The Australian Government is committed to an education system that pursues excellence for all Australian schools and where every child receives the highest quality education. This commitment has been backed through both a national agenda for school reform and unprecedented investment. Major reform priorities set by the government include raising the quality of teaching in our schools, ensuring all students are benefitting from schooling, especially in disadvantaged communities, improving literacy and numeracy outcomes, and improving the transparency and accountability of schools and school systems at all levels.

In partnership with the states and territories, the Australian Government has entered into National Partnerships in the key areas of addressing disadvantage, supporting teachers, and improving literacy and numeracy.


Catholic Education South Australia’s (CESA) implementation plan addresses each of these reform priorities and all schools involved in the project are exploring ways to attend to them at a local level.

<table>
<thead>
<tr>
<th>RESOURCES FOR COMMUNITIES MAKING A DIFFERENCE PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>These resources are provided through the Australian Government Smarter School National Partnerships for Low SES School Communities</td>
</tr>
<tr>
<td>Direct Funding to school</td>
</tr>
<tr>
<td>Indirect Communities Making a Difference Funding to school</td>
</tr>
<tr>
<td>The school has access to sector support services for professional learning, school literacy and numeracy improvement, evaluation and reporting from a pool of $516,000</td>
</tr>
<tr>
<td>These resources are provided by the school as co-contribution to the project</td>
</tr>
<tr>
<td>Teaching Resources</td>
</tr>
<tr>
<td>Schools have access to a pool of sector funds by way of resources and programs</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>COAG PRIORITY REFORM AREA:</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| a. Incentives to attract high performing Principals and teachers | ▪ support from Senior Advisor-School Reform  
▪ support from Principal Consultant  
▪ involvement in Deputy Principal Support Program |
| b. Adoption of best practice performance management and staffing arrangements that articulate a clear role for Principals | ▪ support from Early Career Teachers Program  
▪ analysis and use of rich assessment data including NAPLAN, PAT Numeracy and Literacy EYA data, EAL levelling, Torch Test, Reading, Running Records and case profile data to inform the effectiveness of teaching strategies on student learning  
▪ Implement Professional Appraisal process using National Professional Standards for Teachers as a guide as well as school based guidelines for all other staff. The process will:  
  - encourage ownership, deep reflective practice based on evidence  
  - focus on all students achieving success,  
  - build positive relationships  
  - identifying professional learning needs  
▪ develop online planning and programming and assessments which is shared by all teachers, school leadership and ESO’s  
▪ Structure key roles in literacy and numeracy to include coaching as a means for further developing teacher practice and content knowledge. Coaches will work with individual teachers planning and programming, analysing assessment data, setting goals for students and providing in class support. |
| c. Providing innovative and tailored learning opportunities | To continue to develop structures and learning that will allow Unit Teams to meet regularly throughout the year and work collaboratively to reflect on the effectiveness of their teaching practice. Teams will:  
  ▪ further refine and improve the structure for Student Case Management for at risk students across the school  
  ▪ map student learning through learner profiles  
  ▪ share learning through the development of effective online programming, planning and assessments  
  ▪ engage in professional dialogue based on current research literature  
  ▪ engage in professional learning based on identified needs including centrally offered Numeracy projects, literacy Instructional Rounds, Trauma Sensitive Schools and Oral Language Project.  
▪ moderate assessment and learning programs  
To further develop coaching as a model to deepen teacher knowledge and pedagogy in literacy and numeracy. Coaches will:  
  ▪ work alongside teachers to provide in class support and feedback  
  ▪ support teachers to gather evidence of student learning and plan learning programs to meet the students’ needs  
  ▪ provide professional learning that meets the needs of all
### d. Strengthened school accountability

Develop a framework for teachers to:

- to collect and analyse NAPLAN, PAT, EAL Levels, Early Years Literacy and Numeracy data and classroom assessment data to identify trends, key messages for whole school literacy and numeracy programs.
- use data to set Numeracy and Reading goals that will lead to improved learning outcomes for all students, particularly students identified at risk and not meeting the National Minimum Standard.
- use analyses of school strengths and weaknesses to determine professional learning required by staff to improve teaching practice and learning outcomes for students.

### e. External partnerships with parents, other schools, business and communities and the provision of access to extend services (including through brokering)

Continue to strengthen the working partnership with:

- Australian Refugee Association
- STTARS,
- CAMHS,
- Centacare,
- Mercy Works
- Northern Food Alliance
- Families SA
- Novita,
- Playgroup SA,
- NRM
- OPAL
- Lutheran Community Care
- Enlisting services of speech pathologist, occupational therapist
- As well as other local groups
- Dedicate a space in our school for parent use

### f. School operational arrangements which encourage innovation and flexibility

- Broadened team leadership by structuring regular meetings and professional learning.
- Provide resources, time and structures for the implementation of coaching (model) in literacy and numeracy on a fortnightly basis.
- Provide time for Unit team meetings through dedicated, structured after school professional learning sessions (staff meetings) to engage in professional dialogue and effective teaching practices that will improve student learning outcomes.
- Structure time for each class teacher to meet with leadership to set goals and plans for students of concern.
- Use analysis of student data to determine and provide In classroom support with extra staffing (ESO’s and EAL teachers)