

St. Michael's Catholic School, Manilla Plan 2012-2015

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

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

Low SES School Improvement Plan 2012–2015 This Plan is to be incorporated into the total SIP for St Michael's

Learners and Learning:

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

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

The System will promote Learners and Learning through the following Strategic Directions:

SD 2.1:

Engage learners in varied experiences that maximise individual learning outcomes.

Reform 4 Providing innovative and tailored learning opportunities

Improvement goals

Implement focussed interventions to lift results for identified students. These would include direct student interventions and professional development for teachers to implement particular evidence-based approaches. As a first priority these could be from those programs prescribed for the Literacy and Numeracy NP:

1/Reading Remediation

Budget \$24000

2/Review current Literacy practice particularly spelling with a view to establishing a contemporary approach that will be in turn adopted by the school

Budget \$9000

3/Class teacher Professional Learning time for discussions about Literacy improvement and spelling with pedagogical mentors and secondly opportunities to visit schools that have successful programs operating

Budget \$10800

4/Numeracy Remediation

Budget

Training of Supervising teacher and tutors and subsequent implementation of the program \$18000

Leadership:

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

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

The System will promote Leadership through the following Strategic Directions:

SD3.1:

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

Reform 1 Incentives to attract high-performing principals and teachers

Improvement Goal/s

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

Budget \$35000

Reform 3 Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

Improvement Goal/s

1/Greater use of technology to assist in developing effective "community of schools/school network/cluster" (such as videoconferencing). Schools will be able to expand their curriculum offerings through clustering arrangements and the use of programs such as 'Connected Classrooms.' Purchase of equipment to enable quality video conferencing that will in turn support professional learning especially with regard to literacy and numeracy

Budget \$10000

2/Professional development for school executives and teachers to help them use and analyse student data (e.g. NAPLAN) to cater to student needs.

Budget \$10,800

SD 3.3:

Expand the modes of and opportunities for professional learning and dialogue to strengthen leadership capabilities and capacity across the system.

Reform 2 Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

Improvement Goal

1/Individual professional learning plans for teachers, school executives and principals based on key accountabilities linked to performance reviews (using the NSW Institute of Teachers' Professional Teaching Standards and other leadership standards).

2/Staff meeting used to promote understanding and workshopping implications Budget School Funds

Reform 5 Strengthened school accountability Improvement goals

1/Strengthen school development and accountability mechanisms linked to school planning processes. Strengthened accountability could include interviews with members of the school community, monitoring of school performance, rigorous assessment of teachers and school leaders and external evaluation. Publicly available annual reports to report progress against outcomes.

2/Provision for planning time for teachers to reflect on current practice especially with regard to teaching priorities in English and Mathematics(eg. Use of IT NSW Framework)

Budget \$9500

Partnerships

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

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

The System will promote Partnerships through the following Strategic Directions:

Reform 6 External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)

Improvement goals

1/Develop and implement strategies to lift parental expectations for their children's education.

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

- -Family reading and writing –including helping your child with their learning
- -Family numeracy including helping your child with their learning
- -Positive parenting classes
- -Reading and understanding reports and student data.

Budget \$2700

LOW SES NATIONAL PARTNERSHIP BUDGET	Total
Reform 1	
Increased access to quality onsite professional	
development	\$35000
ICT equipment for resourcing learning and teaching	
improvement	\$24000
Reform 4	
Reading remediation	\$24000
Literacy teaching review and establishment of	
contemporary standards	\$9000
English and Mathematics professional learning	\$10800
Data Analysis improved staff practice	\$10800
Numeracy remediation	\$18000
Reform 5	
Planning time for teachers to incorporate State and	
National teaching Standards into teacher Performance	
review.	\$9500
Reform 6	
Development of parent understanding of expected	
achievement standards for students and the scope of the	
NSW Curriculum .	\$2700
TOTAL	143800

LOWSES Accountabilities

General

- ensure high expectations of significant and sustainable improvements in student learning outcomes for disadvantaged and Aboriginal students
- implement classroom strategies that have the greatest effect on student learning *The teacher and the quality of his or her teaching are major influences on student achievement (Dinham, 2008)*
- build sustainability through strategies that will continue to impact on student learning outcomes beyond the funding period
- increase partnerships between schools, with parents, local communities and organisations
- provide ongoing opportunities for sustained professional learning through mentoring, courses and professional dialogue
- strengthen accountability
- maximise the use of the school's total resource and, where appropriate, the total resource available across a community of schools.

Your school is encouraged to take an action research approach to implementing the Partnership.

Planning

The School Plan should clearly link each strategy to one or more of the reforms and identify the funding from Low SES School Communities National Partnership allocated to each strategy and any other funding. The plan will also include measures against which school progress will be monitored.

Strategies must be weighted to those that are close to the classroom and directly impact on student learning outcomes.

Principals will be required to ensure that school staff clearly understand how their individual work contributes to the measures within the School Plan and in turn how their ongoing professional learning links to the priorities and targets of the school.

The school will be required to demonstrate transparent planning and accountability processes and participate in ongoing school self-evaluation. The school will be required to report to the community publicly on the outcomes of the School Plan through the Annual School Report.

Funding

Your school will be notified of a notional allocation to inform planning at both the individual school and cluster level.

Your revised School Plan demonstrating reform strategies, will be approved by the School Education Director attesting that the school is implementing the most effective options from the reform menu (Appendix 1) for the school context.

Funding will be released each semester, provided that each school demonstrates evidence of effective implementation and improvement as part of the Principal Assessment and Review Schedule (PARS) and ongoing system monitoring and evaluation processes.

For schools commencing on the Low SES School Communities National Partnership in 2009, revised School Plans must be approved by the School Education Director by **30 October** and submitted to the Regional Director.

How will success be measured?

The performance measures selected for this Partnership are those most relevant to the aims of the reforms. They include:

- Student attendance
- Literacy and numeracy performance in Years 3, and 5, (NAPLAN)
- School satisfaction (parents, students)
- Student and school community engagement (through surveys of parents and students).

A consistent evaluation framework will be developed across all the National Partnerships and a national evaluation will be commissioned by the Commonwealth Government.

Diocesan support

Your school will access support through the School Consultant to:

• conduct school self-evaluation processes, priority and target setting and refine School Plans



CATHOLIC SCHOOLS OFFICE

- share effect (VQ) Prox 636 ★ 125 Barney Street ★ Armidale NSW 2350 ★ Phone (02) 6772 7388 ★ Fax (02) 6772 9285
- participate in joint planning processes in clusters of identified wattonal Partnership schools
- participate in identified communities of schools
- coordinate professional learning, including leadership development and data analysis
- assist schools with and coordinate reporting of achievement of milestones and targets

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 Cathechism 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. Cathechism 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.

¹ The Common Good: People exist as part of society. Every individual has a duty to share in promoting the welfare of the community and a right to benefit from that welfare. This applies at every level: local, national and international. Public authorities exist mainly to promote the common good and to ensure that no section of the population is excluded. (See Sollicitudo Rei Socialis, John Paul II,1987).

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

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