



CATHOLIC EDUCATION  
DIOCESE OF WOLLONGONG

**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
<p>Teacher Educator (TE) continues to work across the school and act as an instructional coach for nominated classroom teachers and the School Leadership Team. Teacher Educator is a member of the school Leadership Team. Staffing is over two years</p>	<ul style="list-style-type: none"> <li>• TE regular meetings with LT and targeted staff</li> <li>• Organise professional learning opportunities including collaborative planning days for staff based on school data</li> <li>• Support ECT and their mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy and Numeracy Action Plan (LNAP) Coordinator and CEO</li> <li>• Human Resource Services (HRS)</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1 2015</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Salary – TE</li> </ul>
<p>Provide Professional Learning to School Leadership Team to support improvement initiatives.</p>	<ul style="list-style-type: none"> <li>• Mentor teachers regularly in classroom settings</li> <li>• Use Personal Development Plan (PDP) processes based on Teacher Performance and Development Framework - Teacher Standards</li> <li>• Mentor teachers regularly re: Mathematics / English goal based on LNAP initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• LNAP Coordinator</li> <li>• External Facilitators – Hawker Brownlow</li> <li>• Leadership Team</li> <li>• TE</li> </ul>	<ul style="list-style-type: none"> <li>• Term 2 2015 – ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Funding – combination of school and LNAP to release teachers twice per term for Professional Learning Team discussions</li> </ul>

Outcome / Target	Strategies	Responsibility	Timeframe	Resources / Budget
All staff will be introduced to the current PDP process, including a focus on Australian Professional Teaching Standards.	<ul style="list-style-type: none"> <li>• A PDP process for leadership staff members will be led by the Principal following consultation with CEO Wollongong staff</li> <li>• A PDP process for all teachers will be devised in consultation with CEO Wollongong and will be led by a Leadership Team member</li> <li>• PDP focus for teachers will include a Mathematics/English goal based on LNAP initiatives for 2015 - 16</li> <li>• A PDP process for all support staff will be devised in consultation with CEO Wollongong and will be led by a Leadership Team member</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• CEO Leadership Development Team members (HRS)</li> </ul>	<ul style="list-style-type: none"> <li>• Terms 2-4 2015</li> </ul>	
A Terms of Reference (TOR) document updated and shared with the Principal and Leadership Team. Roles and Responsibilities of all involved in LNAP will be reviewed.	<ul style="list-style-type: none"> <li>• TE to meet with the Principal to update the TOR if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Head of School Improvement Services – Primary/ TE</li> </ul>	<ul style="list-style-type: none"> <li>• Term 2 2016</li> </ul>	

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

**Key Area 3**

Outcome / Target	Strategies	Responsibility	Timeframe	Resources / Budget
All class assessment plans will include mandatory assessments outlined in the Assessment Schedule.	<ul style="list-style-type: none"> <li>Use the Assessment Schedule to complete the necessary data collection</li> <li>Data Team to provide opportunity for staff to review the Assessment Schedule</li> </ul>	<ul style="list-style-type: none"> <li>Data Team, TE, classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>As outlined in the Assessment schedule</li> <li>Review schedule once a year</li> </ul>	
Student Data walls will include achievement for each student in Literacy and Numeracy.	<ul style="list-style-type: none"> <li>Collect Literacy and Numeracy Continua data at Grade level.</li> <li>Classroom teachers update data wall twice per Term</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers, Leadership Team, TE</li> </ul>	<ul style="list-style-type: none"> <li>Week 4 and 9 of each Term (ongoing)</li> </ul>	
Teacher will meet with TE in weeks 6 & 10 to discuss and review professional 'data' conversations to inform teaching practices.	<ul style="list-style-type: none"> <li>Data discussions to take place with each Grade and School Leaders around where the core of students are located in each Grade as well as vulnerable, 'at risk' and excelling students</li> </ul>	<ul style="list-style-type: none"> <li>Principal, Assistant Principal, TE, Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Twice a Term commencing Term 1</li> </ul>	<ul style="list-style-type: none"> <li>School funded afternoon session</li> </ul>
A Data Team member will meet with their Grade partners to review and plan to meet student needs.	<ul style="list-style-type: none"> <li>Timetable release for the Data Team to meet</li> <li>The Data Team member highlights student needs according to Tier 1 - 3</li> <li>Liaise with their Grade partners</li> </ul>	<ul style="list-style-type: none"> <li>Data Team, classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Twice a term after data collection</li> </ul>	
All new students will be assessed and plotted within five weeks of arrival.	<ul style="list-style-type: none"> <li>The classroom teacher refers the new students to the Data Team/TE</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher, Data Team, TE,</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	

