CLONTARF ABORIGINAL COLLEGE
WATERFORD

SCHOOL LEVEL PLAN
LOW SES SCHOOL COMMUNITIES NP

2013

KEY CONTACT AT SCHOOL: Julie Hornby
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
- Where involving schools with Aboriginal students, especially in the Kimberley, aligns to key policy strategies such as the ‘Closing the Gap’ strategy and the ‘Indigenous and Torres Strait Islanders Education Action Plan’.

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

Clontarf Aboriginal College is a Catholic College for Aboriginal and Torres Strait Islander students from Years 7-12. Clontarf represents a partnership between Aboriginal and Torres Strait Islander peoples, the Catholic Church and the Edmund Rice network of schools. Clontarf's mission is to be a place of learning and understanding that respects Aboriginal culture and spirituality and encourages students to reach their dreams. The College motto is "Learning for Life". A comprehensive literacy program is provided for specific needs of students, many of whom speak one or more Aboriginal languages and an Aboriginal English dialect. Skills for life-long learning are developed in partnership with the academic curriculum, including state-wide and interstate field trips and student exchanges. Working partnerships are maintained with community organisations such as the Clontarf Football Academy, Clontarf Girls' Academy and the Safe Driver Education program. Vocational traineeship sponsors also offer post-school career opportunities for many students. The College has implemented strategies to provide a teaching and learning environment that is relevant for Aboriginal students and challenges them to excel. Pastoral care and a supportive environment facilitate community-building.

Focus Area Investigation & Implementation

Targeted Initiatives: Non-Kimberley Schools

To further expand the Extending the School Day model, this project will enable an extension of the type of services available for students and parents alike.

At Clontarf Aboriginal College, their project is titled Clontarf Aboriginal College and UNDA Partnership in Literacy Tutoring. The focus of this project is on:

- Raising outcomes in Literacy through implementing strategies that specifically targeted students needing support with literacy skills. For example, a one-one tutoring program ensures the target students received regular tuition throughout the week, a direct instructional program (Multi-lit) utilised and levelled reading texts matched to the students’ needs and support given to complete in-class assignment work.
- Increasing student engagement and attendance.
- Creating appropriate conditions for successful learning, such as the literacy centre which focussed on tutoring, and small group instruction which enables a relaxed, safe and comfortable learning environment to be built.
- Building community and industry partnership through the partnership between the University of Notre Dame Australia and Clontarf Aboriginal College. Through the formalising of the unit of study ED3102: Diagnostic Literacy Clinic within a Service-learning context in the Bachelor of Education, pre-service teachers will continue to have the opportunity to engage with Aboriginal students in a relevant, meaningful and exciting educational setting.

The specific outcomes of this project relate to raising student achievement and reducing educational disadvantages, through the use of additional ‘wrap-around’ services in the school and local communities.

Funding

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<thead>
<tr>
<th>Specific National Partnership Project</th>
<th>Low SES School Communities NP</th>
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<tbody>
<tr>
<td>Australian Government Funding Allocated</td>
<td>$38,000.00</td>
</tr>
<tr>
<td>Western Australian Co-investment – CEOWA</td>
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<td>School Co-Investment</td>
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