


# ABORIGINAL LEARNER ACHIEVEMENT


## ACTION TEMPLATE

Key Element 1	Guiding Questions	Area of focus	Action(s)	Person responsible	Resources / timeline	Evidence / Achieved
 <p><b>Data Informed Planning</b></p> <p>The collection and strategic analysis of assessment data to inform literacy and numeracy improvement priorities for Aboriginal learners at the school, team and teacher level.</p> <p>The effective use of data to inform school decisions and teacher practice for each Aboriginal learner.</p>	<p><i>How does the school effectively collect data for Aboriginal learners?</i></p>	<p>Literacy Numeracy Oral Language attendance</p>	<p>Data collection schedule to collect performance indicators in the areas of Writing, Reading, Maths, spelling, Oral Language and hand writing. Data wall showing each child's performance over years in the areas of NAPLAN, PAT R and M, Running record data collected at least 2x a term. This data is tracked over years on the data wall. Data forms the basis of discussion week 2 terms 2, 3 &amp; 4. Children at risk are targeted with intervention – SSO , mini / multi lit. Moderation of writing termly – engage with Bright Path RAMP – reading and maths practise.- all children Phonics Screening test is given to all children until all sounds known. Children at risk are identified and work with SSO. Teacher and peers on Synthetic Phonics practise. Language assessment on arrival – any concerns - child PASM Lexiles receives in school language / speech support BliN testing across all concepts Back to front maths Data Dashboard attendance</p>	<p>Class teacher</p> <p>Principal and Teachers</p> <p>Teachers All SSO, Principal and teachers Teachers</p> <p>Principal</p>	<p>Review 2x term</p> <p>Pupil free day term 1 and 3 to review Dash board Guide books Curriculum – new curriculum Partnership spot lights and triads Performance reports. Literacy and Numeracy progressions</p> <p>Review SIP 2x a year</p>	<p>Testing timelines and Performance indicators are done as per timeline.</p> <p>Performance results form the basis of interventions , SSO s timetables, budgeting and Training and development of staff.</p> <p>Fewer students in the critical area. Greater number achieving SEA Greater numbers working at higher levels</p> <p>Attendance is within the range for the state cohort</p>
	<p><i>How does the school support deep analysis of individual Aboriginal learner data?</i></p>	<p>Literacy Numeracy Oral language</p>	<p>Data Dash board Data wall Black assessment folders for all students Yakka tracher Pre school Pre lit data, notes and observations Data wall updated each term – collective approach to individual children Guiding Questions on data wall PD with teachers – Aboriginal learners focus. Budget for support Referrals Regional office support Moderation of work samples – work with like schools to ensure consistency – Bright Path</p>	<p>Principal leads the discussion and ensures Performance indicators are met</p> <p>Teachers</p>		<p>Moderation will show SEA NAPLAN and PAT data</p>

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	<i>How does the school ensure Aboriginal learners are prominent in improvement planning?</i>	Literacy Numeracy Oral language	Aboriginal students identified on files, class lists and Data wall Performance of Aboriginal students part of teacher PD Training of all staff in aboriginal cultural awareness etc SSO meeting discussion on Aboriginal learner performance Contact with families week 1/2 of year and then through communication books, folders, reports. One plans	Principal Teachers  Teacher	By wk 1 each year  2x year 2x a term  1x term	High level of visibility. All staff know all Aboriginal students Indigenous students targeted on Data wall

Key Element 2	Guiding Questions	Area of focus	Action(s)	Person responsible	Resources / timeline	Evidence / Achieved
 <p><b>Tracking And Monitoring Growth And Achievement</b></p> <p>The ongoing monitoring of learning growth and achievement in literacy and numeracy for</p>	<i>How does the school track, monitor and review the growth and achievement of every Aboriginal learner?</i>	Literacy and Numeracy	Aboriginal students are incorporated in over all data collections and also in a stand alone data sets. Teachers identify indigenous learners in there data collection. Tracking of students over a 4 year period using colour coding and tape clearly identifies the distance travelled. SEA is clearly marked and it is easy to identify where each learner currently performs.  Staff meetings each term look at the data. Questions are displayed and results of previous questions and actions displayed Checkin with goals and review oneplan is still on track	Teachers Principal  Teacher	4x year and as needed  1x term and as needed	Data wall updated termly. Questions asked and displayed Literacy and numeracy progressions

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Key Element 2	Guiding Questions	Area of focus	Action(s)	Person responsible	Resources / timeline	Evidence / Achieved
Aboriginal learners to inform improvement actions and goal setting.	<i>How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?</i>	Literacy and Numeracy	Using the Numeracy and literacy guides action for identified i students are planned. Targeted students are review 2x term Intensive narrow goals are identified by teachers Student goal setting Student voice	Teachers Principal	Numeracy Literacy guides Culiculum guides Aboriginal texts used where possible including those that reflect contempory settings	Evidence provided by teachers Data displayed on wall Data informed planning by teachers Maintain 'black folders containing all testing results etc. Visible goals Progressions on the board

Key Element 3	Guiding Questions	Area of focus	Action(s)	Person responsible	Resources / timeline	Evidence / Achieved
 <p><b>Assuring Consistent,</b></p>	<i>How does the school ensure a collective 'commitment to action' towards raising the achievement of all Aboriginal learners in literacy and numeracy?</i>	Literacy Numeracy Cultral awarness and acknowledgement in planning	'All our children' approach. Joint planning for children Time tabled meetings Visable targets, actions and responses Feedback to parents in different ways Whole of school programs and foci Shared practise EALD hub Cultural awareness	Teachers principal	2x term min	Improved outcomes Stuents perception Parent perception On going T&D as it becomed available Visit other sites- best pracrise




