



Patrician Brothers' College

FAIRFIELD

ANNUAL IMPROVEMENT PLAN 2011

OUR SCHOOL VISION

Patrician Belief Statement

Founded in the traditions of the Patrician Brothers and committed to their ideals, we are a Catholic school community that:

Welcomes: All who come to our school, and seeks to build a community of hospitality and inclusion where differences are respected and partnership are fostered.

Expects Staff and students to develop a vibrant learning community where effort and achievement are affirmed and where all are encouraged and supported in reaching their full potential

Challenges: Our school community and its members to reach out to people in need, to work for justice for those who are at the margins and to honour God's presence in the works of creation

Celebrates: Our Patrician heritage and takes inspiration from Christ's all-presence as expressed in the Breastplate prayer of St Patrick

This statement was developed at a meeting of Patrician Brothers and Principals from Patrician-linked schools in March 2005. This statement was affirmed at a gathering of APs & RECs from Patrician-linked schools in 2005 and 2008

Vision Statement

Patrician Brothers' College is a welcoming culturally diverse Catholic school community of staff, students and parents working collaboratively through supportive structures and an inclusive curriculum which aspires:

- to foster and enhance a sincere commitment to the values of the Gospel and the Patrician Charism and Belief Statement
- to nurture a sense of welcoming and belonging within a safe, compassionate environment
- to provide excellence in curricular and co-curricular education for all
- to create and celebrate a vibrant and authentic contemporary, Catholic, professional learning community
- to educate holistically ensuring the wellbeing of all students spiritually, emotionally, physically, socially and intellectually



Australian Government



NSW
GOVERNMENT



OUR KEY IMPROVEMENTS

Key Area 1: Catholic Life and Religious Education

Reform 6: External partnerships with parents, other schools, businesses, and communities and the provision of access to extended services

	Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
1.2	Religious Education	1.2.1	An R.E. Curriculum that promotes deep knowledge, understanding and celebration of the Catholic tradition through quality pedagogical practices.	<p>1.2.1.1 A) Encourage the further education of RE teachers in their RE or leadership qualifications.</p> <p>B) Improve the quality of Teaching in Religious Education through promotion of improving qualifications.</p> <p>C) Linking Aboriginal spirituality-improving knowledge when this unit runs through most of our KLA's (Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)(Employ partnership officers within communities of schools to strengthen links between schools and their local Aboriginal communities [Teacher Quality NP]).</p> <p>D) Revision of R.E. programmes.</p> <p>E) Investigate and create a bank of useful online resources.</p> <p>F) Varying assessment tasks by offering a variety of options on the one task</p>	<p>*Aboriginal Liaison Officer (CEO Sydney)</p> <p>*Information on Religious Education Qualifications from the Australian Catholic University and through Notre Dame University.</p> <p>*Online resources (tagged in a site such as delicious).</p>	No	<p>REC</p> <p>Asst REC</p> <p>Admin Coordinator</p>



Australian Government



			<p>1.2.1.2 *Promote the need for all RE teachers to be accredited as a CEO requirement but also as a professional development in their subject area.</p> <p>A) Promoting post graduate courses in Religious Education to ensure the improved quality of teaching in Religious Education and the ability to meet accreditation requirements.</p> <p>B) Encourage the sharing of resources.</p> <p>C) Varying assessment tasks by offering a variety of options on the one task</p> <p>Non-Aligned to SSNP Reform Agenda</p>	<p>*Information on post graduate courses in Religious Education.</p> <p>*Teacher resources.</p>	No	<p>REC</p> <p>Asst REC</p> <p>Admin Coordinator</p>
			<p>1.2.1.3 A) Investigate strategies for improving teacher quality in RE through the involvement of Leaders of Pedagogy and elearning Coordinator.</p> <p>B) Investigate tagging useful Catholic and Studies of Religion sites for use by staff.</p> <p>C) Varying assessment tasks by offering a variety of options on the one task.</p> <p>Non-Aligned to SSNP Reform Agenda</p>	<p>*Internet access.</p> <p>*Leader of Pedagogy.</p> <p>*eLearning Coordinator.</p> <p>*Assessment Tasks.</p>	No	<p>REC</p> <p>Asst REC</p> <p>Admin Coordinator</p>
			<p>1.2.1.4 *Conducting professional learning sessions in the RE KLA faculty meetings using strategies developed by RE teachers, Leaders of Pedagogy and elearning coordinator.</p>			



			<p>A) Investigate relevant web sites for tagging for use by the Teachers. B) Investigate the development of blended learning (Online and Face-to-Face Teaching) within this faculty, especially in Studies of Religion. C) Train and professionally develop key teachers to deliver Studies of Religion in a blended learning environment. D) Varying assessment tasks by offering a variety of options on the one task E) Enhance the capacity for Teachers to share resources electronically and in hard copy form.</p> <p>All of the above: PROJECT: BLENDED LEARNING Reform 3: School operational arrangements that encourage innovation and flexibility...(Use new technologies such as Connected Classrooms and videoconferencing to allow access to, and sharing of, resources). Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards such as: o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks</p>	<p>Internet Access. eLearning Coordinator Leader of Pedagogy Assessment program Studies of Religion Program and Assessment Program (especially 2 Unit). o Delivering curriculum using technology such as online resources and videoconferencing across sites o Producing online learning modules which are available to students and parents outside regular school hours).</p>	<p>No REC Asst REC Admin Coordinator</p>
--	--	--	--	---	---



1.3	Catholic life and culture	1.3.1	Cohesive and integrated framework for the faith formation of staff.	1.3.1.1 *Investigate avenues for a deeper spiritual retreat for staff, allowing for reflective and quiet time with the opportunity for receiving the Sacrament of Reconciliation with the staff chaplain. Non-Aligned to SSNP Reform Agenda	Venue Priest(s) Program Presenters	No	REC Asst REC Admin Coordinator
				1.3.1.2 *Discuss with Fr Terry Bell pp of OLR Fairfield of the possibility of a staff Mass once a month in the College Chapel. A) Staff Spirituality Day-more interaction with priest(s) B) Staff opportunity for reconciliation C) Time with each other, reflective and quiet time D) A deeper spiritual retreat E) Once a term Mass for staff Non-Aligned to SSNP Reform Agenda	Chapel / Church Priest(s) Time	No	REC Asst REC Admin Coordinator
1.4	Parents, parishes and the broader Church	1.4.5	Youth Ministry initiatives and approaches that actively engage young people in the life of the Church.	1.4.5.1 *Reinvigorate the College Social Justice group "The Breastplates". A) Hosanna Festival. B) Singing/musicians for a Sunday Mass at Our Lady of the Rosary Fairfield - contribute to a bronze/silver awards. C) Visitations to nursing homes outside of school time. D) St Vincent de Paul Night Patrol and involvement with the Liverpool Night Patrol Non-Aligned to SSNP Reform Agenda	St Vincent de Paul Access to Our Lady of the Rosary Fairfield Access to local Nursing Homes.	No	REC Asst REC Admin Coordinator



