

# ALESCO LEARNING CENTRE Plan 2010 - 2011

## **School Context**

### **Mission**

To provide alternative educational strategies designed to engage students in learning, whilst fostering mutual respect, understanding and equality with each other and the wider community.

### **Vision**

To provide challenging and engaging curricula designed to maximise opportunity for students to develop holistically within a strong academic framework.

To work with the “whole of learning” approach helping students develop closer links with our community, build skills and self-esteem and to take control of their own lives.

To assist in the “growing of people” not just the “teaching of subjects,” wherein the dignity of the individual is respected as well as their capacity to develop their own talents and abilities.

We embrace diversity in our teaching and learning practice, in our extra-curricula activities and relationships between teachers, students, parents, carers and the broader community.

### **School Profile**

Alesco Learning Centre exists to provide:

A “second chance” education for those students who, for whatever reason, cannot complete their School Certificate in a mainstream school.

Students with a new start in a different educational environment which is safe, stimulating and focuses on engagement.

Students with an opportunity to belong to our community or integrate further into the community so they may make valuable contributions to society

## Environmental Context

- Alesco Learning Centre Northern Rivers was established in 2006 and is based in Lismore. It is auspiced by ACE North Coast which is a Community College based in Northern New South Wales. The College Council is very supportive of the school and views it as an integral part of ACE North Coast.
- ACE North Coast is a large provider of training for Indigenous people. We have very good relationships with Aboriginal community groups across the whole of the North Coast and consult regularly with both communities and elders regarding our work. We employ over 10 Indigenous trainers and work in remote communities on projects dealing with literacy and numeracy, driver education (one of the most common reasons for incarceration of Aboriginal people) and other vocational qualifications. We also deliver training in an Aboriginal correctional facility, which is set on a working cattle property located in a remote location west of Tabulam.
- Alesco draws its students from a wide geographical area around Lismore including Nimbin, Kyogle, Evans Head and Casino. There is a high proportion of Aboriginal people living on the North Coast and Alesco will continue to attract Aboriginal students.
- We have been classified as a “Special Assistance School” and have an SES score of 89.
- We don’t have Naplan results for a number of our students and have instigated a standardised testing regime using PAT Maths and PAT Reading as part of the NP program in order to gain some relevant data on the students to inform our teaching
- Student achievement levels in numeracy: 70% of students are below year 7 standards
- Broad range of student achievement levels in literacy, however 70% below year 10
- The majority of the student body would come from families on welfare, single parents, Indigenous, students in care of DOCs etc.
- We have been operating with 1 class of up to 20 year 10 students.
- From 2010 we will be taking in Year 9 students as well. We have the capacity to expand enrolments with more classes of the same level.
- The school is currently in a temporary location until the renovation of an existing building is completed, this is expected to be at the beginning of Term 2.
- The school staff are a tightly knit team of professional staff with solid mix of background, age and talents.

- The staff mix comprises 1 School Manager, 1 full-time “head teacher”, 3 part-time teachers, 1 teacher’s aide and a student counsellor who is provided by a local community organisation.
- The school fosters close links to community groups and activities and focuses on building productive partnerships with these groups.
- The school has high levels of community and business support.

**Priority areas**

1. To build teacher capacity
2. To improve numeracy teaching in all KLA’s
3. To increase student engagement
4. Enhanced relationships with schools, parents, guardians and the wider community

**Targets**

- 1.1 Observable classroom practices demonstrated by teachers, translating the specific pastoral pedagogical approaches from the Academic Care course into their programs.
- 1.2 All subject area workplans will address the special numeracy demands of the curriculum by the end of the year.
- 2.1 80% of students will make a significant gain in numeracy outcomes utilising Pat Maths testing by the end of the year.
- 3.1 Student attendance rates will improve from 78.5% to 85% in 2010
- 3.2 80% of students earning positive rewards under the existing reward system (attendance, punctuality, participation, behaviour) by the end of the year.
- 4.1 Increase in referrals of students to Alesco from local schools
- 4.2 Increased number of activities that parents/guardians can attend

**Intended Outcomes:**

**Alesco teachers and staff develop enhanced skills that promote the integration of learned pedagogies into our school policies, programs and practices**