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Key Element 4	Guiding Questions	Area of focus	Action(s)	Person responsible	Resources / timeline	Evidence / Achieved
 <p><b>Applying Evidence-Based, Learning Interventions</b></p> <p>Effective and targeted learner interventions which support and/or extend Aboriginal learner achievement.</p>	<p><i>How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?</i></p>	<p>Literacy Numeracy</p>	<p>Base line data collected- whole school commitment to collection of performance indicators. Develop a time line Students at risk identified – targeted skill development in small groups with a trained SSO in: Too Smart in maths Mini and multi Lit in literacy Whole school approaches: Heggity across the school Jolly Phonics Jolly Grammar Big 6 in reading Big Ideas in number. RAMP – 4x week daily reading and maths practise Seven Steps in writing Groups are flexible and goals very narrow so success is achievable. School wide focus on programs eg Bright Path</p> <p>High achieving students are challenged by working in flexible age groupings again narrow goal related. Feedback termly to parents</p>	<p>Principal re budgeting Teachers SSOs</p>	<p>Intervention programs available Training of staff</p>	<p>Students moving out of groups having achieve SEA NAPLAN and PAT data progression</p> <p>Visible distance travelled documentation through the Literacy and Numeracy Progressions</p> <p>In school on going assessment – formative and sumative Maintenance of the data wall</p>

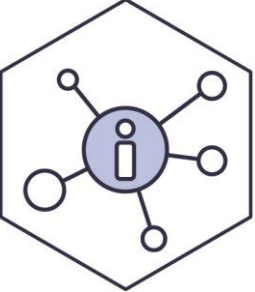
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Key Element 5	Guiding Questions	Area of focus	Action(s)	Person responsible	Resources / timeline	Evidence / Achieved
 <p><b>Engaging Aboriginal Families as Partners in Literacy and Numeracy learning</b></p> <p>Data-informed conversations with Aboriginal families about the growth, achievement and successes of their child, and the strategies to best support them.</p> <p><i>NB: The term 'families' includes many different carer roles, including grandparents, custodial parents, other relatives and, where relevant, the wider community.</i></p>	<p><i>How does the school ensure that there are culturally respectful and purposeful conversations with families about:</i></p> <ul style="list-style-type: none"> <li>- learner progress and achievement based on evidence?</li> <li>- the support provided by the school for the learner?</li> <li>- the ways in which the family can support the learner's growth in literacy and numeracy?</li> </ul>		<p>Teachers trained in Cultural Awareness” Feedback is targeted and strength based with learning goals clearly outlined. Evidence of student work provided with exemplars so the target is clear.</p> <p>Respect for Aboriginal culture evident in all classrooms and the office. Evidence of acknowledgement of culture evident around the school</p> <p>Support families to access the health checks Develop a relationship with a local 'Elder' to support families to access hearing and vision checks in particular.</p> <p>Ensure 'practise' work sent home is culturally inclusive and relevant and real to the ability of the child and parents to support.</p> <p>Resources are provided to ensure access to the curriculum – soundfields system ect as needed Additional training of staff in areas of vision impairment etc Engage with support agencies.</p>	<p>Principal Teachers</p> <p>Principal and teachers</p> <p>Early 2021</p> <p>Teachers and Principal</p>	<p>Week 0 2021</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Shown at moderation Classroom observations</p> <p>Exemplars displayed Conversations with the children and parents</p> <p>All families access the health checks. Recommendations to see specialists are followed through</p> <p>Parents feel Capable and confident to support their child. Practise work is valued and completed</p>

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Key Element 6	Guiding Questions	Area of focus	Action(s)	Person responsible	Resources / timeline	Evidence / Achieved
 <p><b>Promoting the Continuity of Learning</b></p> <p>The comprehensive sharing of detailed information about each Aboriginal learner. (ie change of teacher or school)</p>	<p><i>How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school?</i></p>	<p>Sharing of information- Literacy Numeracy Oral Language Behaviour Attendance</p>	<p>Information from parents when a child starts – parent meetings – informal and formal Information to parents both informally and formally- reports, communication folders and home folders Discussion of individual students at staff meetings Sharing and joint writing of one plans Data wall – guiding questions SSO meetings Black folders passed on each year Facilitating transition of students through transition points</p>	<p>All staff</p>	<p>From wk 1 2x a term Student discussions Ongoing</p>	<p>Information is visible All staff know Children feel comfortable and confident re the transition process and look forward to the new year.</p>
	<p><i>How does the school organise for the sharing of literacy and numeracy information as part of cross-site transition processes?</i></p>		<p>Meet with high school teacher at partnership meetings – sharing of Black folders- black folder to go with them to highschool or when leaving. Introducing families to the new teachers before the end of the year Transitions visits and well being visits Support workers to meet with their counterparts at the new school if possible. Meet with ACEO at new site – introduce families</p>	<p>All relevant staff and staff from the new school families</p>	<p>Beginning in term 3 Term4</p>	<p>Children and families are comfortable and confident of the transition.  Children know their way around the new site.  Parents have the contact details of the new relevant staff.</p>