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>
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<tbody>
<tr>
<td>These resources are provided through the Australian Government Smarter School National Partnerships for Low SES School Communities Direct Funding to school</td>
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<tr>
<td>Indirect Communities Making a Difference Funding to school</td>
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<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>
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<tr>
<td>These resources are provided by the school as co-contribution to the project</td>
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<tr>
<td>Schools have access to a pool of sector funds by way of resources and programs</td>
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<td>- Behaviour Education Team</td>
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<td>- English as a Second Language Team</td>
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<td>- Languages Team</td>
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<tr>
<td>- Principal Consultants Program</td>
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<td>- Special Education Team</td>
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<tr>
<th>COAG PRIORITY REFORM AREA:</th>
<th>SCHOOL BASED STRATEGIES TO ADDRESS REFORM AREA</th>
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</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  
• implement Professional Appraisal process for all staff  
• flexibility to appoint staff to suit the particular needs of the learning and teaching program (literacy and numeracy coach)  
• review Professional Learning Communities structures and strengthen, where required, to ensure they are effective  
• develop role of key teachers who provide coaching and feedback to staff about best practice instruction in Numeracy (CMaD) and Literacy (school based and CMaD funding) |
| c. Providing innovative and tailored learning opportunities | • provide opportunities across the school for reflection and feedback through peer observation  
• analyse reading data to inform and deliver precision teaching (running records, PAT-R and PAST)  
• analyse Literacy and Numeracy data to plan systematic intervention and support for students at risk  
• analyse Numeracy data to inform and deliver precision teaching Reception to Year 7 Numeracy programs (mathematic rubric assessments and PAT-M)  
• analyse current literacy blocks, investigate theories of daily five, observe best practice (in other schools) and implement a shared vocabulary and practice for literacy blocks across MP and UP team  
• implement shared vocabulary for explicitly teaching of Reading Strategies (Super Six)  
• analyse oral language data to inform and deliver explicit teaching and shared vocabulary in oral language development (MP and UP team/PVLegs)  
• analyse Phonological Awareness data to inform and deliver explicit teaching within the Literacy Block (JP)  
• develop Professional Learning Community Action Plans within teams that align with school goals and address professional learning needs in Literacy and Numeracy  
• provide opportunities for teachers to investigate best practice and flexible learning spaces in local and interstate schools and implement actions into classrooms  
• develop agreed practices in literacy blocks to deliver high quality literacy instruction |
| d. Strengthened school accountability | - use running records for regular data collection and monitoring of student reading growth  
- teachers use assessment data in Literacy and Numeracy to ensure on-going evaluation of the effectiveness of instructional practice (rubrics, running records)  
- shared practice agreements are developed to ensure clarity and consensus about the school’s goals and expectations in Literacy, Numeracy and Student Wellbeing  
- develop and implement ways to increase the accessibility of data creating and implementing online database to make student data available to all teachers  
- provide training in a range of assessment tools that become consistent methods of assessment across the school (PAT M, PAT-R and PAST)  
- shared vocabulary is developed to ensure clarity in oral language and reading strategies and literacy blocks |
| e. External partnerships with parents, other schools, business and communities and the provision of access to extend services (including through brokering) | - implement wrap around discussions between parents, teachers and outer agency personnel to support students at risk  
- provide parent workshops in Literacy, Numeracy and Student Wellbeing (You Can Do IT!)  
- continue and further develop weekly parent gathering (mornings)  
- use newsletter as a means for students and teachers to share learning with parents and the community  
- activate and regularly update online space for communication between parents, students and staff (newsletters and calendars on school website)  
- build networks across local schools by connecting with primary schools (St Patrick’s Mansfield Park) to further develop professional practice and secondary schools (Mt Carmel) to support students with transition through building relationships and wellbeing |
| f. School operational arrangements which encourage innovation and flexibility | - regular, scheduled release time for each team to discuss literacy and numeracy data collection and planning for instruction (at least three a term)  
- build and support leadership expertise through the appointment of key roles (NP-CMaD Coordinator and Lead Learner (Numeracy and Literacy), who will work alongside teachers to share best practice and support capacity building  
- provide meeting times for staff to share their learning and discuss student concerns, success and improvement |