17 460</u></b></p>	<p><b>\$8 602</b></p> <p><b>\$18 730</b></p> <p><b>\$7 820</b></p> <p><b><u>\$7 820</u></b></p> <p><b><u>\$43 010</u></b></p>
Curriculum Focus	4 & 5	<p><b>Implementation of Taking Off With Numeracy (TOWN) program-</b></p> <p>Includes resources, professional learning and online resources</p> <p><b>Phase One-</b> Based on 189 students @ \$44 per student</p>	<b>\$8 316</b>		
	4 & 5	<p><b>Count Me In Too program including training and resources</b></p> <p><b>Open Ended Mathematics program including training and resources</b></p> <p><b>Primary Connections program including Training and resources</b></p>		<p><b>\$0</b></p> <p><b>\$7 000</b></p> <p><b><u>\$9 000</u></b></p> <p><b><u>\$16 000</u></b></p>	
	4 & 5	<p><b>Whole School Comprehension Approach- Virginia Taylor Speech Pathologist</b></p>			<b>\$10 000</b>
Staffing of Programs	1, 2, 3 & 4	<p><b>Professional Learning Teams-</b> Graduate Teacher to take RFF @ 25 hours per week- 2012-2015</p> <p><b>Teacher of Pedagogy Release-</b> 10 hours per week- 2012- 2015</p> <p><b>Quicksmart Program -</b> Teacher Assistants @ 10 hours per week (2012) &amp; 10 hours per week (2013), 5 hours x 2 (2014) Literacy &amp; Numeracy</p>	<p><b>\$66 000</b></p> <p><b>\$35 200</b></p> <p><b>\$15 000</b></p>	<p><b>\$69 000</b></p> <p><b>\$26 000</b></p> <p><b>\$15 230</b></p>	<p><b>\$67 000</b></p> <p><b>\$28 125</b></p> <p><b>\$15 200</b></p>



		<b>Curriculum Coordinator Extra Release-</b> 1 hour per week- 2013-2015 <i>K/1/2 Literacy Teacher Support- 2014</i> <b>Reading Recovery Training-</b> 2.5 hours & 5 hrs per term 2013/2014 <i>Teacher Assistant Classroom Support-</i> 15 hours per week/ <i>7.5 hours per week</i> Classroom Teacher Support- 9 hours (2012) <i>5 hours (2014)</i> School Support Officer- 5 hours per week <i>5 hours (2014)</i> Inquiry Learning Program- (Library-based 5 hours per week 2013)	<b>\$3 200</b>  <b>\$5 500</b>	<b>\$2 600</b>  <b>\$1 350</b> <b>\$22 845</b>  <b>\$23 400</b> <b>\$7 800</b> <u><b>\$13 000</b></u> <b>\$181 225</b>	<b>\$2 800</b> <b>\$1 500</b> <b>\$11 300</b>  <b>\$14 060</b> <b>\$8 200</b>  <b>\$148 185</b>
Resources	3	<b>Video Conferencing Equipment &amp; installation</b> <b>IT Equipment and other resources-</b> Computers, digital tablets, multi touch screen tables, subscriptions... <b>Internet Connection for Video Conferencing</b> <b>Online Tracking System- ESR</b> <b>Mathletics Program</b> <b>Clickview</b> <i>Whole School Spelling Resources</i> <i>Comprehension Resources</i> <i>Literacy Texts</i> <i>PAT-R Comprehension &amp; PAT-Vocab, PAT-Maths Online</i>	<b>\$15 000</b>  <b>\$23 000</b> <b>\$7 000</b>  <b>\$8 600</b> <b>\$1 200</b>	<b>\$20 805</b>  <b>\$7 500</b> <b>\$2 500</b> <u><b>\$5 000</b></u> <b>\$35 805</b>	<b>\$20 000</b>  <b>\$6 100</b> <b>\$2 100</b>  <b>\$2 000</b> <b>\$5 000</b> <b>\$5 000</b> <u><b>\$1 200</b></u> <b>41 400</b>
General operating expenses	All	Other expenditure relating to NP- Conferences, accommodation, flights...	\$11 304	\$8 150	\$30 045
Total Budget			<b>\$258 640</b> (2013 carryover \$14 000) <u><b>2014 Total- \$ 272 640</b></u>		

