



State Action Plan
Our Lady Help of Christians Catholic Primary School
Rosemeadow
2015 - 2016



Introduction:

Our Lady Help of Christians Catholic Primary School Rosemeadow is one of four State Action Plan schools in the Diocese of Wollongong. All State Action Plan (SAP) Diocesan schools are working towards the key accountabilities developed in the *Catholic Education Commission (CEC) NSW Literacy and Numeracy Action Plan Implementation Plan 2015-2016*.

The Diocese of Wollongong 2015-16 NSW Literacy and Numeracy Action Plan has been developed based on evidence gathered in schools using a range of evaluation and assessment instruments. The Diocese of Wollongong is building on current successful strategies and focusing on building teaching capacity and improving student learning outcomes in our targeted schools through:

- Ongoing focus on instructional leadership
- Continuing to strengthen partnerships between home and school
- Continuing to support students requiring Tier 2 and 3 intervention through Managing Students Pastoral and Educational Concerns (MSPEC processes)
- Ongoing support and professional learning for teachers around data-based teaching and learning, using the Class Learning Plan (CLP) tracking tool and the Literacy/ Numeracy Continua
- Providing a stronger focus on the teaching of Mathematics and numeracy across all KLAs inclusive of skilling Numeracy Leaders in targeted schools
- Increasing professional conversations and learning around contemporary learning, sound pedagogical practice and higher expectations for all learners.

School Review and Improvement Framework:

The School Review and Improvement (SRI) in the systemic schools in the Diocese of Wollongong is based on the framework “*How Effective is Our Catholic School?*”

The framework contains indicators of effectiveness and agreed quality criteria. Seven Key Areas have been identified as relevant to planning, evaluation and reporting.

With students as the focus, the ‘core business’ of Catholic education is described under the Key Areas of:

1. Catholic Life and Religious Education

- 1.1 Vision and Mission
- 1.2 Religious Education
- 1.3 Catholic Life and Culture
- 1.4 Parents, Parishes and the broader church

2. Students and their Learning

- 2.1 Education Potential
- 2.3 Rights and responsibilities
- 2.3 Reporting student achievement
- 2.4 Integration of Information and Communication Technology (ICT)
- 2.5 Pastoral Care

3. Pedagogy

- 3.1 Curriculum provision
- 3.2 Provision for the diverse needs of learners
- 3.3 Teaching practices
- 3.5 Assessment
- 3.6 School climate, learning environment and relationships
- 3.7 Professional learning

4. Human Resources, Leadership and Management

- 4.1 Recruitment, selection and retention of staff
- 4.2 Professional development of staff
- 4.3 An ethical workplace culture
- 4.4 Succession planning
- 4.5 Overall compliance with legislation and other requirements

5. Resources, Finance and Facilities

- 5.1 ICT resources
- 5.2 Use of resources and space
- 5.3 Environmental stewardship
- 5.4 Financial Management

6. Parents, Partnership, Consultation and Communication

- 6.1 Parent involvement
- 6.2 Reporting to the community
- 6.3 Linkages to the wider community

7. Strategic Leadership and Management

- 7.1 Planning for improvement
- 7.2 Innovation, development and change

Goal: Expand and enhance the focus on Instructional Leadership in Years K-2.
Key Area 7

Outcome / Target	Strategies	Responsibility	Timeframe	Resources / Budget
Teacher Educator appointed to work across the school and act as an instructional coach for nominated classroom teachers and the School Leadership Team. Staffing is over two years - Rosemeadow 1.3 fte	<ul style="list-style-type: none"> • Advertise for and appoint a Teacher Educator • Assess effectiveness of TE using Higher Levels of Teaching Standards 	<ul style="list-style-type: none"> • State Action Plan (SAP) Coordinator and CEO Human Resource Services (HRS) 	<ul style="list-style-type: none"> • Term 1 2015 	<ul style="list-style-type: none"> • Salary – Teacher Educator
Provide Professional Learning to School Leadership Team to support improvement initiatives.	<ul style="list-style-type: none"> • Mentor teachers regularly in classroom settings • Use Professional Development Planning and Review (PDPR) processes based on Teacher Performance and Development Framework (as per CEO requirements for all teachers) • Mentor teachers regularly and meet twice per Term re: Mathematics / English goal based on SAP initiatives 	<ul style="list-style-type: none"> • State Action Plan Coordinator • External Facilitators – Hawker Brownlow • Leadership Team • Teacher Educator 	<ul style="list-style-type: none"> • Term 2 2015 – ongoing 	<ul style="list-style-type: none"> • Funding – combination of school and State Action Plan to release teachers twice per team for Professional Learning Team discussions

