



School Plan

School: St John's School, Geraldton

Year: 2011- 2012

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| Indigenous Education Act Project Agreement | Funding to Identified Focus Schools Project |
| Commonwealth Funding | \$43,680.00 (over 2 years) |
| Literacy and Numeracy (School Literacy and Numeracy Plan to be attached) | <p>Initiatives/activities</p> <p>Literacy and Numeracy</p> <ul style="list-style-type: none"> • St John's School has in place a whole-of-school approach to the teaching and learning of Standard Australian English Literacy and Numeracy which builds from students' home language(s) where Standard Australian English is a second or further language. Actions to enhance Literacy and Numeracy Achievement include: <ul style="list-style-type: none"> ○ Home Book programme: Picture books are sent home in Kindergarten and Pre-primary to enhance children's exposure to Literacy. A number of homes do not have books within the home, other than those sent home from the school. ○ During Term 4 2011 St John's will be investigating the Dianna Rigg Oral Reading/comprehension and Home Narrative Retelling programmes, used at St Lawrence, to further enhance the outcomes achieved from the Kindergarten Pre-Primary Home books programme outlined above. ○ In the first three years of school St John's School has a priority, focus and programmes of Early Literacy Intervention (and beyond if necessary) for children at risk. This intervention included a Literacy co-teacher working with the classroom teacher during Literacy Dedicated Time to up skill the classroom teacher and provide further specialised group teaching learning to address student needs and abilities within the Pre-Primary to year 2 classrooms. The funding giving will enable increased staff allocation to this initiative to increase the initiative to include time in Kindergarten. ○ Reading Recovery programme is implemented with children at risk in the early years. ○ St John's School uses an integrated and balanced approach to reading that includes explicit teaching of phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension and interpretation in context (including comprehension) ○ In numeracy, in the first three years of school (and beyond if necessary), uses an integrated approach to numeracy and includes explicit teaching of their purpose, representations, use and application, ○ In both Literacy and Numeracy, St John's School uses data to monitor individual student performance and drive whole-of-school and student improvement. This includes PIPs, Early Years assessment, ENI, Health screening in Kindergarten and Pre-Primary. Part of the funding will contribute to teacher release for the class teachers and a Curriculum leader to work together to interrogate the data and plan for teaching learning intervention/activities which target students specific needs and abilities. • Teachers and education workers participate in appropriate professional learning to support a whole-of-school approach to the teaching of Standard Australian English Literacy and Numeracy and use of data on student performance to drive individual and whole-of-school improvement. • St John's School NPP priority programme is based on Literacy Intervention in the Early years and Mathematics, specifically Place Value |

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| | <p>and problem solving</p> <ul style="list-style-type: none"> • IEP and CAP are developed for children at risk and performing below expected levels or at advanced levels, in partnership and discussion with school support personal and parents/guardians. • Children under the authority of the Department of Child Protection are also required to have Educational Plans on DCP forms • Yamatji Resource Centre- a portion of the funding will be used to purchase suitable culturally appropriate resources/publication, linguists, education about the Yamatji Language <p>Leadership, quality teaching and workforce development</p> <ul style="list-style-type: none"> • Increased Professional Development hours in Aboriginal and Torres Strait Islander education and cultural and linguistic competence training has been and will continue to be undertaken by St John's School Principal, teachers, ATA and EAs • Education from CEO and local providers will deliver professional learning to teachers to ensure high levels of local cultural and linguistic understanding and competencies to inform the best teaching strategies for Aboriginal students. One day whole staff PD was undertaken during 2011 and one day has been scheduled and organised in 2012. • St John's School will give priority to staff coming from Focus Schools when attracting or placing high performing leaders and teachers. • During the interview processes the candidate's awareness, understanding and commitment to sensitivity and the integration of the Aboriginal culture and perspectives is given priority • In the first three years of school St John's School has a priority, focus and programmes of Early Literacy Intervention (and beyond if necessary) for children at risk. This intervention includes a Literacy co-teacher working with the classroom teacher during Literacy Dedicated Time to up skill the classroom teacher and provide further specialised group teaching learning to address student needs and abilities within the Pre-Primary to Year 2 classrooms. The funding received will enable increased staff allocation to this initiative to increase the initiative to include time in Kindergarten. • St John's School Principal will have the flexibility to tailor operations to meet the needs of the local Aboriginal community. • The Principal might also partner with other Schools to share resources and facilities, develop joint initiatives and provide peer mentoring and support, including the HIPPY programme. A visit to Our Lady of Mt Carmel, Mullewa, which has been recognised as a School of Excellence, has been arranged for the Principal, Assistant Principals and Aboriginal Teacher Assistants. • The Principal and 2 ATAs will attend the National Aboriginal and Torres Strait Islander Conference in Darwin in the First week of Term 4 2011. The cost of the flights and meals is being funded by St John's School and the cost of the conference and accommodation is being sponsored by the Catholic Education Office |
| <p>Leadership and Quality Teaching (In relation to increased capacity around Literacy and Numeracy)</p> | <p>Initiatives/activities</p> <ul style="list-style-type: none"> • St John's School will involve Aboriginal families, teachers and Aboriginal Teaching Assistants in the development of personalised learning strategies for Aboriginal students from the first year of formal schooling to Year 6 to support improved educational outcomes. • Parent/Carers, teachers and ATA children will be involved in the planning and formulating of the Individual Aboriginal Learning Plans. • Issues relating to health and wellbeing that impact on education will be considered in this process through the cooperation and involvement of health services of education providers. • Aboriginal Education and Cultural Studies is included within teacher's programmes, planning and teaching learning throughout the year. This is monitored by the Leadership team as programmes are submitted each term. • In the first three years of school St John's School has a priority, focus and programmes of Early Literacy Intervention (and beyond if |

