

## 2012 Smarter Schools National Partnership Plan for Woodville Gardens School B - 7



Government of South Australia  
Department for Education and  
Child Development

### 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, Woodville Gardens School B - 7 is participating in the following Smarter Schools National Partnerships Strategies in 2012:

Key Strategies	Resourcing
<p>The Innovative Community Action Network (ICAN) takes a student-centred, strength-based approach to address complex life issues that impact upon successful engagement with learning.</p> <p>Participating in ICAN means that our young people will have access to individual case management services and customised, flexible and accredited learning programs to support their successful re-engagement with learning and transition to further education, training and employment pathways.</p> <p>As an ICAN school, we 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 within our school and/or in the wider community.</p> <p>In addition to a FLO enrolment, our school can apply to access grant funding from the local ICAN area.</p>	<p>During 2011-12, our school had access to \$669,400 that was allocated to service the Western Adelaide ICAN area to develop community partnership programs and provide individual student case management support.</p>
<p>The Student Mentoring and Youth Development program is a school based initiative to support students across Years 5 to 9 who are at risk of disengaging from school and/or not making a successful transition from primary to secondary school.</p> <p>The purpose of the strategy is to increase student engagement, wellbeing and learning achievement through one to one student</p>	<p>Through the Student Mentoring program our school will be resourced to provide one to one student support for learning and wellbeing.</p> <p>In addition, our school may access youth development funding to</p>

<p>mentoring and targeted youth development programs.</p>	<p>facilitate professional learning, programs and initiatives aimed at building the capacity of our school to meet the needs of all our students.</p> <p>In 2011-12, \$670,524 was allocated to Western Adelaide schools to provide support for Student Mentoring and Youth Development.</p>
<p>Learning Together is a program for families with children aged birth to four, that works with them to develop their involvement with their children's learning from birth. The three main elements of Learning Together are adult/child engagement, adult learning and support, and children's involvement in learning.</p> <p>By offering a range of groups and activities for families, facilitated by early childhood teachers, we will engage them in the school community from an early age.</p> <p>Our school is a base program offering a range of activities for families across the week.</p>	<p>Our school is one of a cluster in the inner Northern Adelaide Region that Learning Together supports through outreach programs. The cluster is supported by Early Childhood teachers and access to appropriate resources. The pool of funding available in 2011-2012 across the sites is \$232,500.</p> <p>Our school supports this program by providing connections with the leadership team and families with young children as well as a physical space for the program to run.</p>
<p>The Aboriginal Student Mentoring Program provides our school with flexible mentoring support to meet the individual needs of Aboriginal students in years 5 to 7, who may not be reaching their full potential and/or are on the verge of disengaging.</p> <p>Mentoring is planned in conjunction with students' Individual Learning Plans and complements current curriculum, educational pathways, initiatives and strategies already put in place by the school.</p>	<p>Our school has access to Aboriginal Student Mentoring funds of \$38,390. This extends the existing school resourcing for Aboriginal students.</p>
<p>The Teaching for Effective Learning project supports best practice in teaching and learning in particular schools.</p> <p>A specialist teacher has worked alongside our teachers, one on one, supporting them to strengthen existing quality teaching practices and conduct research into teaching practices which will make a difference to our students' engagement and achievement.</p> <p>This program has supported our principal to develop their leadership and improve the quality of teaching and learning at our school.</p>	<p>Up to \$65,637 of direct school support has been provided to our school. Our school is also contributing teacher release time to work with specialist teachers and dedicating professional learning on pedagogy to enhance teacher practice.</p>
<p>The Diagnostic Review Team leads a review process and provides a detailed report to our school that identifies opportunities for further improvements and acknowledges successful practice in literacy teaching and learning.</p> <p>The review examines evidence of practice in relation to literacy.</p>	<p>The Diagnostic Review Team provides some assistance to our school to conduct the review, with follow up support provided by the Regional Leadership Consultant. The Diagnostic Review Team also facilitates sharing of successful practice across the region.</p> <p>Our school provides release time for staff to work with the Diagnostic</p>

	Review Team as well as dedicating professional learning time to implement any recommendations in the report.
<p>The Aboriginal Turn Around Team has provided our young Aboriginal people and families (who are at high risk of long term disengagement from education) with crisis intervention and intensive support.</p> <p>The service has responded to the educational performance, behaviour, physical, mental and psychological health of our students at risk. The team has worked with carers to build capacity to affirm the importance of kinship and family life in developing well rounded young Aboriginal people within our school.</p>	<p>In 2011-12, our school received funding to provide early intervention and support for students who have been identified as high risk students to re-engage with their education through quality connections.</p>