## Long View Timeline

2011	
June/July	<p>Leadership Team meet with LSES Coordinator to discuss possible outcomes for the project.</p> <p>Appointment of LSES National Partnership School Coordinator.</p> <p>Meet with University Southern Queensland IDEAS Team to discuss purpose of Situational Analysis, mechanics of survey and staff development day.</p> <p>Surveys completed by staff, students and parents.</p> <p>First draft of LSES plan.</p>
August	<p>First draft of LSES plan presented to the Leadership Team.</p> <p>Survey period closed and summary prepared.</p> <p>Staff Development Day with USQ on August 18.</p> <p>Survey results analysed and integrated into the LSES plan.</p> <p>School- advertised Reading Recovery role.</p> <p>Follow up more information on TOWN &amp; TEN programs, including testimonials.</p> <p>Meet with LSES Coordinator.</p> <p>Prepare second draft of LSES plan.</p> <p>Second draft presented to the Leadership Team and staff.</p> <p>Contact eLearning Officer to seek information about the Video Conferencing requirements and ordering.</p>
September	<p>Present copy of Draft 2 of plan to the School Board.</p> <p>Prepare third draft of LSES plan.</p> <p>Principal &amp; Leader of Pedagogy meet with LSES Coordinator to discuss plan &amp; video conferencing.</p> <p>Organise staffing arrangements for 2012.</p>
October	<p>Register for Phase One of TOWN in 2012.</p> <p>Advertise and appoint teaching staff according to LSES plan for 2012.</p> <p>Purchase and installation of Video Conferencing equipment.</p> <p>Principal &amp; Leader of Pedagogy to organise timetable of PLT component of LSES plan.</p> <p>LSES Team meets with LSES Coordinator.</p> <p>Third draft presented to the Leadership Team/whole staff.</p> <p>Preparation of final copy of LSES plan.</p>
November	<p>LSES Team meets with LSES Coordinator.</p> <p>Present final copy of LSES plan to the whole staff.</p> <p>Present final copy of LSES plan to School Board.</p>
December	<p>Ensure LSES plan is ready for full implementation in 2012.</p> <p>IDEAS Process- Student &amp; teacher question about how students learn best at St Patrick's School.</p> <p>Teachers are given 2012 Professional Learning Team timetable.</p>

2012	
January	Leadership Team Meeting to discuss LSES program plan and related information for 2012.
February	LSES Team meet with LSES Coordinator Initial TOWN VC involving all teaching staff for Phase One.
March	Staff Development Day- Professional Learning Communities- 7 March. LSES Team to meet 'Team Leadership for School Improvement Program' for School Executive 5 <sup>th</sup> , 12 <sup>th</sup> , 19 <sup>th</sup> and 26 <sup>th</sup> .
April	IDEAs Team Meeting
May	LSES Team to meet Technology Congress, Sydney 30 <sup>th</sup> May, 1 <sup>st</sup> June TOWN VC
June	IDEAS Staff Development Day- 8 <sup>th</sup> June 2 <sup>nd</sup> TOWN VC for Phase One Register for Phase Two of TOWN. LSES Team to meet
July	Mathletics Presentation IDEAs Curriculum Meeting for teachers
August	LSES Team to meet
September	IDEAS Staff Development Day- 7 <sup>th</sup> September Mathematics PD for teachers LSES Team to meet
October	LSES Team to meet Revise plan for 2013
November	LSES Team to meet Mathematics PD for teachers Present plan to staff
December	

2013	
January	Primary Connections Staff Development Day- 29 <sup>th</sup> January
February	LSES Team meet with LSES Program Facilitator
March	Maths PD for Year 3 to 6 teachers Count Me In Too PD for K to 2 teachers
April	
May	LSES Team meet with LSES Program Facilitator
June	IDEAs Staff Development Day Technology Congress- 3 <sup>rd</sup> /4 <sup>th</sup> June, Brisbane
July	LSES Team meet with LSES Program Facilitator Finalise School Wide Pedagogy for publication
August	LSES Team meet with LSES Program Facilitator
September	
October	LSES Team to meet and revise plan for 2014 x 2
November	Present plan to staff
December	

2014	
January	<b>Staff Planning Day- 28<sup>th</sup> January:</b> Implement School Wide Pedagogy for programming PAT-R Comprehension & PAT-Vocab, PAT-Maths Online PD
February	<b>Spelling Staff Development Day 7<sup>th</sup> February</b> NP Team meet with LSES Program Facilitator 2014/2015 IT Plan finalised
March	Spelling PD for Year K to 6 teachers Future Schools Conference- 13 <sup>th</sup> & 14 <sup>th</sup> March
April	Comprehension PD program Begins- Years 3 to 6 Technology PD Years K to 2
May	NP Team meet with LSES Program Facilitator Spelling PD for Year K to 6 teachers Teaching & Learning Conference & school visits- 22 <sup>nd</sup> to 26 <sup>th</sup> May
June	
July	NP Team meet with LSES Program Facilitator Spelling PD for Year K to 6 teachers Comprehension PD program Begins- Years K to 2 Technology PD Years 3 to 6
August	NP Team meet with LSES Program Facilitator
September	Spelling PD for Year K to 6 teachers
October	NP Team to meet and revise plan for 2015 x 2
November	Present plan to staff Spelling PD for Year K to 6 teachers
December	

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