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| | <p>necessary) for children at risk. This intervention included a Literacy co-teacher working with the classroom teacher during Literacy Dedicated Time to up skill the classroom teacher and provide further specialised group teaching learning to address student needs and abilities within the Pre-Primary to Year 2 classrooms. The funding giving will enable increased staff allocation to this initiative to increase the initiative to include time in Kindergarten.</p> |
| <p>School and Community Partnership Agreement (Agreement to be attached)</p> | <p>Initiatives/activities</p> <p>READINESS FOR SCHOOLING</p> <p>Implement strategies to address readiness for school and commence implementation as early as possible, including:</p> <ul style="list-style-type: none"> • Using <i>The Australian Early Development Index</i>, to access valuable information on children’s physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, communication skills and general knowledge to gain valuable insight into the needs of children entering and in the early years of the school. • Teachers will analyse the data, where available, from the Australian Early Development to identify priorities for community-based early childhood development; and develop outreach strategies to connect with early childhood education and care, health, family support. • Teachers will develop a linguistically and culturally appropriate on-entry assessment program to assess students’ pre-literacy, literacy, pre-numeracy and numeracy skills, i.e SoC assessment in Kindergarten and PIPS in Pre-Primary. This will help in identifying students at educational risk and implementing early intervention strategies. • PIPS data assessment and analysis • Kindergarten and Pre-primary health and support agencies checklist and screening (SOCS). Funding will be used to withdraw Kindergarten and Pre-primary teacher to undertaken the SOC screening, which will be used as a data source. • Meekaway Kindergarten Orientation Day to introduce parents to St John’s. • Parent orientation Information sessions and orientation for children, in the year prior to children commencing Kindergarten. <p>ENGAGEMENT AND CONNECTIONS</p> <ul style="list-style-type: none"> • St John’s School will involve Aboriginal families, community members, teachers and Aboriginal Teaching Assistants in the introduction to Aboriginal families the concept of Aboriginal Learning Plans and Parenting Agreements, as required of Focus Schools. Initially discussion will occur with selected individuals then a small group of the individuals will come together before a larger school/parents/community meeting will be held. The intention of this process is to foster understanding, collaborative ad confidence in the concept of Aboriginal Learning plans and partnership agreements. The link to existing collaborative processes used for Individual Education Plans, Curriculum Adjustment Plans and Educations Plans required by DCP will be made. • St John’s School will involve Aboriginal families, teachers and Aboriginal Teaching Assistants in the development of personalised learning strategies for Aboriginal students from the first year of formal schooling to Year 6 to support improved educational outcomes. • Parent/Carers, teachers, ATA and children will be involved in the planning and formulating of the Individual Aboriginal plan. • Issues relating to health and wellbeing that impact on education will be considered in this process through the cooperation and involvement of health services of education providers. • Aboriginal Education and Cultural Studies is included within teachers’ programmes, planning and teaching learning throughout the year. This is monitored by the Leadership team as programmes are submitted each term. • An Aboriginal Mentors initiative will be explored within the school in 2012. This will be investigated in conjunction with the formalised School Volunteers Programme. |

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| | <ul style="list-style-type: none"> • Attendance by Principal and 2 ATA at National Aboriginal and Torres Strait Islander Education Conference in Week 1 Term 4 2011 |
| <p>Attendance Strategy</p> | <p>Initiatives/activities</p> <ul style="list-style-type: none"> • The attendance of all children within the school is entered in the Maze administrative package at least once a week. • The parents of children who are absent and who have not contacted the school by 9.00am are contacted by the School Administrative Assistant. Parents are regularly reminded of this practice through the newsletter. • The Government requirement for parent to send into the school a letter explaining children's absences is enforced. Regularly reminders are included in the newsletter to remind parents of this requirement. • Patterns of absenteeism are noted through the entry of the data on Maze and by staff who notify the Principal to discuss follow up procedures. Discussion and input is often sought from the St John's School ATAs • Patterns of absenteeism are discussed with the parents as they become evident. • Teachers alert the Principal of patterns as they emerge. • Where the pattern continues to be a concern a discussion is held between the principal and parent to outline the effect on the child/ren's educational process and the expectation of the school under Government legislation. ATAs are offered and invited to attend to support and assist in the collaborative discussions with the family and child • Where necessary parental agreement and/or need arise Behaviour Management Plans are designed in collaboration with the child, parent school and ATAs. • Where appropriate the ATAs and /or class teacher may go for a home visit or, with the invitation or support of the family, to collect the child/ren • If required a letter of concern is sent to the parent • If the concern is not address the School Attendance Officer is informed and recommended courses of action are undertaken. • Attendance rates are collected and analysed by the school, by the Catholic Education Office within the year and publish on the ACARA website. • Where appropriate if family issues are impacting of attendance, the contact details for family and/or child counselling is offered to the families • Where appropriate and required the assistance of extended family members, relatives, friends is sought to assist and address the attendance concern • Session relate to the attendance issues will be attended by the Principal and ATAs at the National Aboriginal and Torres Strait Islander Education Conference in Week 1 Term 4 of 2011 |