<p>All staff will be introduced to the most recent PDPR process, including a focus on Australian Teaching Standards.</p>	<ul style="list-style-type: none"> • A PDPR process for leadership staff members will be led by the Principal following consultation with CEO Wollongong staff • A PDPR process for all teachers will be devised in consultation with CEO Wollongong and will be led by a leadership team member • PDPR focus for teachers will include a Mathematics/English goal based on State Action Plan initiatives for 2015 - 16 • A PDPR process for all support staff will be devised in consultation with CEO Wollongong and will be led by a leadership team member 	<ul style="list-style-type: none"> • Leadership Team • CEO Leadership Development Team members (HRS) 	<ul style="list-style-type: none"> • Term 2 2015 	
<p>A Terms of Reference (TOR) document will be developed and shared with the Principal and Leadership team outlining Roles and Responsibilities of all involved in SAP.</p>	<ul style="list-style-type: none"> • A Draft copy of the TOR will be developed by Head of School Improvement-Primary and shared with the School Leadership team after consultation with the Teacher Educator 	<ul style="list-style-type: none"> • Head of School Improvement – Primary/ Teacher Educator 	<ul style="list-style-type: none"> • Term 3 2015 	

Goal: Expand and enhance the focus of diagnostic assessment in Years K-2.

Key Area 3

Outcome / Target	Strategies	Responsibility	Timeframe	Resources / Budget
By the end of Term 4 a process will be initiated to establish a consistent approach K-6 in the teaching and assessment of writing.	<ul style="list-style-type: none"> All teachers will collaborate to determine what mandatory assessments will be used in each Grade using draft "Guidelines for Quality School Based Literacy and Numeracy Intervention" prepared by CEO Wollongong 	<ul style="list-style-type: none"> Professional Learning Communities 	<ul style="list-style-type: none"> Terms 3 and 4 2015 staff meetings 	<ul style="list-style-type: none"> PAT Maths assessment - \$1500 Planning time (casual relief staff) for teachers to analyse the data walls and have collegial discussions. (Combination of school and SAP funding)
By the end of Term 4, each Grade will have a detailed quality assessment agreement for English and Mathematics incorporating standardised and non-standardised assessments.	<ul style="list-style-type: none"> Teachers will sequence common assessment tasks as part of a whole school assessment agreement A decision will be taken on how data will be collected and transferred Standardised Diagnostic Base Line Data will be administered, analysed, maintained, tracked and monitored twice per year 	<ul style="list-style-type: none"> School Leadership Team, Teacher Educator, Class Teachers 	<ul style="list-style-type: none"> Ongoing 	
Student Data walls will include achievement for each student in Literacy and Numeracy.	<ul style="list-style-type: none"> Collect Literacy and Numeracy Continua data at class level Conduct professional conversations to monitor student achievement and to drive learning at school and system level 	<ul style="list-style-type: none"> Class Teachers, Teacher Educator 	<ul style="list-style-type: none"> Ongoing Week 5 and 10 of each Term (ongoing) 	
Conduct professional 'data' conversations to inform teaching practices.	<ul style="list-style-type: none"> Monitor teachers' programs regularly by peers and Leadership Team Record and maintain minutes of meetings on the school's shared folder 	<ul style="list-style-type: none"> Leadership Team, Teacher Educator Class Teachers – Program Review Teams 	<ul style="list-style-type: none"> Ongoing 	

**Goal: Expand and enhance the focus on differentiated learning and tiered interventions in Years K-2.
Key Areas 2 and 3**