			<p>1.4.5.2 *Further develop the Student Catechists' Programme.</p> <p>A) Students to be trained and certified as Catechists by the Confraternity for Christian Doctrine.</p> <p>B) Students to then work in local Government schools as a Catechist.</p> <p>Non-Aligned to SSNP Reform Agenda</p>	<p>Access to Government Primary Schools</p> <p>Training by the Confraternity for Christian Doctrine (CCD)</p> <p>School Bus</p>	No	<p>REC</p> <p>Asst REC</p> <p>Admin Coordinator</p>
			<p>1.4.5.3 *Implement initiatives for WYD and evangelisation programmes in Years 9, 10 and 11. This would include the 'Hosanna' initiative with Mary MacKillop College, Wakeley.</p> <p>A) Hosanna Festival</p> <p>B) Singing/musicians for a Sunday Mass at Our Lady of the Rosary Fairfield - contribute to a bronze/silver awards</p> <p>C) Year 7-9 take a 'pen-pal' in the Patrician Missions</p> <p>Non-Aligned to SSNP Reform Agenda</p>	<p>Hosanna Festival</p> <p>Access to Our Lady of the Rosary Fairfield</p> <p>Access to 'pen-pals' in the Patrician Mission Schools.</p>	No	<p>REC</p> <p>Asst REC</p> <p>Admin Coordinator</p>



Reform 3: School operational arrangements that encourage innovation and flexibility

Reform 4: Providing innovative and tailored learning opportunities

Reform 6: External partnerships with parents, other schools, businesses, and communities and the provision of access to extended services

	Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
2.1	Educational potential	2.1.1	Strengthened student engagement in learning through the provision of personalised pathways tailored to meet individual needs and abilities.	<p>2.1.1.1 Investigate the status of Mathematics in stage 6 and possible alternatives.</p> <p>A) Survey of student and parent community in Year 10 2011.</p> <p>B) Global Budget analysis.</p> <p>Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...(Engage parents, community members and community organisations to fully participate in the development and implementation of a school plan that would determine future directions and ensure every child moves forward and can achieve success with appropriate support from school, home and the community).</p>	<p>Student Survey and Parent Survey.</p> <p>Global Budget for 2012.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p>



			<p>2.1.1.2 *Reinvestigate the introduction of VET in Stage 5. A) Global budget analysis. B) Student and Parent survey (Year 8 2011). Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)</p>	<p>Student and Parent Survey. Global Budget Analysis.</p>	No	<p>Leader of Pedagogy I Curriculum Coordinator Year 9 Coordinator Mathematics / PDHPE Teacher</p>
			<p>2.1.1.3 * Review the accelerated students program. A) Analysis of student results (NAPLAN, School Reports, External Assessments) through the program and at the end of the program. B) Use of results to inform teaching and learning. C) Exit survey of students accelerated for School Certificate and Higher School Certificate. PROJECT: Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards such as: o Vertical curriculum models especially in the middle years o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks).</p>	<p>Students Results (NAPLAN, School Reports, External Assessments). Exit Survey</p>	No	<p>Leader of Pedagogy I Curriculum Coordinator Year 9 Coordinator Mathematics / PDHPE Teacher Leader of Literacy</p>



			<p>2.1.1.4 Evaluate the effectiveness of the "All-Rounders" program in Years 7 and 8.</p> <p>A) Analysis of student results through the program and at the end of the program.</p> <p>B) Use of results to inform teaching and learning.</p> <p>C) Survey of students in this program at the end of Year 7 and Year 8 (2011).</p> <p>PROJECT: Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards such as: o Vertical curriculum models especially in the middle years o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks).</p>	<p>Student Results.</p> <p>Student Survey.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>
--	--	--	---	--	----	--



			<p>2.1.1.5 Investigate the possibility of delivering courses in a blended learning environment (face to face and online).</p> <p>A) Complete a skills audit of Teacher's eLearning skills to determine areas where this could be effectively done.</p> <p>B) Pilot program in Studies of Religion.</p> <p>PROJECT BLENDED LEARNING (SEE 1.2.1.4)</p> <p>Reform 3: School operational arrangements that encourage innovation and flexibility...(Use new technologies such as Connected Classrooms and videoconferencing to allow access to, and sharing of, resources).</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards such as:</p> <ul style="list-style-type: none"> o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks o Delivering curriculum using technology such as online resources and videoconferencing across sites o Producing online learning modules which are available to students and parents outside regular school hours). 	<p>*Time release for teachers in pilot program.</p> <p>*Reliable internet connections.</p>	<p>No</p>	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Assistant REC</p>
--	--	--	---	--	-----------	---



			<p>2.1.1.6 Implement Individual Education Plans for students at risk and ensure that staff are aware of the Individual Education Plans (IEP's) for the students in their care. (The IEP's refer to: Funded Special Needs, Phase 1 and Early Phase 2 ESL, Indigenous Students, New Arrivals (new to Australia) and Students identified as below the national benchmarks in NAPLAN testing).</p> <p>A) Use of Pat's Pulse to remind staff of where these can be accessed and confidential emails to remind staff of students on the program.</p> <p>B) Indicating strategies from the IEP on the student's report file on File Maker Pro.</p> <p>C) Initial PD provided by Leaders of Pedagogy in the use of NAPLAN Data to inform teaching and learning and in good practices when teaching ESL students.</p> <p>PROJECT: EMPLOY ADMIN ASSISTANT (0.2)</p> <p>Reform 3: School operational arrangements that encourage innovation and flexibility</p> <p>Employ paraprofessional staff to provide additional support (Teacher Quality National Partnership).</p> <p>Reform 4: Providing innovative and tailored learning opportunities...Provide whole school professional learning in ESL pedagogy for classroom teachers and school executive such as:</p> <ul style="list-style-type: none"> o Teaching English Language Learners (TELL) for mainstream teachers of ESL 	<p>ESL Scales</p> <p>IEP for each student</p> <p>NAPLAN Data</p> <p>Leaders of Pedagogy</p> <p>Provide professional development opportunities for school executives and teachers to help them use and analyse student data (e.g. NAPLAN) to cater to student needs.</p>	<p>No</p>	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>ESL Teacher</p>
--	--	--	---	---	-----------	---



			<p>2.1.1.7 Determine by use of data to identify under-performing students.</p> <p>A) Download report and NAPLAN Data and where possible School Certificate Data and ESSA Data to the Data Tracking Sheet.</p> <p>B) Formulation of a committee led by the eLearning Coordinator to track the data into the above spreadsheet.</p> <p>C) Leaders of Pedagogy to then engage in a professional dialogue with the teachers of the students and the students and parents concerned.</p> <p>D) Develop IEP's for under-performing students based on national benchmarks for NAPLAN.</p> <p>PROJECT ESSA (ACU/UWS?)</p> <p>Reform 3: School operational arrangements that encourage innovation and flexibility... (Develop links with universities to assist in the development of new pedagogy and innovative organisational structures, which reflect current international best practice).</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(o Project based learning).(o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks).</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Provide professional development opportunities for school executives and teachers to help them use and analyse student data (e.g. NAPLAN) to cater to student needs).</p>	<p>NAPLAN Data</p> <p>Data from External Testing</p> <p>eLearning Coordinator</p> <p>Data Tracking Sheet</p> <p>Leaders of Pedagogy</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>eLearning Coordinator</p>
--	--	--	---	---	----	---



			<p>2.1.1.8 Continue to link and explore expanding the potential in vocational education, via the delivery of VET courses at school and through access to Southern Cross Vocational College and the new trade training centre at Bankstown.</p> <p>A) Identification through effective use of the Data Tracking Sheet to identify these students.</p> <p>B) Identification via input from the Year Coordinator and the teachers of the students identified.</p> <p>C) Appropriate careers counselling via the Careers Adviser.</p> <p>Reform 4: Providing innovative and tailored learning opportunities...Put in place transition plans for students (such as primary to secondary and post-school plans that lead to successful movement into further learning and employment).</p> <p>Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...Extend the "Schools as Community Centres" concept linking schools and families with government and non-government services, and encourage parents to get involved with a range of local programs for young children and their families.</p>	<p>Data Tracking Sheet to identify these students.</p> <p>Year Coordinator and the teachers of the students identified.</p> <p>Careers Adviser</p> <p>Liaison with Southern Cross Vocational College</p> <p>eLearning Coordinator</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>eLearning Coordinator</p>
--	--	--	---	---	----	---



			<p>2.1.1.9 *Develop an after school Homework and Tutorial (Homework Plus) opportunity for all students, to further develop literacy and numeracy skills and to further enhance performance in school assessments.</p> <p>PROJECT HOMEWORK PLUS: Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...(Provide before and after school care, homework centres and other services at school).</p>	<p>2 staff (1 hour each per week).</p> <p>Library (used as centre).</p> <p>Literacy and Numeracy activities to be developed.</p> <p>PD developed by Leaders of Pedagogy.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p>
	2.1.2	<p>Increased enrolment, retention and sustainable provision for gifted and talented students.</p>	<p>2.1.2.1 Review and expand the accelerated students program.</p> <p>*Analysis of student results through the program and at the end of the program.</p> <p>*Use of results to inform teaching and learning.</p> <p>*Exit survey of students accelerated for School Certificate and Higher School Certificate.</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks)(Utilise data sources such as socio-cultural data provided by Local Government Authority, surveys with parents and community surveys).</p>	<p>*External Assessments: NAPLAN, HSC, School Certificate.</p> <p>*Internal Results: Semester Reports.</p> <p>*Survey</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>



			<p>2.1.2.2 Refine the processes for the better identification and support of Gifted and Talented students.</p> <p>*Analysis of student results before, during and at the end of the program.</p> <p>*Use of results to inform teaching and learning.</p> <p>*Exit survey of students accelerated for School Certificate and Higher School Certificate.</p> <p>*Survey other schools to determine their processes.</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks)(Utilise data sources such as socio-cultural data provided by Local Government Authority, surveys with parents and community surveys).</p>	<p>*External Assessments: NAPLAN, HSC, School Certificate.</p> <p>*Internal Results: Semester Reports.</p> <p>*Survey</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>
			<p>2.1.2.3 Develop opportunities for further extension via Debating, Public Speaking, The Jason Project, and via the establishment of clubs (eg. Astronomy).</p> <p>*Use of results to inform teaching and learning.</p> <p>*Survey student needs.</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks)(Utilise data sources such as socio-cultural data provided by Local Government Authority, surveys with parents and community surveys).</p>	<p>*External and Internal Results.</p> <p>*Student survey.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>



			<p>2.1.2.4 Explore Gifted and Talented Services provided online. *Analysis of student results through the program and at the end of the program. *Use of results to inform teaching and learning. *Exit survey of students accelerated for School Certificate and Higher School Certificate. *Survey of how other schools use online material for G&T. Reform 4: Providing innovative and tailored learning opportunities...(o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks)(Utilise data sources such as socio-cultural data provided by Local Government Authority, surveys with parents and community surveys).</p>	<p>*Internet access. *Survey. *Student external and internal results.</p>	No	<p>Leader of Pedagogy I Curriculum Coordinator Year 9 Coordinator Mathematics / PDHPE Teacher Leader of Literacy</p>
			<p>2.1.2.5 Explore ongoing support for the TAS Formula One project. *Discern level of support for the project. *Engage in Curriculum Mapping for the project. Reform 4: Providing innovative and tailored learning opportunities...(o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks)(Utilise data sources such as socio-cultural data provided by Local Government Authority, surveys with parents and community surveys).</p>	<p>*Student interviews / surveys. *Related Syllabus documents.</p>	No	<p>Leader of Pedagogy I Curriculum Coordinator Year 9 Coordinator Mathematics / PDHPE Teacher Leader of Literacy</p>



			<p>2.1.2.6 Continued recognition on Assembly and at Prize Giving. *Analysis of student results. *Use of results to inform teaching and learning.</p>	<p>*Access to external & internal results. *Certificates, medallions, trophies. *Exit survey of students accelerated for School Certificate and Higher School Certificate. *Two Award Ceremonies per year (one for Diligence, one for Prize Giving).</p>	No	<p>Leader of Pedagogy I Curriculum Coordinator Year 9 Coordinator Mathematics / PDHPE Teacher Leader of Literacy</p>
	2.1.3	<p>Curriculum for students in their early years reshaped to maximise opportunities for engagement and provide a foundation for further learning.</p>	<p>2.1.3.1 *Use of Web 2.0 tools to enhance eLearning and further enhance student engagement. *Promotion of CEO Web 2.0 Course to staff. *Improved use of technology in Assessments. *Attempt to implement technologies identified in Horizon Reports since 2008. PROJECT HORIZON PROJECT Reform 4: Providing innovative and tailored learning opportunities...(o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks).</p>	<p>*Internet Access. *Training of students in MacBook Tools and Web 2.0 Tools. *Training for staff in MacBook and WEb 2.0 Tools. *Horizon Reports (2008, 2009, 2010, 2011).</p>	No	<p>Leader of Pedagogy I Curriculum Coordinator Year 9 Coordinator Mathematics / PDHPE Teacher Leader of Literacy</p>



			<p>2.1.3.2 *Modeling preferred Pedagogy at Staff Meetings, Staff Development Days and Learning Symposiums.</p> <p>*Use of staff development days to analyze data and determine the opportunities that are present to the students.</p> <p>*Explore the possibility of integrating Assessment Tasks in Stage 4.</p> <p>*Develop rich Assessment Tasks that allow deep learning to occur.</p> <p>PROJECT NUMERACY (ACU) Reform 3: School operational arrangements that encourage innovation and flexibility... (Develop links with universities to assist in the development of new pedagogy and innovative organisational structures, which reflect current international best practice).</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(o Project based learning).(o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks).</p>	<p>*In-Service staff modeling the Whole School Pedagogy</p> <p>*Internal and External data.</p> <p>*Assessment Tasks and opportunities for Stage 4 Teachers to meet to reshape and integrate Tasks.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>
--	--	--	---	---	----	--



			<p>2.1.3.3 *Development of a whole school pedagogy, focusing initially on Stage 4.</p> <p>*Improve understanding of Brain Based Learning, to engage students and enhance learning.</p> <p>*Development of a Professional Learning Community on Pedagogy to support the development of a Whole School Pedagogy and a differentiated Curriculum.</p> <p>*In-service staff on preferred Whole School Pedagogy via Learning Symposium and faculty meetings and resources.</p> <p>*Development of a Professional Learning Community on Literacy.</p> <p>*Development of a Professional Learning Community on Numeracy.</p> <p>Reform 1: Incentives to attract high-performing teachers and principals...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).</p> <p>PROJECT: PEDAGOGY</p> <p>Reform 3: School operational arrangements that encourage innovation and flexibility...(Use flexible school organisation practices. This could include WORKING IN SMALL GROUPS).</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards).</p>	<p>*Resources on Brain Based Learning.</p> <p>*Leaders of Pedagogy, Curriculum Coordinator, Leader of Literacy and Learning to attend Hawker-Brownlow Thinking and Learning Conference to gather information on Brain Based Learning, Pedagogy, Literacy, Student Engagement, Differentiated Assessment and Understanding by Design.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>
--	--	--	--	--	----	--



			<p>2.1.3.4 *Provide parent community with a Parents and Literacy Program. Provide Parents with a Parents and Numeracy Program.</p> <p>PROJECT: PARENTS IN LITERACY</p> <p>PROJECT: PARENTS IN NUMERACY</p> <p>Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...(Offering 'parent education' classes on a range of issues to help parents and carers engage more fully with their child's learning at school and at home. These classes would increase and improve home-school communication and could include:</p> <ul style="list-style-type: none"> o Family reading and writing – including helping your child with their learning o Family numeracy – including helping your child with their learning). 	<p>*Parents and Literacy Program.</p> <p>*Parents and Numeracy Program.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>
--	--	--	---	---	----	--



2.3	Reporting student achievement	2.3.1	Reconceptualising the interrelated provision of resources and structures to support effective approaches for English as a Second Language (ESL) students.	<p>2.3.1.1 *Integration of a DEAR (Drop Everything and Read) program for Years 7-10, supported by targeted intervention of ESL students.</p> <p>*Identification of ESL Students as Phase 1, 2 or 3 from testing, referral or information from their previous school..</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Provide whole school professional learning in ESL pedagogy).</p>	<p>*Books appropriate to Reading Age.</p> <p>*Use of the Teacher-Librarian to identify "reading age" appropriate texts.</p> <p>*Support from Year Coordinators and KLA Coordinators.</p> <p>*Possible purchase of books for reading.</p> <p>*Training of students in Years 10 & 11 to act as Peer Tutors to target students with reading difficulty</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>
				<p>2.3.1.2 *Encourage the building of word banks (glossary, posters, etc), for students to work with and continue the use of scaffolds in student writing.</p> <p>*Students to be encouraged to create posters of subject specific word banks.</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Provide whole school professional learning in ESL pedagogy).</p>	<p>*Providing teachers with samples of word banks and ideas of how they can be created.</p> <p>*Purchase of posters.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>



			<p>2.3.1.3 *Promote and encourage Team Teaching and professional dialogue with the ESL teachers and where appropriate the special needs staff. *Timetable visits of ESL and where appropriate Special Education teachers to classrooms. *Encourage opportunities for professional dialogue.</p> <p>*Actively encourage teachers to undertake the TESOL course through CEO.</p> <p>*The ongoing identification and notification of ESL students to staff.</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Provide whole school professional learning in ESL pedagogy for classroom teachers and school executive such as: o Teaching English Language Learners (TELL) for mainstream teachers of ESL o ESL Scales training).</p>	<p>*CEO TESOL / ESL Courses and In-Services.</p> <p>*Classroom visits by ESL Staff.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>
			<p>2.3.1.4 *Report student achievement of progress within the Premier's Reading Challenge.</p> <p>*SMART Data website for entry of students into Premier's Reading Challenge.</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Analyse student data (e.g. NAPLAN) to cater to student needs).</p>	<p>*Support from Year Coordinator's and KLA Coordinator's.</p> <p>*Identification of Reading Books and their corresponding Reading Age.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>



2.5	Pastoral care	2.5.1	Challenging, engaging and rewarding programs responsive to student's developmental and learning needs in the middle years.	<p>2.5.1.1 *Streaming of classes in subjects other than English and Mathematics to provide for the diversity of the needs of the learner.</p> <p>*Effective use of the SMART Data website</p> <p>*Analysis of College Report Data and other external data.</p> <p>*Focus on students learning needs via Staff Meetings, Staff Development Days Learning Symposium.</p> <p>*Implementation of the Whole School Pedagogy.</p> <p>Reform 1: Incentives to attract high-performing teachers and principals...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards).</p>	<p>*Support from Year Coordinator's and KLA Coordinator's.</p> <p>*Resources related to Brain Based Education.</p> <p>*Smart Data Website.</p> <p>*Internal / External Data.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>
				<p>2.5.1.2 Conduct an investiture ceremony for Year 10 Peer Support Leaders.</p> <p>Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...(Provide professional learning for new principals, executive members and teachers in low SES school communities to create and drive whole-of-school initiatives around student wellbeing).</p>	<p>*Support from Year Coordinator's and KLA Coordinator's.</p> <p>*College assembly.</p>		<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>



			<p>2.5.1.3 Continued encouragement of Community Service Awards and the Merit system.</p> <p>Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...(Provide professional learning for new principals, executive members and teachers in low SES school communities to create and drive whole-of-school initiatives around student wellbeing).</p>	<p>*Support from Year Coordinator's and KLA Coordinator's. *College Assembly. *Pastoral care meeting. *Mid Year "Diligence" awards and end of year Prize Giving. *Award certificates and Merit Certificates.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>
			<p>2.5.1.4 *Create opportunities of public recognition at Year and Whole School Level of achievements.</p> <p>Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...(Provide professional learning for new principals, executive members and teachers in low SES school communities to create and drive whole-of-school initiatives around student wellbeing).</p>	<p>*Support from Year Coordinator's and KLA Coordinator's. *College Assembly. *Pastoral care meeting *Mid Year "Diligence" awards and end of year Prize Giving. *Award certificates and Merit Certificates.</p>	No	<p>Leader of Pedagogy I</p> <p>Curriculum Coordinator</p> <p>Year 9 Coordinator</p> <p>Mathematics / PDHPE Teacher</p> <p>Leader of Literacy</p>



Key Area 2 Students and their Learning

			<p>2.5.1.5 *Explore opportunities for students to excel in the Creative and Performing Arts. *Effective use of College Report Data and other external data. *Establishment of a Drama Class and possibly a Drama Club in Stage 5. *Displaying Art Works of students. PROJECT: UNE MUSIC PROJECT Reform 3: School operational arrangements that encourage innovation and flexibility...(Use flexible school organisation practices. This will include working in small groups, team teaching, hours.)...(Develop links with universities to assist in the development of new pedagogy and innovative organisational structures which reflect current international best practice</p>	<p>*College Report Data and other external data. *Support from Year Coordinator's and KLA Coordinator's. *College Assembly. *Drama class *Drama club *Performances at assemblies regularly. *Displaying Art Works of students. *Mid Year "Diligence" awards and end of year Prize Giving. *Award certificates and Merit Certificates. *Resources related to Brain Based Education. * summer schools, before and after school programs</p>	No	<p>Leader of Pedagogy I Curriculum Coordinator Year 9 Coordinator Mathematics / PDHPE Teacher Leader of Literacy</p>
			<p>2.5.1.6 *Implementation of the Rosemount Project on Student Well Being. PROJECT: ROSEMOUNT EXTENSION Reform 1: Incentives to attract high-performing teachers and principals...(the provision of additional release time). Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements</p>	<p>*Rosemount Project Team. *Coordinated by Pastoral Care Coordinator (Additional Release Time 0.2). *Performances at assemblies regularly. *Promotion of Counselling Courses. *Training for Peer Support Teacher Leaders. Provide professional learning for new principals, executive members</p>	No	<p>Leader of Pedagogy I Curriculum Coordinator Year 9 Coordinator Mathematics / PDHPE Teacher Leader of Literacy</p>



Reform 3: School operational arrangements that encourage innovation and flexibility

Reform 5: Strengthen school accountability

Reform 6: External partnerships with parents, other schools, businesses, and communities and the provision of access to extended services

			<p>3.3.1.4 Coordinators and staff to undergo DASA led by the Leaders of Pedagogy. Reform 4: Providing innovative and tailored learning opportunities...Implement focused interventions to lift results for identified students. These would include ... professional development for teachers to implement particular evidence-based approaches(DASA)).</p>	<p>DASA passwords for staff and guidance from LoP.</p>	No	<p>Leader of Pedagogy I Leader of Pedagogy N Leader of Literacy</p>
			<p>3.3.1.5 All staff to be trained in the use and applications of the BOS RAP package with the assistance of the LoP. KLA Coordinators to be trained in the use and applications of the BOS RAP package with the assistance of the Curriculum Coordinator. Reform 1: Incentives to attract high-performing teachers and principals...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).</p>	<p>PC / Web Based access to the BOS RAP package. Some PD time within KLAs. PD time with KLA Coordinators and Curriculum Coordinator.</p>	No	<p>Leader of Pedagogy N Leader of Pedagogy I Leader of Literacy Curriculum Coordinator</p>
			<p>3.3.1.6 Leaders of Pedagogy to support KLAs in their analysis of data and its implications for classroom practice. Reform 1: Incentives to attract high-performing teachers and principals...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).</p>	<p>PD time in KLAs.</p>	No	<p>Leader of Pedagogy N Leader of Pedagogy I Leader of Literacy</p>



			<p>3.4.5.4 Leaders of Pedagogy to develop a program to address weaknesses in writing across the curriculum as highlighted by NAPLAN data (persuasive writing, Year 9 semester one, followed by Year 8 semester two).</p> <p>Reform 1: Incentives to attract high-performing teachers and principals...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).</p>	NAPLAN data mapped from Year 7 to Year 9.	No	<p>Leader of Pedagogy N</p> <p>Leader of Literacy</p> <p>HSIE Teacher</p> <p>ESL Teacher</p> <p>Curriculum Coordinator</p>
			<p>3.4.5.5 Whole Year group workshops to be conducted on the glossaries associated with HSC questions (especially verbs) and scaffolds to assist in the addressing of questions.</p>	<p>Leaders of Pedagogy</p> <p>Year Coordinator</p>	No	<p>Leader of Pedagogy N</p> <p>Leader of Pedagogy I</p> <p>Leader of Literacy</p> <p>Curriculum Coordinator</p>
			<p>3.4.5.6 SRA reading program to be developed for all students of Years 7 and 9 including targeted intervention for students who fell below national benchmarks in 2009/10 NAPLAN tests.</p> <p>PROJECT: SRA Reform 4: Providing innovative and tailored learning opportunities...(Implement focused interventions to lift results for identified students).</p>	SRA Text Boxes, booklets for students and pre/post test resources.	No	<p>Leader of Pedagogy N</p> <p>Leader of Literacy</p>
			<p>3.4.5.7 Subject-specific text-type posters to be placed in classrooms, especially those pertaining to exposition (persuasive writing techniques).</p>	Text type posters.	No	<p>Leader of Pedagogy N</p> <p>Leader of Literacy</p>

3.4	Planning, programming and evaluation	3.4.5	Enhanced literacy standards within and across the curriculum.	<p>3.4.5.1 DEAR program to be adopted by all junior homerooms and in Year 8 expanded into a literacy project by developing a Peer Tutor Reading program with Year 11 students to assist.</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Provide whole school professional learning in ESL pedagogy).</p>	PD time for training Peer Tutors and two staff.	No	<p>Leader of Pedagogy N</p> <p>Leader of Literacy</p> <p>Year Coordinators</p> <p>Home Room Team</p>
				<p>3.4.5.2 More staff to be included in LTNS and those who return from the training to assist others in sharing best literacy practice through the creation of a virtual Literacy faculty / Professional Learning Community.</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Provide whole school professional learning in ESL pedagogy)...(o ESL Scales training o ESL Matters).</p>	Various strategies and resources from the LTNS program. Time within Faculty meetings to share best practice.	No	<p>Leader of Pedagogy N</p> <p>Leader of Literacy</p>
				<p>3.4.5.3 Text types to be mapped across the curriculum (7-10) to ensure that nothing is missed and that important aspects are reinforced e.g. persuasive writing techniques for NAPLAN 2011.</p> <p>Reform 1: Incentives to attract high-performing teachers and principals...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).</p>	<p>Electronic Copies of 7-10 Board of Studies Syllabus Documents.</p> <p>Teacher Release Time.</p>	No	<p>Leader of Pedagogy N</p> <p>Leader of Literacy</p>