<p>A staff meeting will be set aside once a year to outline and define the purpose and frequency of the diagnostic assessments tools included in the school assessment schedule.</p>	<ul style="list-style-type: none"> <li>• Data Team to meet prior to the staff meeting to audit all assessment tools</li> <li>• Budget to continually update assessment tools</li> <li>• Provide opportunities for staff to be familiar with the diagnostic assessments available</li> </ul>	<ul style="list-style-type: none"> <li>• All staff, Literacy and Numeracy Leader</li> <li>• TE</li> </ul>	<ul style="list-style-type: none"> <li>• 1 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings</li> </ul>
<p>Student intervention plans are specific to the analysis of the diagnostic assessment tool and will adhere to the MSPEC action plan.</p>	<ul style="list-style-type: none"> <li>• MSPEC team meet to review students</li> <li>• TE meet with classroom teacher to set goals, create intervention plan</li> <li>• TE meets with classroom teacher to support the teacher creating plan for the second cycle</li> </ul>	<ul style="list-style-type: none"> <li>• MSPEC team member, TE, class teacher</li> </ul>		

**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
<p>Sustainable procedures are in place for the MSPEC Team to manage and support the learning needs of all students.</p>	<ul style="list-style-type: none"> <li>• Conduct Grade MSPEC meetings to identify students requiring additional intervention</li> <li>• Utilise and monitor MSPEC Case Management processes for identified students</li> <li>• Implement appropriate tiered intervention</li> <li>• Conduct professional conversations School/Stage/Grade/class level to monitor student achievement and to drive learning at school and class level</li> <li>• Students that have been referred at MSPEC meetings are recorded in Sentral</li> <li>• Once initial Grade meetings have been completed, the MSPEC Team will focus on the individual student needs presented by the teachers and submit documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers in collaboration with TE and Leadership Team members</li> <li>• Classroom teachers in collaboration with TE, Leadership Team</li> <li>• Classroom teachers in collaboration with TE, Leadership Team, CEO Education Officers</li> <li>• Classroom teachers in collaboration with TE and Leadership Team</li> <li>• Leadership Team member and TE</li> <li>• MSPEC Team meeting to review students presented in week 5 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• MSPEC meetings will commence in Week 4 and 7 from Term 3 2015</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Every 5 weeks</li> <li>• To follow up after MSPEC meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Time allocation through communication meetings in Week 4 and 7</li> <li>• Time allocation through Communication Meeting and collaborative planning</li> </ul>

<p>Identified students will all have Individual Intervention Plans</p>	<ul style="list-style-type: none"> <li>• TE and Leadership Team members to monitor and review classroom data to assist in identification of targeted students. Individual Intervention Plans to be devised to cater for individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>• TE, Leadership Team Member and classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<p>Programs show evidence of differentiated learning for small groups and individual students as highlighted in Literacy and Numeracy guided practice time.</p>	<ul style="list-style-type: none"> <li>• Regular review of class learning programs with teachers and Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• School Leadership Team, TE, Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	

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

**Key Areas 2 and 3**

<b>Outcome / Target</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resources / Budget</b>
All Class Programs will evidence the School's Agreed Practice in Mathematics and English.	<ul style="list-style-type: none"> <li>Program compliance checks as well as classroom visits to ensure Agreed Practice is in place</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team and TE</li> </ul>	<ul style="list-style-type: none"> <li>Each Term</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Leadership release time</li> <li>PPT release</li> </ul>
All teachers from K-2 will engage in collaborative planning for Mathematics and Writing.	<ul style="list-style-type: none"> <li>K-2 teachers to work with TE to develop Mathematics program to incorporate the essential elements of a Maths lesson and assessment FOR, OF and AS learning</li> </ul>	<ul style="list-style-type: none"> <li>TE</li> <li>K-2 teachers</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>LNAP funding</li> </ul>
All teachers from K-6 will engage in collaborative planning for Mathematics.	<ul style="list-style-type: none"> <li>K-6 teachers will work with the TE and a member of the School Leadership Team to find 'essential learning' from the Syllabus and develop formative and summative assessments as well as a teaching program to address the needs of all students through explicit teaching and differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>TE, Leadership Team, K-6 teachers</li> </ul>	<ul style="list-style-type: none"> <li>Term 3</li> <li>Ongoing fortnightly</li> </ul>	<ul style="list-style-type: none"> <li>LNAP funding K-2</li> <li>School Staffing allocation 3-6</li> </ul>
TE and Literacy Coordinator will present a Boys' Literacy Strategy to the Leadership Team for implementation in 2016.	<ul style="list-style-type: none"> <li>School Writing Team develops a Writing Implementation Plan for 2016</li> </ul>	<ul style="list-style-type: none"> <li>Writing Project Team, Education Officer, Literacy Coordinator, TE</li> </ul>	<ul style="list-style-type: none"> <li>Term 4 2015 - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Leadership release</li> </ul>
Targeted Stage 3 boys will complete a unit of work each term based on Rugby League Reads. (N)	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
K-2 Teachers collect and analyse student writing samples to reflect the writing process	<ul style="list-style-type: none"> <li>Writing Team continues to implement writing plan from 2015</li> <li>Staff attend collaborative planning days identifying specific writing needs for their class/cohort</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Educator, Literacy Coordinator and Writing Project Team</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>LNAP funding</li> </ul>