Outcome / Target	Strategies	Responsibility	Timeframe	Resources / Budget
By the end of 2015, sustainable procedures will be in place for the MSPEC team to manage and support the learning needs of all students.	<ul style="list-style-type: none"> MSPEC team will meet to establish protocols for staff when referring student with needs. MSPEC team will meet with staff to discuss student needs and develop intervention plans 	<ul style="list-style-type: none"> MSPEC roles Chair: Principal	<ul style="list-style-type: none"> MSPEC meetings will commence fortnightly from Week 3 Term 1 2015 Meetings will occur regularly for the duration of 2015 and 2016 	<ul style="list-style-type: none"> Release for the MSPEC team members. Release funding during 2015 for individual teachers to set up Individual Intervention Plans
Identified students will all have Personalised Learning Plans.	<ul style="list-style-type: none"> Teacher Educator to monitor and review classroom data to assist in identifying target students 	<ul style="list-style-type: none"> Teacher Educator and Class Teachers 	<ul style="list-style-type: none"> Ongoing 	
K-2 teachers will implement all MSPEC assessments and processes.	<ul style="list-style-type: none"> K-2 staff attends a two-day course on MSPEC processes and procedures Utilise MSPEC processes and prepare PLPs 	<ul style="list-style-type: none"> CEO Education Officers School Improvement Specialist Support (SISS) Team 	<ul style="list-style-type: none"> Term 3 2015 	
Programs show evidence of differentiated learning for small groups and individual students as highlighted in Literacy and Numeracy Class Learning Plans – Guided Reading, Guided Writing and Guided Numeracy groups.	<ul style="list-style-type: none"> Regular review of class learning programs with teachers and Leadership Team 	<ul style="list-style-type: none"> School Leadership Team, Teacher Educator, Class Teachers 	<ul style="list-style-type: none"> Ongoing 	

Goal: Enhance classroom practice on the teaching of Numeracy and Literacy, teaching of writing for boys and ASTI students.

Key Areas 2 and 3

Outcome / Target	Strategies	Responsibility	Timeframe	Resources / Budget
All Class Programs will evidence the School's Agreed Practice in Mathematics and English.	<ul style="list-style-type: none"> Review Agreed Practice expectations at Staff Meetings 	<ul style="list-style-type: none"> Teacher Educator, Leadership Team 	<ul style="list-style-type: none"> Ongoing 	
By the end of Term 4, 2015, staff will use Focus on Reading strategies for problem solving in Mathematics.	<ul style="list-style-type: none"> Provide professional learning around reciprocal teaching in Mathematics 	<ul style="list-style-type: none"> Teacher Educator 	<ul style="list-style-type: none"> Terms 2,3 and 4 then ongoing 	<ul style="list-style-type: none"> Release for staff (8 days)
Staff will use NAPLAN writing criteria as a basis for decisions about the assessment of student writing samples	<ul style="list-style-type: none"> Staff will attend professional learning opportunities to understand the writing criteria 	<ul style="list-style-type: none"> Teacher Educator Writing Project Team 	<ul style="list-style-type: none"> Term 4 2015 - ongoing 	<ul style="list-style-type: none"> Release for Writing Team Members (4 Staff)
Writing Brief Statement will be included in the English Agreed Practice.	<ul style="list-style-type: none"> Conduct professional learning conversations focusing on writing beliefs Writing Project School Team attends three Writing workshops in Terms 3 and 4 	<ul style="list-style-type: none"> Teacher Educator (K-2), School Leadership Team, Literacy Leader (3-6), Class teachers Writing Project School Team, Education Officer: Literacy, Teacher Educator 	<ul style="list-style-type: none"> Term 4 2015 ongoing 	

Goal: Further strengthen partnerships between home, school and community.

