

Focus School Next Steps Initiative – School Improvement Plan

Good Shepherd Primary Plumpton

Principal: Patricia Carr

Contextual Background:

Good Shepherd Primary is a Catholic Kindergarten to Year Six primary school in the western suburbs of Sydney, New South Wales. The SES for this school is 93 with a high percentage of parents employed.

Good Shepherd has a population of 752 students, 16 of whom are Aboriginal. The school has a high ESL population of 78.8% with 25 different nationalities represented. There are 69 students funded as students with disabilities. Although whole school attendance is 93.9%, regular attendance and punctuality in particular, is an issue for some students.

Requirements

Good shepherd Primary will develop, implement or extend:

1. formal and active School and Community Partnership Agreements sustained through measures such as Family Forums
2. Personalised Learning Plans for each Aboriginal and Torres Strait Islander student
3. locally developed and implemented Attendance Strategies to improve Aboriginal and Torres Strait Islander student school attendance
4. whole-of-school English Literacy and Numeracy strategies
5. provision of Professional Learning to teachers and education workers to support the delivery of English Literacy and Numeracy Strategies
6. other Professional Learning for school leaders and teachers consistent with supporting the

achievement of the National Professional Standards for Principals and Teachers

The purpose of *Investing in Focus Schools* is to:

- improve school attendance
- increase student and family engagement in school
- improve academic achievement of Aboriginal and Torres Strait Islander students.

Critical Success Factors

- Recognising and celebrating Aboriginal and Torres Strait Islander culture and leadership
- Consultation with community to promote a culture of respect
- School Community Partnerships – promote early engagement and regular contact
- Skilled school staff
- Strategic planning and reviewing of student data, implementing relevant PD and consultation with professional teams.
- Positive school environment with high expectations and support to achieve success.

Priority Area: Literacy

Strategy	Description	Data					Budget	
		Measure	Benchmark	Progress				Target
				T 4 2012	T 2 2013	T 4 2013		
Reading recovery teacher	To train a reading recovery teacher to work on the improvement of reading and comprehension		Students progress in reading and comprehension levels				Sufficient progress for student to come of the program	\$50,000
Whole school literacy block	Small group and individual instruction Implementation of a balanced literacy program with reference to the	Early years assessment data SOCS screeener NAPLAN results Observation survey	PM benchmarks for reading success NAPLAN data Identifying students at risk				Age appropriate reading level All Students above National	

	standards of Focus 160	PAT data Writing samples, rubrics, anecdotal records	areas Reading to students for fun occurs daily Independent and shared reading to occur daily Guided reading to occur at least 3 times a week for at risk students Daily shared and modelled writing sessions of 10 to 15 minutes duration. Daily independent writing. Guided writing				standards	
							PLP designed for every Indigenous student	

<p>Professional learning for staff</p>	<p>All staff will be involved in the continuation of the Focus 160 professional development</p>	<p>Competency in administering testing and confidence in planning a literacy block</p>	<p>Using the data to inform current teaching practice</p>	<p>occurs at least twice a week.</p>				
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Priority Area: Numeracy

Strategy	Description	Data					Budget	
		Measure	Benchmark	Progress				Target
				T 4 2012	T 2 2013	T 4 2013		
Employ teacher to work with students on a one to one basis	Teacher to work with individual students and families according to the needs indicated on their PLP	2 days per week	Improve individual growth points				\$40,000	
Training for EMU specialist teachers	Working with primary students and teachers to improve numeracy outcomes	MAI data Daily intervention groups for at risk students	Improve individual growth points			To be at the appropriate grade exit growth point	\$6000	

<p>Whole school numeracy block</p>	<p>All students involved in a whole school planned numeracy block</p>	<p>Programs with explicit numeracy block with</p> <ul style="list-style-type: none"> • Warm ups • Open ended tasks • Reflections 	<p>Achieving appropriate growth points</p>				<p>PLP designed for every Indigenous student</p>	
<p>Ongoing Professional Learning of staff in the area of Numeracy</p>	<p>Shared understanding and modifying of numeracy block and program to best assist students needs.</p>	<p>Student Work samples and assessment tasks NAPLAN data and identifying and addressing areas of concern</p>					<p>All Students above National standards</p>	

Priority Area: Attendance

Strategy	Description	Data					Target	Budget
		Measure	Benchmark	Progress				
				T 4 2012	T 2 2013	T 4 2013		
Liase with Jarara to work with parents	Acknowledgement at Indigenous awards evening for improved and excellent attendance	Data used from attendance rolls					Attendance at 90% or more	School funded
Employ a teacher to work with students and families on attendance and punctuality	Teacher to make contact with families to identify problems attending school.	Ring every time students have an unexplained absence	High attendance and punctuality					
Principal's morning tea for	Any student who achieves 100% attendance or	Roll data						

outstanding attendance	reasonable cause plus 100% is invited to a morning tea with the Principal and Assistant Principal							
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Priority Area: Parent and Community Connectedness

Strategy	Description	Data					Budget	
		Measure	Benchmark	Progress				Target
				T 4 2012	T 2 2013	T 4 2013		
Work with the Jarara Indigenous Unit	Meetings with the Indigenous Unit and use of the resources available	Aboriginal Aide in the Kindergarten classes working with Aboriginal students	Assistance from Jarara with issues in individual families.				School Funded	
	Kit sent from Jarara	Meeting with elders (Yarn Up) and invitation to be part of the school community						
	Working with Jarara on Parent Education of Numeracy and	Workshops at Good Shepherd School or Jarrara Unit		Parents are actively involved in the literacy and numeracy workshops				

<p>Consultation with the community</p>	<p>Literacy</p> <p>Prepare a formal and active school and community partnership agreement</p>	<p>To address issues of understanding culture, attendance, PLP's, health, behaviour, Literacy and numeracy</p>					<p>Implemented by end of 2013</p>	
<p>PLP</p>	<p>To consult with Parents, students, class teacher and community liason person via family forums to develop a</p>	<p>Community liason will be available to ensure that PLP's are signed off and to encourage parents to come to the meetings.</p>	<p>PLP's are signed and represent the needs of the child and family</p>				<p>100% of PLP's signed off</p>	

	learning partnership							
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Focus 160 is a whole of Diocese Parramatta literacy & numeracy strategy.

In all Primary schools:

- Focus**160** expects schools to deliver as a minimum, **100 minutes of literacy instruction** and **60 minutes of numeracy instruction** each day **for all year levels**
- Focus**160** defines **expected outcomes** for **student learning, teaching** and **school leadership** supported by instructional leadership and teacher-learning professional learning structures
- Focus**160** articulates **success criteria for Numeracy and Literacy - what you should see students doing, teachers teaching** and **school leadership leading**.

Jarara

The Jarara Indigenous Education Unit interacts with Aboriginal students from across 55 primary and secondary schools. Jarara is an integral part of the system of Catholic schools in the Diocese of Parramatta and is dedicated to the education and pastoral care of Aboriginal students and their families.

Forecast: