



**Australian Government**



**CATHOLIC EDUCATION**  
OFFICE OF WESTERN AUSTRALIA



**SACRED HEART SCHOOL  
BEAGLE BAY**

**SCHOOL LEVEL PLAN  
LOW SES SCHOOL COMMUNITIES NP**

**2011**

**KEY CONTACT AT SCHOOL:** Benjamin Doyle

## **PURPOSE OF NATIONAL PARTNERSHIP IN LOW SES SCHOOL COMMUNITIES**

Funding provided through the Commonwealth Government Smarter Schools National Partnership Program, along with co-investment from the Western Australian education sectors and schools, is designed to build the capacity of Western Australian schools to contribute to the achievement of the following five higher level outcomes:

- All children are engaged in and benefitting from schooling
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
- Australian students excel by international standards
- Young people make a successful transition from school to work and further study

The Catholic Education Office National Partnership for Low SES School Communities:

- Aims to improve literacy and numeracy achievement across all years of schooling
- Provides a focus on strategies which will raise attendance and allow students who move between schools to be tracked and supported
- Supports schools to raise the resilience and engagement of students
- Aims to assist in up skilling staff, particularly Aboriginal Teacher Assistants
- Is contextualised in whole school improvement initiatives
- Links closely to initiatives in other National Partnership Programs
- Aligns to key policy strategies such as the 'Closing the Gap' strategy and the 'Indigenous Education Action Plan Draft' which involve schools with Aboriginal students, especially in the Kimberley.

Reporting in this National Partnership will occur against key reforms and milestones and will include qualitative and quantitative data which describe the degree of participation, the key processes and important outcomes, especially those that relate to improved student achievement and attendance.

## **School Profile**

Sacred Heart School is a Catholic co-educational K-10 composite school comprised of 115 students and located in Beagle Bay, a remote Aboriginal community. It was a bi-lingual school where instruction was given in French and Nyul Nyul, the language of the traditional owners of the land around Beagle Bay. They also learnt to speak and sing in English and were taught Latin hymns. The school offers a holistic education, embracing the spiritual, religious, intellectual, physical, social and emotional development of all students, where relationships and learning are both important. The school focuses on literacy and numeracy across all years. Vocational pathways are offered in the senior school. As a futures oriented school, we are committed to developing independent learning skills amongst students and strongly encourage the use of learning technologies in the classroom. A broad range of extra-curricular activities in sport, music, drama, dance and a wide range of academic competitions and clubs, enhance the pastoral and educational programs offered. Inter-House sporting competitions, broad student leadership experiences both highlight the quality of pastoral care provided to students. The model of schooling offered by Sacred Heart School is underpinned by Gospel values.

## **Involvement and Support in Specific Low SES Projects**

### ***Senior Secondary Support***

This project provides specific support for those remote Kimberley schools which have students of senior secondary age and which are not designated K – 12 schools. It involves a range of support processes including a resource file which contains advocated and possible senior secondary courses and programs; processes for enrolling students with the state accreditation agency; and key contacts. A central office consultant has also been designated to assist. Staff in remote schools have been supported during the Kimberley Induction with a full day presentation around the secondary package including program development of English as an Additional Language/Dialect (EALD). Continued support will be provided by Perth and Broome based consultants to develop capacity with teachers and to sustain programs in these remote schools.

The outcomes of this project relate mainly to providing an appropriate and ongoing transition for the students from primary to secondary schooling with an aim to post-school destinations and to increase the qualification and skills levels, including the attainment of the senior secondary certificate or equivalent.

### ***Aboriginal Teaching Assistant Up Skilling***

This project provides support for ATAs in Kimberley schools particularly in developing skills and competencies to assist them in classroom support, especially in literacy and numeracy. Support through this program involves school visits and *in situ* mentoring from a dedicated consultant operating from the Broome Regional Office; literacy and numeracy skills development; central support in Broome with opportunities to share learning; and opportunities to undertake Certificate level training through the University of Notre Dame in Broome.

The outcomes of this project relate to enhanced skills and competencies for ATAs, more engagement in the classroom learning process and, ultimately, enhanced outcomes for students.

### ***Extension of Bluearth Program***

The Bluearth program has a proven record in developing social, emotional; interpersonal, personal and physical attributes of students. This typically leads to students who are healthier, more engaged and exhibiting increased attendance rates. This project provides financial and other support to participating schools. The financial support allows for more visits to the school by accredited Bluearth trainers as well as support to train other staff members and community representatives.

The specific outcomes of this project relate to enhanced interpersonal, personal, health and engagement outcomes which are recognised as being essential for improved learning.

### ***Intensified Literacy Support***

This project provides additional support to Low SES schools to improve levels of literacy and numeracy. Broome Regional Office consultants visit Kimberley schools on a planned cycle to provide *in situ* support and training. Funds are also available to implement specific programs (such as Reading Recovery and Extending Mathematical Understandings).

The specific outcomes of this support will be to increase levels of literacy and numeracy across all years, but with a specific focus on those students at or below benchmarks and in early years of schooling.

### ***Promoting Alternate Thinking Skills***

This is an internationally acclaimed program which develops a stronger sense of achievement, confidence, self efficacy and interpersonal skills in students. It provides teachers with resources and a framework for classroom management and discipline processes. Support to schools occurs through assistance in the purchase of PATHS kits. In the Kimberley, a consultant has been engaged on contract to visit schools and assist with ongoing training and support to teachers.

The specific outcomes relate to more appropriate classroom practices, better levels of general and self-discipline and ultimately, higher levels of achievement.

### ***Tracking Students***

An issue in providing appropriate educational programs to students in remote and Kimberley centres is to be able to track these students as they move across schools, including across systems/sectors. Once an appropriate tracking system is developed, the whereabouts of students, attendance data and exchange of achievement data can occur.

Specific support is through the creation of structures and processes, negotiation with other systems/sectors, development of appropriate attendance record processes and methods for exchange of information. Once established schools will be directly supported through training, ongoing professional support and direct payments for administrative roles involved in the project.

Outcomes will include a clearer record of student attendance and the ability to support students through exchange of educational programs and achievement information. Enhanced student learning outcomes will hopefully result.

### ***Extending the School Day and Targeted Initiatives***

This project supports schools to implement out-of-school day activities. This could include cultural and leisure pursuits; community based programs; and/or programs linked to educational outcomes within the school. Support includes payment of staff and/or outside providers; purchase of consumables, limited amounts of hardware and purchase of specific training programs.

In addition, targeted initiatives may also be undertaken in the school, to provide particular 'wrap-around' services that will further assist the school and local community.

Outcomes relate to increased engagement and attendance which will be reflected in higher levels of achievement. Improved health and wellness outcomes are also anticipated.

**Funding**

<b>Specific National Partnership Project</b>	Low SES School Communities NP
<b>Australian Government Funding Allocated</b>	\$44,000.00
<b>Western Australian Co-investment – CEOWA</b>	\$20,000.00
<b>School Co-Investment</b>	\$24,000.00