Key Area 6

Outcome / Target	Strategies	Responsibility	Timeframe	Resources / Budget
<p>A Transition to School pack will be given to each Kindergarten enrolment.</p> <p>Parent Information Meetings will be held in Terms 3 & 4 to inform parents of the design and purpose of Personalised Learning Plans.</p>	<ul style="list-style-type: none"> Contact CEO Wollongong (SAP schools) to see what possibilities are within the system for guest speakers and parent programs 	<ul style="list-style-type: none"> Class/Stage Teachers Principal, Teacher Educator, selected Staff 	<ul style="list-style-type: none"> Term 1 week 3 By the end of Term 1 contact will be made, inservicing will occur in Term 2 2015 	<ul style="list-style-type: none"> Budget: amount to be determined
<p>Parent Information sessions on Literacy and Numeracy Learning will occur once a Term focusing on a specific aspect of Literacy or Numeracy.</p>	<ul style="list-style-type: none"> Engage teachers from each Grade to conduct workshops for parents on reading. This strategy would include formally inviting parents to these learning opportunities 	<ul style="list-style-type: none"> Representative teachers from each Stage 	<ul style="list-style-type: none"> Terms 3 2015 	
<p>Parent/Helper Take Home packs will be distributed Term 4 2015.</p>	<ul style="list-style-type: none"> Parents will be formally invited to attend classroom demonstrations on the process from Kindergarten through to Year 6 Create links within our school newsletter or school website to the BOSTES site for parents to access Curriculum Hot tips Apps Evaluate parental involvement in SRI initiative on reading 	<ul style="list-style-type: none"> The SRI team (6.1) Teacher Educator, Leadership Team, CEO Parent Liaison Officer Teacher Educator, Assistant Principal, Literacy Committee, CEO Parent Liaison Officer 	<ul style="list-style-type: none"> End of Term 2, early Term 4 2015 Term 1 week 8 Term 4 2015 evaluation 	<ul style="list-style-type: none"> Cost of catering for the workshops Teachers will be provided with teacher release to plan for parent workshops

<p>Workshops will be held for Parents/Carers to introduce the Parents 4 Learning Website. Internet access will be made available to parents in the Community Room so they can visit the site.</p> <p>http://www.partners4learning.edu.au</p>	<ul style="list-style-type: none"> • Conduct Parent Information Sessions • Provide a laptop in the Community Room for access for parents/carers 	<ul style="list-style-type: none"> • Assistant Principal, Teacher Educator, ICT Team 	<ul style="list-style-type: none"> • Term 4 2015 	<ul style="list-style-type: none"> • Cost of catering for the workshops
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Goal: Increase professional conversations and learning around contemporary learning, sound pedagogical practice and higher expectations for all learners.
Key Area 3

Outcome / Target	Strategies	Responsibility	Timeframe	Resources / Budget
By the end of Term 4, 2015, all staff members implement effective numeracy and literacy strategies in their classrooms.	<ul style="list-style-type: none"> • All staff meet with English and Mathematics leaders and the Teacher Educator to assess the effectiveness of classroom practices • Staff use the Diocesan Guidelines for Effective English and Mathematics practice as a basis for programming 	<ul style="list-style-type: none"> • Teacher Educator • School Leadership Team 	<ul style="list-style-type: none"> • Term 4 2015 then Ongoing 	<ul style="list-style-type: none"> • Release where necessary

Goal: Provide an ongoing focus on instructional leadership.

Key Area 7

Outcome / Target	Strategies	Responsibility	Timeframe	Resources / Budget
<p>By the end of 2015, that the School Leadership Team implemented practices based on the principles of developing a Professional Learning Community (PLC).</p>	<ul style="list-style-type: none"> • Members of the School Leadership Team attend professional learning in the area of developing a school as a PLC • The School Leadership Team meet with representatives from Hawker Brownlow to develop an action plan for the implementation of the principles about PLC • The School Leadership Team redesign leadership team meeting format that is inclusive of some of the principles of a PLC • The School Leadership Team assist staff to redesign stage based meetings under the principles of a professional learning team. 	<ul style="list-style-type: none"> • Representatives from Hawker Brownlow • Teacher Educator 	<ul style="list-style-type: none"> • Term 3 2015 	<ul style="list-style-type: none"> • Release for School Leadership Team