**Increased numeracy standards for all students**

**Students attend Alesco regularly and have a sense of belonging to the school**

**Positive relationships with schools in the region that facilitate referrals and strengthen student pathways**

**Priority 1: Building Teacher Capacity**

Reform	Indicators	Strategies	Timeframe 2010-11	Responsibility	Resource Allocation and Funding Structure
Reform 2	Teachers regularly plan collaboratively and meet with DP to reflect on effectiveness of their practice	Establish a Deputy Principal position to build teacher capacity by supporting the coordination of collaborative planning, professional learning and reflection in teachers. Viewed as a short-term appointment, however it is expected that increased enrolments will make position sustainable.	February 2010	Principal	NP \$5,700 ACE North Coast to fund remaining salary
Reform 1	More professional dialogue and sharing and increased opportunities for collaborative planning, programming and consistency teacher judgement processes	Utilisation of a local recently retired Deputy Principal to mentor DP	February 2010	Principal, Deputy Principal	ACE North Coast to fund
Reform 4	Expanded use of statistical analysis to inform better programming.	Enrol all teachers in SMART Data workshop  PAT Reading and Pat Maths tests are to be used each year as a benchmark for measuring progress with year 10 students. A consultant is to lead the teachers through the analysis of the data and the development and implementation of appropriate personalised plans.	May 2010  June 2010	Deputy Principal	NP \$450 (AIS Workshop)  NP \$300 (ACE NC Consultant)

Reform 1	<p>Calmer classrooms (teachers and students)  More confident and competent teachers (ongoing teacher feedback surveys)  Enhanced student learning, wellbeing and resilience through the pedagogies that relate to our students needs</p>	<p>Accessing appropriate PD to develop better teaching and behaviour management strategies for our students. (5 day AIS Academic Care PD, involving all teachers at the school)</p> <p>Employ a professional from Southern Cross University Education Faculty to work with the teachers to strengthen action research in the classroom and provide additional support for teaching and learning.</p>	<p>September 2010</p> <p>April 2010 - ongoing</p>	<p>Deputy Principal</p> <p>Deputy Principal</p>	<p>NP \$6,000  NP \$2,200 travel (AIS Consultant)  NP \$1750  Teacher Relief Days x 5</p> <p>NP \$6,000 (20 weeks @1 day per week at \$300 per day)</p>
Reform 3	<p>Greater use of technology will help to address the specific communication and networking issues arising from the part-time nature of our workforce to improve productivity.</p>	<p>Evaluation of current communication channels to identify any barriers or problem areas.  Implement IT based solutions to minimise impediments.</p>	<p>May 2010</p>	<p>Deputy Principal/ IT Manager</p>	<p>ACE North Coast to fund</p>
Reform 1	<p>High performing teachers will be attracted to Alesco (raising the bar).  Demonstrating the qualities of:  Innovation  Solid specialist knowledge  Adaptiveness  Strong leadership characteristics</p>	<p>Develop a more rigorous recruitment strategy to attract and retain multi-skilled teachers. Liaise with Alesco Hunter to benefit from their experiences and processes</p>	<p>May 2010</p>	<p>Principal,  Deputy Principal</p>	<p>ACE North Coast to fund.</p>

**Priority 2: Improved numeracy/literacy teaching/learning in all KLA's**

<b>Reform</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2010-11</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
Reform 4	Standardised testing results to build up a bank of data on current year students	Implementation of the PAT tests and other standardised tools	5 March, 13 August	Head Teacher and Consultant	NP \$1500 purchase of test
Reform 1	Progress achieved on identified targets	Analyse data to identify individual students most in need of numeracy/literacy support	12 March	Consultant	NP \$2500 for analysis on test results and diagnostic report on each student
Reform 1	More focussed learning and a calmer classroom environment through greater student engagement. Improvement in student results as a result of individualised specialist assistance Teachers are confident in teaching numeracy skills in their subject area classes.	Engagement of specialist support to classroom teachers to address the low numeracy levels as diagnosed by PAT testing (70% of year 10 students below year 7 standard). Some 1-1 support to students in need. Specialist support teacher to provide coaching and practical strategies to subject teachers targeted to numeracy components of their subjects	April 2010	Consultant	NP \$10,000 (2 days per week @ \$250 per day)
Reform 1	KLA teachers to understand their subject specific literacy/numeracy requirements and use these directly in their classroom teaching programs. Reinforcement that numeracy and literacy are viewed as a responsibility for all subject areas.	DP to work collaboratively with teachers to analyse their programs to enable teachers to embed literacy into their specific subject areas.	July 2010	Deputy Principal	

Reform 4	Capacity of teacher aide increases in the area of literacy support to individual students and enhances the support to the teachers	<p>KLA teachers to develop assessment tasks that address the literacy/numeracy demands of their subjects and areas of need identified from data analysis</p> <p>Teachers work collaboratively on moderation activities to establish consistency and shared understanding of literacy/numeracy achievement</p> <p>Teacher aide to attend Multilit training</p>	<p>April 2010</p> <p>April 2010</p>	<p>Deputy Principal</p> <p>DP, Head Teacher</p> <p>Head Teacher</p>	<p>NP \$700 Multilit program – workshop fee and materials</p>
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**Priority 3: Student Engagement**

