

# 2010 Smarter Schools National Partnership Plan for Edithburgh Primary School



Government of South Australia  
Department of Education and Children's Services

## PURPOSE

The Australian Government Smarter Schools National Partnerships are designed to build the capacity of South Australian schools and contribute to the achievement of the following National Education Agreement Outcomes:

1. All children are engaged in and benefiting from schooling;
2. Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving;
3. Schooling promotes social inclusion and reduces educational disadvantage of children, especially indigenous children;
4. Australian students excel by international standards; and
5. Young people make a successful transition from school to work and further study.

To support the achievement of these outcomes, Edithburgh Primary School is participating in the following Smarter Schools National Partnerships Strategies in 2010:

Key Strategies	Resourcing
<p>ICAN takes a student-centred, strength-based approach to address complex life issues that impact upon successful engagement with learning.</p> <p>It will mean that young people can have individual case management services and customised, flexible and accredited learning programs to support successful re-engagement with learning and transition to further education, training and employment pathways.</p>	<p>ICAN schools can offer a Flexible Learning Option (FLO) enrolment that can be used to provide an individual case manager and a customised flexible learning program, delivered in school and/or in the wider community.</p> <p>In addition to a FLO enrolment ICAN schools can apply to access grant funding from the local ICAN area.</p> <p>In 2009-10 \$122,376 was allocated to service the Yorke ICAN area to develop community partnership programs and provide individual student case management support. \$168,000 of grant funding will be made available to this ICAN area in 2010-11.</p>
<p>Student Mentoring and Youth Development Years 5-9 supports our school to deliver a range of student-centred strategies, approaches and programs that focus on strengthening youth engagement in school and attainment in learning. Approaches include 1:1 mentors from school staff, as well as trained volunteers from community, business and industry. Youth development activities will build aspirations of students and their positive connections with the community.</p>	<p>Depending on student need the school is able to access Student Mentoring funding from a cluster allocation of \$282,988. This extends existing site funding for youth development programs and resourcing to support engagement.</p>
<p>The Principal as Literacy Leaders (PALL) program is a long term professional development program that is supporting our principal to lead an effective and accountable whole school literacy reform and improvement program. The program will assist us to identify and implement evidence-based literacy interventions and strategies, leading to accelerated and sustained improvements for students.</p>	<p>Professional development program and follow up support is provided by the Regional Leadership Consultant. PALL extends existing school resourcing in literacy improvement and professional development.</p>

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The Diagnostic School Review Program identifies opportunities for further improvements and acknowledges successful practice in literacy teaching and learning for school leadership and staff. The review examines evidence of practice in relation to literacy outcomes with a focus on teaching, learning, school culture, leadership and direction setting. The review report assists the school to set clear directions and set achievable targets for improvement in literacy outcomes by providing a set of literacy teaching and learning improvement recommendations.

The planning that occurs as a consequence of the review results in a focussed school improvement agenda that directs the actions and practices of all staff in their work.

The Diagnostic Review Team leads the review process and provides a detailed report to the school. Some assistance is also provided to the school to conduct the review with follow up support provided by the Regional Leadership Consultant. They will also facilitate the sharing of successful practice across the region. The school is providing release time to work with the Diagnostic Review Team as well as dedicating professional learning time to implement any recommendations in the report.

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