			<p>3.4.5.8 Staff, across KLAs, to develop a shared meta-language around literacy through reflections in staff newsletter and other professional development opportunities.</p> <p>PROJECT: LITERACY Reform 1: Incentives to attract high-performing teachers and principals...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).</p>	<p>AMOS Web Site</p> <p>Staff Newsletter</p> <p>Learning Symposium, Staff Meetings, Staff Development Days.</p> <p>Leaders of Pedagogy</p>	No	<p>Leader of Pedagogy N</p> <p>Leader of Literacy</p> <p>Leader of Pedagogy I</p>
			<p>3.4.5.9 Staff, across KLAs, to develop a shared meta-language around Numeracy through reflections in staff newsletter and targeted professional development opportunities. Reform 1: Incentives to attract high-performing teachers and principals...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).</p>	<p>AMOS Web Site</p> <p>Staff Newsletter Learning Symposium, Staff Meetings, Staff Development Days.</p> <p>Leaders of Pedagogy</p>	No	<p>Leader of Pedagogy I</p> <p>Leader of Literacy</p> <p>Leader of Pedagogy N</p>
			<p>3.4.5.10 Numeracy opportunities to be mapped across the curriculum (7-10) and where possible, matched to literacy text types and interventions, to create a whole school focus on Numeracy and on NAPLAN 2011.</p> <p>PROJECT: NUMERACY PROJECT: Reform 1: Incentives to attract high-performing teachers and principals...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).</p>	<p>Electronic Copies of 7-10 Board of Studies Syllabus Documents.</p> <p>Teacher Release Time.</p> <p>Leaders of Pedagogy.</p>	No	<p>Leader of Pedagogy I</p> <p>Leader of Literacy</p> <p>Year 8 Maths Team</p>



Reform 2: Reform Two: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

Reform 5: Strengthen school accountability

	Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
4.2	Professional development of staff	4.2.1	A vision for a model of leadership at school level that is supported by a comprehensive framework and underpinned by a Catholic ethos.	<p>4.2.1.1 Further develop and implement the initiatives of 'Leading Learning Committee' including ESL identification, intervention strategies for classroom teachers, peer-tutor reading program, numeracy and literacy projects, Leadership Forum (especially for Assistant Coordinators, Pedagogy Professional Learning Community.</p> <p>PROJECT: PROFESSIONAL LEARNING COMMUNITY</p> <p>Reform 1: Incentives to attract high-performing teachers and principals...(Options are aimed at both attracting and retaining high quality staff and improving the capacity of existing staff)...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).</p> <p>PROJECT: Reform 4: Providing innovative and tailored learning opportunities...(Provide whole school professional learning in ESL pedagogy for classroom teachers and school executive such as: o Teaching English Language Learners (TELL) for mainstream teachers of ESL o ESL Scales training).</p>	<p>ESL Practitioner.</p> <p>Initiatives from Leading Learning Committe, some of which will become SSNP Projects (eg. Leadership Forum, Pedagogy Professional Learning Community, Literacy Professional Community, Numeracy Professional Learning Community).</p> <p>Leaders of Pedagogy</p> <p>Teacher Release Time</p> <p>Leader of Literacy and Learning</p>	No	PRINCIPAL



				<p>4.2.1.2 Professional development of Teachers and Leaders through working collaboratively with schools within the Catholic Education Office, Sydney System of Schools, especially within the Southern Region, at the request of the Principal, providing expert advice or mentor services to assist in building capacity in 'sister schools'.</p> <p>Reform 3: School operational arrangements that encourage innovation and flexibility...(Schools may work in networks or clusters to share resources and pool expertise).</p>	<p>Teacher Release</p> <p>Resource Development</p>	No	PRINCIPAL
4.5	Overall compliance with legislation and other requirements	4.5.1	A collaborative approach to implementing national agendas and industrial relations processes that support school and system priorities.	<p>4.5.1.1 Communicate national agendas and reform processes including the implementation of legislation to staff during meeting forums and publications.</p> <p>Non-Aligned to SSNP Reform Agenda</p>	<p>College staff communication forums eg. 'The Pulse', Email, Meetings, Symposiums, etc.</p> <p>AMOS Website</p>	No	PRINCIPAL



Reform 3: School operational arrangements that encourage innovation and flexibility

Reform 4: Providing innovative and tailored learning opportunities

	Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
5.2	Use of resources and space	5.2.1	Contemporary teaching and learning supported by appropriate school structure and building designs.	5.2.1.1 Develop open learning strategies to be used in the new Science facilities and spreading best-practice to inform future decision making. Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards).	Time for teachers to critically review each others' practice. Leaders of Pedagogy	No	BUSINESS MANAGER
				5.2.1.2 Investigate the re-modeling of the Library learning spaces in line with 21st century future needs. PROJECT: LIBRARY Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards).	Enlist the support of Garry Burrows in reviewing the building's potential. Members of the College executive to view other re-modeling projects within the Archdiocese. Leaders of Pedagogy	No	BUSINESS MANAGER
				5.2.1.3 Investigate the re-modeling of a general learning area as an "experimental Learning Space", in line with 21st century future needs. PROJECT: THE MODEL CLASSROOM Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards).	Enlist the support of Garry Burrows in reviewing the building's potential. Members of the College executive to view other re-modeling projects within the Archdiocese. Leaders of Pedagogy KLA Coordinators	No	BUSINESS MANAGER

Reform 4: Providing innovative and tailored learning opportunities

Reform 6: External partnerships with parents, other schools, businesses, and communities and the provision of access to extended services

	Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
6.1	Parent involvement	6.1.1	A culture and practice of meaningful consultation and engagement with parents.	<p>6.1.1.1 Improve current consultation with parents at parent/teacher days by way of parent surveys.</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Utilise data sources such as socio-cultural data provided by Local Government Authority, surveys with parents and community surveys).</p>	<p>Survey</p> <p>Year Coordinators</p> <p>College Executive</p>	No	<p>ASSISTANT PRINCIPAL</p> <p>Pastoral Care Coordinator</p>
				<p>6.1.1.2 Continue to offer parents opportunities to participate in College culture including Opening Masses, Vietnamese Parent Nights, Open Forums with guest speakers.</p> <p>Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...(Develop and implement strategies to lift parental expectations for their children's education).</p>	<p>Invitations to College Events</p> <p>College Newsletter.</p>	No	<p>ASSISTANT PRINCIPAL</p> <p>Pastoral Care Coordinator</p>



			<p>6.1.1.3 Leaders of Pedagogy engage parents in a partnership program which assists them with developing literacy strategies to assist their sons. 'Patrician Partners in Literacy.'</p> <p>PROJECT: PARENTS IN LITERACY Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...(Offer 'parent education' classes on a range of issues to help parents and carers engage more fully with their child's learning at school and at home. These classes would increase and improve home-school communication and could include:</p> <ul style="list-style-type: none"> o Family reading and writing – including helping your child with their learning). 	<p>EPISLL program designed by Professor Trevor Cairney.</p> <p>Leaders of Pedagogy</p>	No	<p>ASSISTANT PRINCIPAL</p> <p>Pastoral Care Coordinator</p> <p>Leaders of Pedagogy N</p> <p>Leaders of Pedagogy I</p>
			<p>6.1.1.4 Leaders of Pedagogy engage parents in a partnership program which assists them with developing numeracy strategies to assist their sons.</p> <p>PROJECT: PARENTS IN NUMERACY PROJECT: Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...(Offer 'parent education' classes on a range of issues to help parents and carers engage more fully with their child's learning at school and at home. These classes would increase and improve home-school communication and could include:</p> <ul style="list-style-type: none"> o Family numeracy – including helping your child with their learning). 	<p>Partners in Numeracy Program jointly developed between Patrician Brothers' College Fairfield and CEO Sydney.</p> <p>Leaders of Pedagogy</p> <p>Leader of Literacy and Learning</p>	No	<p>ASSISTANT PRINCIPAL</p> <p>Pastoral Care Coordinator</p> <p>Leaders of Pedagogy I</p> <p>Leaders of Pedagogy N</p>



6.2	Reporting to the community	6.2.1	College structures enhanced to empower the voice of students.	6.2.1.1 Continue to develop open forums between Student Leaders and College Leadership team. Non-Aligned to SSNP Reform Agenda.	Meeting Room Teacher Guides (Year 12 Coordinator + Pastoral Care Coordinator).	No	ASSISTANT PRINCIPAL Pastoral Care Coordinator
				6.2.1.2 Further develop the exit-survey process for students leaving Year 12 in order to further inform teaching and learning. Reform 4: Providing innovative and tailored learning opportunities...(Put in place transition plans for students (such as primary to secondary and post-school plans that lead to successful movement into further learning and employment)...(Utilise data sources such as socio-cultural data provided by Local Government Authority, surveys with parents and community surveys).	Survey Year Coordinators College Executive	No	ASSISTANT PRINCIPAL Pastoral Care Coordinator Year 10, 11, 12, Coordinators
6.3	Linkages with the wider community	6.3.1	Sustained partnerships and collaboration with clergy which develop and nurture an authentic Catholic school within a parish context.	6.3.1.1 Enhance class reconciliation processes for students to gain greater access to local parish. Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)(Employ specialist support services, including allied health services, counselling services and home school liaison officers.).	Chaplain Chapel	No	REC REC Asst REC Admin Coordinator



			<p>6.3.1.2 Continue to develop the "Catachesis Program" in support of the mission of the Parish in the local Government Schools.</p> <p>Reform 3: School operational arrangements that encourage innovation and flexibility...(Timetabling models across school clusters that help to share expertise and increase curriculum options for students).</p>	<p>Catechetics.</p> <p>Training by CCD.</p> <p>Access to Government Primary Schools.</p>	No	<p>REC</p> <p>Asst REC</p> <p>Admin Coordinator</p>
			<p>6.3.1.3 Encourage further participation of students in local parish activities and youth initiatives.</p> <p>Non-Aligned to SSNP Reform Agenda.</p>	<p>College Newsletter</p>	No	<p>REC</p> <p>Asst REC</p> <p>Admin Coordinator</p>
			<p>6.3.1.4 Collaborate with the local parish in the selection and preparation of students for World Youth Day, 2011.</p> <p>Non-Aligned to SSNP Reform Agenda</p>	<p>College Newsletter</p> <p>Parish Visits</p>	No	<p>REC</p> <p>Asst REC</p> <p>Admin Coordinator</p>
			<p>6.3.1.5 Further encourage partnerships with local parishes by communicating parish initiatives through College Newsletters.</p> <p>Non-Aligned to SSNP Reform Agenda</p>	<p>College Newsletter</p>	No	<p>REC</p> <p>Asst REC</p> <p>Admin Coordinator</p>



				<p>7.1.1.4 Establish a culture of renewal and reform which attracts high performing teachers and leaders.</p> <p>PROJECT: LEADERSHIP CAPACITY Reform 1: Incentives to attract high-performing teachers and principals...(Employ targeted high-performing graduates under the New Pathways initiative or teacher interns)</p>	<p>Reviews and Surveys.</p> <p>Identification of high quality Teachers to join the staff.</p>	No	<p>PRINCIPAL</p> <p>Executive Team (including Leaders of Pedagogy I & N)</p>
7.2	Innovation, development and change	7.2.1	Further identifying and encouraging Catholic families to enrol their children in the College.	<p>7.2.1.1 Ensure that parents are aware that financial limitations need not be a barrier to enrolment in quality Catholic education.</p> <p>Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)</p>	<p>Enrolment information package</p>	No	PRINCIPAL
				<p>7.2.1.2 Promoting the image of the College and its mission through community involvement, local Catholic media and Catachesis.</p> <p>Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)</p>	<p>Media Releases.</p> <p>College Newsletter</p>	No	PRINCIPAL



Reform 3: School operational arrangements that encourage innovation and flexibility

Reform 4: Providing innovative and tailored learning opportunities

Reform 6: External partnerships with parents, other schools, businesses, and communities and the provision of access to extended services

Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
ICT Budgeting and Finance	8.1.1	Ensure the feasibility of maintaining a contemporary and reliable knowledge management system.	8.1.1.1 Investigate and implement 'Iwise' as an integrated whole school management system. Reform 3: School operational arrangements that encourage innovation and flexibility...Use new technologies...to allow access to, and sharing of, resources).	Iwise Information and possibly the purchase of the package.	No	eLearning Coordinator
			8.1.1.2 Investigate and implement 'Iwise' as an integrated whole school management system. Reform 3: School operational arrangements that encourage innovation and flexibility...Use new technologies...to allow access to, and sharing of, resources).	'Iwise' information and possible purchase.	No	eLearning Coordinator
			8.1.1.3 Investigate methods to reduce the strain of downloads across the existing bandwidth. Reform 3: School operational arrangements that encourage innovation and flexibility...Use new technologies...to allow access to, and sharing of, resources).	'Iwise' Information and possible purchase.	No	eLearning Coordinator

8.2	ICT Infrastructure	8.2.1	Supporting staff to provide contemporary and reliable physical and virtual learning spaces which enhance teaching and learning	8.2.1.1 Develop wikispace, moodle and Twitter ideas to replace MyClasses as on-line and virtual learning tools.	Information on Wikispace, Moodle, Twitter.	No	eLearning Coordinator
				Reform 4: Providing innovative and tailored learning opportunities...(Producing online learning modules which are available to students and parents outside regular school hours).			
				8.2.1.2 Install window blinds in all classrooms in order to ensure effective use of data projectors.	Quotes for blinds and data projectors	No	eLearning Coordinator
				Non-Aligned to SSNP Reform Agenda.			
		8.2.2	Expanded provision of online resources and applications for student learning	8.2.2.1 Localise the flow of video data and implementation of DVC across the school network to distribute video material.	DVC Details and Flow Charts.	No	eLearning Coordinator
				Reform 4: Providing innovative and tailored learning opportunities...(Producing online learning modules which are available to students and parents outside regular school hours).			
				8.2.2.2 Integrate the Wiki as an LMS (learning management system) on the LAN.	Information on Wiki Learning Management Systems.	No	eLearning Coordinator
				Reform 4: Providing innovative and tailored learning opportunities...(Producing online learning modules which are available to students and parents outside regular school hours).			