Reform	Indicators	Strategies	Timeframe 2010-11	Responsibility	Resource Allocation and Funding Structure
Reform 4	<p><u>ATTENDANCE</u></p> <p>Improvements in attendance rates:</p> <ul style="list-style-type: none"> <li>• Overall (from 78.5% to 85%)</li> <li>• Partial</li> <li>• Lateness</li> </ul> <p>Improved parental understanding and support for attendance policy</p> <p>Greater awareness of legal aspects of truancy by school staff and parents</p>	<ul style="list-style-type: none"> <li>• Analyse and evaluate attendance data</li> <li>• Undertake survey to investigate why students are not attending</li> <li>• Enlist more support from the school based youth worker</li> <li>• Whole school focus on procedures for attendance, monitoring, follow up and guardian communication</li> <li>• Regular liaison with HSLOs enlisting support as necessary</li> <li>• More rigorous follow up on attendance e.g. weekly phone call follow-ups, students own self assessment of attendance patterns, end of term letters to guardians re attendance patterns</li> <li>• Rewards/merits program aligned to patterns of attendance, punctuality and participation.</li> </ul>	April 2010	Deputy Principal	

Reform 4	<p><u>ACADEMIC ENGAGEMENT</u></p> <p>Teachers recognising the value of innovative practices in the delivery of set syllabi which will increase the engagement factor of our disengaged students.</p>	<ul style="list-style-type: none"> <li>Supported practical classroom strategies which assist in the adaptation of curriculum that matches the specific needs of our students</li> </ul>	February 2010	Deputy Principal	
Reform 4	Implementation of innovative practices in our classrooms to engage students in learning	<ul style="list-style-type: none"> <li>Investigate and purchase suitable resources/programs linked to pedagogical needs to allow for differentiation in teaching. These resources will be specific to numeracy where the majority of students (70%) performed below year 7 standards. Hard copy and software resources</li> <li>Integration of VET subjects into timetable e.g. IT and Creative Industries course</li> <li>The use of SmartBoards as a tool to support quality teaching</li> </ul>	May 2010 – ongoing	Head Teacher	<p>NP \$5,000 Hard copy texts and software</p> <p>ACE North Coast to fund VET Integration</p> <p>NP \$1,500 Professional development in the use of SmartBoard (teacher relief + cost of training)</p> <p>ACE North Coast has purchased the SmartBoards for Alesco</p>

Reform 3	<u>SCHOOL LIFE ENGAGEMENT</u>				
	To create the conditions to meet the needs of students to improve their readiness for learning	<p>As a trial, introduce a nutritious breakfast program for students prior to the start of each school day</p> <p>Friday lunchtime cooking class utilising a volunteer to work with the students (aligned to numeracy curriculum outcomes)</p>	June 2010	Head Teacher	NP \$2000 Donations from the community and local businesses Local volunteer from Lismore Neighbourhood Centre to manage this program
	Greater connection to the community by the students	<p>Develop and implement stimulating “out of the classroom” authentic learning experiences e.g. surfing program at Byron Bay, community garden, Lantern Festival</p> <p>Plan a range of extra curricular activities that enhance the school experience – adventure camp, plays, visiting specialists e.g. artists, musicians (aligned to numeracy outcomes)</p>	February 2010	Head Teacher	Alesco student levy Contribution from ACE NC
	Students demonstrate a greater sense of belonging, ownership and pride in the school (My Place)	Engage students in the planning and development of an attractive outdoor area that complements the new learning space and includes recreation opportunities. This project will focus on the authentic learning experiences of actually designing and building the area and will also focus on numeracy outcomes	February 2010	Head Teacher	Alesco student levy Contribution from ACE NC
			August 2010	Head Teacher	NP \$4,000 Planning and development advice and support from consultant

**Priority 4: Enhanced relationship with the community**

Reform	Indicators	Strategies	Timeframe 2010-11	Responsibility	Resource Allocation and Funding Structure
Reform 6	<p>Sharing of local resources will result in economies of scale.</p> <p>Students feel a sense of belonging to the community and will want to develop further connections to the community.</p> <p>Strong referral pathways (2-way) for Alesco students, sharing of physical resources and expanded PD opportunities.</p> <p>Parents and guardians will increase their desire to be a part of the learning partnership with the school.</p>	<p>Build on existing community partnerships and networks both Indigenous and non-Indigenous: Expanded liaison with Aboriginal Teaching Unit at Southern Cross University. Cross project work with community youth organisations (Youth Connections and Northern Rivers Social Development Council) Through the Young People and Schools project (ACE North Coast) strengthened relationship with local schools.</p> <p>Parents and guardians are invited to participate in appropriate activities throughout the year Provide opportunities for parents of Indigenous students to access the PaCE program in order for Alesco and the parents to develop a partnership that will enhance their children's educational outcomes.</p>	<p>April 2010</p> <p>May 2010</p> <p>June 2010</p>	<p>Principal, Deputy Principal</p> <p>Principal</p> <p>Deputy Principal, Head Teacher</p>	<p>ACE NC, Youth Connections and NRSDC (fund Student Counsellor)</p> <p>ACE Services Unit (NSW DET)</p> <p>Access funding from DEEWR for PaCE program</p>