<p>Aboriginal Education Assistants (AEAs) will assist in the implementation of Personalised Learning Plan (PLP) for Aboriginal and Torres Strait Islander (ATSI) students.</p>	<ul style="list-style-type: none"> <li>Professional learning opportunities for AEAs in implementing PLP</li> <li>Staff meeting in term 1 to outline the processes and procedures of PLPs</li> </ul>	<ul style="list-style-type: none"> <li>AEA to liaise with parents and relevant staff regarding completion of PLP's</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting - Term 1</li> <li>Ongoing</li> </ul>	
<p>All teachers from K-6 will engage in collaborative planning meetings for the teaching of Reading and Writing using the identified essential learnings for their Grade.</p>	<ul style="list-style-type: none"> <li>K-6 teachers will work with the TE and a member of the School Leadership Team to find 'essential learning' from the Syllabus and develop formative and summative assessments as well as a teaching program to address the needs of all students through explicit teaching and differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>TE, Leadership Team, K-6 teachers</li> </ul>	<ul style="list-style-type: none"> <li>Terms 1 and 2</li> <li>Term 1 Staff Meetings Weeks 4-8</li> </ul>	<ul style="list-style-type: none"> <li>LNAP funding and Staff Meeting time</li> </ul>

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

**Key Area 6**

Outcome / Target	Strategies	Responsibility	Timeframe	Resources / Budget
Parents will learn skills to support Literacy and Numeracy at home and in the classroom.	<ul style="list-style-type: none"> <li>Parents are invited to information sessions during orientation and transition as well as information sessions each Term in 2016. Parents will be formally invited to these sessions</li> </ul>	<ul style="list-style-type: none"> <li>Principal, Assistant Principal, TE, School Speech Pathologist</li> </ul>	<ul style="list-style-type: none"> <li>Kinder Planning day in Term 3</li> <li>Parent sessions commencing Term 4 2015</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Budget: amount to be determined</li> <li>Combination of LNAP and school funds</li> <li>Speech therapist fee</li> </ul>
A Transition to School Orientation group will be held in Term 4.	<ul style="list-style-type: none"> <li>Appoint appropriate staff</li> <li>Meet with CEO Parent Liaison Officer</li> <li>Purchase resources according to school needs</li> <li>Advise parents of the process and dates</li> <li>Undertake evaluation from both parents and school</li> </ul>	<ul style="list-style-type: none"> <li>Orientation coordinator, Principal, TE</li> </ul>	<ul style="list-style-type: none"> <li>Terms 2 - 4 2016</li> </ul>	<ul style="list-style-type: none"> <li>Combination of LNAP and school funds</li> </ul>
A Transition to School pack will be given to each Kindergarten enrolment.	<ul style="list-style-type: none"> <li>Kindergarten Team to organise resources to be included</li> <li>SSO to prepare resources</li> </ul>	<ul style="list-style-type: none"> <li>TE, Kindergarten teachers, Principal, Assistant Principal, CEO Parent Liaison Officer</li> </ul>	<ul style="list-style-type: none"> <li>Terms 3 and 4 2015</li> </ul>	
Parent Information sessions on Literacy and Numeracy Learning will occur once a Term focusing on a specific aspect of Literacy or Numeracy.	<ul style="list-style-type: none"> <li>Parents are invited to information sessions/workshops to assist their students</li> <li>Workshops run by Kindergarten teachers</li> </ul>	<ul style="list-style-type: none"> <li>TE, Assistant Principal, Literacy Committee, CEO Parent Liaison Officer</li> </ul>	<ul style="list-style-type: none"> <li>Terms 1-4 2016</li> </ul>	<ul style="list-style-type: none"> <li>Cost of catering for the workshops</li> </ul>
Parents will be provided with information for the Parents 4 Learning Website. <a href="http://www.partners4learning.edu.au">http://www.partners4learning.edu.au</a>	<ul style="list-style-type: none"> <li>Create links within our school newsletter or school website to the BOSTES site for parents to access Curriculum Hot tips and Learning Potential App</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal, TE, ICT Team</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	