				8.2.2.3 Train the library staff on management and distribution of DVC. Reform 1: Incentives to attract high-performing teachers and principals...(Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge).	Access to Library and Library Staff.	No	eLearning Coordinator
8.3	ICT Support	8.3.1	The provision and delivery of a range of reliable and sustainable ICT support services	8.3.1.1 Undertake regular scheduled audits of ICT equipment to ensure reliability. Reform 5: Strengthen school accountability...(Strengthen school development and accountability mechanisms linked to school planning processes. Strengthened accountability could include more strategic use of: o interviews with members of the school community o monitoring of school performance).	Resource and Asset Register.	No	BUSINESS MANAGER
				8.3.1.2 Inform parents and students at computer rollout and parent information sessions. Non-Aligned to SSNP Reform Agenda.	Powerpoint Presentation Class Lists MacBook Computers	No	BUSINESS MANAGER
				8.3.1.3 Integrate the ICT skill build within the peer support program. Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards such as: o Vertical curriculum models especially in the middle years).	ICT Training in Year 10 Peer Support Program Year Coordinator eLearning Coordinator	No	BUSINESS MANAGER



8.4	Information Management	8.4.1	A Catholic perspective shaping the policies, standards and ethical use of ICT	8.4.1.1 Source online bibles. Non-Aligned to SSNP Reform Agenda.	Find copyright free Catholic Bibles online or purchase access to online Bibles.	No	REC
				8.4.1.2 Continue cyber-bullying and social networking information workshops to educate students. Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)...(Targeted professional learning for new principals, executive members and teachers in low SES school communities to create and drive whole-of-school initiatives around student wellbeing).	Cyber-Bullying workshops and video from ACMA.	No	REC
		8.4.2	An increase in the capacity of teachers to use ICT	8.4.2.1 Increase the opportunity for the Web 2.0 course to be completed by more members of staff by continuing training on Thursday afternoons.		No	eLearning Coordinator
				8.4.2.2 Create opportunities to have Web 2.0 graduates to teach others about tools they use in the classroom.		No	eLearning Coordinator



			<p>8.4.2.3 Foster and enhance the confidence of eleaders by creating opportunities for them to train in specialised softwares.</p> <p>A) The Horizon Project (eLearning across the Curriculum)</p> <p>PROJECT: Reform 3: School operational arrangements that encourage innovation and flexibility...(Use new technologies such as Connected Classrooms and videoconferencing to allow access to, and sharing of, resources).</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards such as:</p> <ul style="list-style-type: none"> o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks o Delivering curriculum using technology such as online resources and videoconferencing across sites o Producing online learning modules which are available to students and parents outside regular school hours). 	<p>The Horizon Project (\$3500)</p> <p>The Horizon Report</p> <p>eLearning Coordinator</p> <p>eLearning Leaders</p> <p>Leaders of Pedagogy</p>	<p>No</p>	<p>eLearning Coordinator</p> <p>Leader of Pedagogy I</p> <p>Leader of Pedagogy N</p> <p>eLearning Leaders</p>
			<p>8.4.2.4 Continue to create opportunities for internal PD during major examination period.</p>		<p>No</p>	<p>eLearning Coordinator</p>



		8.4.3	Professional development for all school staff to increase the capacity for integrating ICT into contemporary learning and office systems	<p>8.4.3.1 Enhance the learning opportunities for E-Leaders in each faculty by encouraging their leadership of ICT integration within and across the curriculum.</p> <p>A) The Horizon Project (eLearning across the Curriculum)</p> <p>PROJECT: Reform 3: School operational arrangements that encourage innovation and flexibility...(Use new technologies such as Connected Classrooms and videoconferencing to allow access to, and sharing of, resources).</p> <p>Reform 4: Providing innovative and tailored learning opportunities...(Implement new models to ensure achievement of syllabus standards such as:</p> <ul style="list-style-type: none"> o Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks o Delivering curriculum using technology such as online resources and videoconferencing across sites o Producing online learning modules which are available to students and parents outside regular school hours). 	<p>The Horizon Project (\$3500)</p> <p>The Horizon Report</p> <p>eLearning Coordinator</p> <p>eLearning Leaders</p> <p>Leaders of Pedagogy</p>	No	<p>eLearning Coordinator</p> <p>Leader of Pedagogy I</p> <p>Leader of Pedagogy N</p> <p>eLearning Leaders</p>
				8.4.3.2 Increase the already significant Professional Development and Learning opportunities for all staff to develop quality ICT tools and strategies to embed in their classroom practice.		No	<p>eLearning Coordinator</p> <p>Leaders of Pedagogy I & N</p> <p>eLearning Leaders</p>





Australian Government

**Patrician Brothers College Fairfield
National Partnership Financial Briefing**

- Reform 1** Incentives to attract high performing teachers and principals
- Reform 2** Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
- Reform 3** School operational arrangements that encourage innovation and flexibility
- Reform 4** Providing innovative and tailored learning opportunities
- Reform 5** Strengthen School Accountability
- Reform 6** External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

Budget item	Reform Element	Notes	2011 Allocation
This budget reflects the primary funding area whilst acknowledging that the reform agenda is integrated.			
LOP Additional staff	1	Creation of new roles	\$232,000
Principal mentoring through a Principal's cluster and coaching by consultant with an increased focus on teacher performance through the PPPR	2	Targeted mentoring and professional learning with tracking of teacher PD and using reflective journals Additional role to support for New Scheme Teachers	\$100,000
Administration and paraprofessional support and the development of subject and skill specific learning and support programs	3	Teacher and student involvement in Maths and Science projects Inclusion of various pathways (eg. VET Stage 5 and expanding VET opportunities; links to TCCs) Establishment of Local Professional Learning Communities	\$200,000
Focus on Literacy and gifted and talented with specialist staff. Administration and teacher support for tracking student achievement with a focus on data	4	Introduction of acceleration groups, specialist programs for talented students. Identification and support for student individual learning plans Horizon program to focus on improved ICT integration into learning	\$242,000
Accountabilities, Admin and Support	5	Consultancy and administration of accountabilities and support in administration	\$100,000
Expansion of community outreach through school based initiatives to support reform agenda	6	Community liaison staff, increased counselling, Rosemount Student Wellbeing Program. Parent Partnership program and surveys	\$200,000
TOTAL		Total budget plan 2011	\$ 1,074,000



Australian Government

