



ABORIGINAL LEARNER ACHIEVEMENT ACTION TEMPLATE

Salisbury North R-7 School

| Key Element 1 | Guiding Questions | Area of focus | Action(s) | Person responsible | Resources / timeline | Evidence / Achieved |
|--|--|---|--|---|--|---------------------|
|  <p>Data Informed Planning</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>A documented assessment and reporting schedule – including more ‘fine grained’ assessments – is flexibly applied to capture all Aboriginal learner progress, and directly informs literacy and numeracy improvement planning. Reviewed term 4 2019</p> | <p>Review the whole school assessment and reporting critical commitments to make sure they capture ATSI learners feedback and progress.</p> <p>Place ATSI childrens data and feedback on the agenda for all impact meetings professional conversations.</p> <p>Undertake classroom observations with a focus on how well ATSI learners are progressing in both literacy and numeracy.</p> <p>Survey ATSI children to ascertain their skills, knowledge and understandings of evaluating data to inform their next steps in their learning.</p> | <p>Class teachers ACEO Leadership SSO staff</p> | <p>Terms 1- 4 2020</p> <p>Salisbury North Assessment and reporting critical commitment Data dashborad Local data for ATSI children ATSI children survey</p> | |
| | <p><i>How does the school support deep analysis of individual Aboriginal learner data?</i></p> | <p>A local data management system, including the Improvement Dashboard, is used to compare individual Aboriginal learner data against standards (SEA). Reviewed term 4 2019</p> | <p>Implement impact teams for 2020 to use a data analysis model to evalaute ATSI learners progress.</p> <p>The leadership team share at each impact meeting the ATSI learners data via the dashboard, a local faces on the data system and PATRACKER</p> | <p>Class teachers ACEO Leadership SSO staff</p> | <p>Terms 1- 4 2020</p> | |

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| | <i>How does the school ensure Aboriginal learners are prominent in improvement planning?</i> | Planning and actions for literacy and numeracy improvement relate to some Aboriginal learners. Reviewed term 4 2019 | In 2020 we will implement a fortnightly student forum which will include ATSI children being active agents of the schools improvement. A termly school improvement action plan which involves ATSI learners will be developed and implemented to ensure student voice in improvement planning. Fortnightly student learning feedback forums will be implemented. | Principal/DP ACEO | Terms 1 – 4 2020 | |

| Key Element 2 | Guiding Questions | Area of focus | Action(s) | Person responsible | Resources / timeline | Evidence / Achieved |
|---|--|--|---|---|----------------------|---------------------|
|  <p>Tracking And Monitoring Growth And Achievement</p> <p>The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal</p> | <i>How does the school track, monitor and review the growth and achievement of every Aboriginal learner?</i> | Aboriginal learner progress is irregularly monitored against standards or benchmarks with some leaders and/or teachers using this information to inform their actions. Reviewed term 4 2019 | The school will implement impact teams for 2020 to use a data analysis model to evaluate ATSI learners progress and growth. | Teaching staff Leadership team ACEO | Terms 1 – 4 2020 | |

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| learners to inform improvement actions and goal setting. | <i>How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?</i> | There are some learning goals set, but not necessarily connected to relevant data. The goals are irregularly reviewed with limited Aboriginal learner involvement. Reviewed term 4 2019 | The school will implement a fortnightly goal setting approach that will see ATSI learners trackign and monitoring their goals regularly to evalaute their progress. All ATSI studnets fortnightly goals will be displayed in a prominent space in every class for referring to. The school will develop "I can documents in reading in 2020 and Mathematics in 2021 for ATSI students to refer to when evaluating their goals. The school will expand the use of data folders so ATSI students have ready access to their data for goal setting.. | Principal. Teacher/SSO staff ACEO ATSI mentors. | Terms 1 – 4 2020 | |

| Key Element 3 | Guiding Questions | Area of focus | Action(s) | Person responsible | Resources / timeline | Evidence / Achieved |
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|  <p>Assuring Consistent,</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> | There are some agreed practices that are understood and applied in some classes to raise Aboriginal learner achievement in literacy and numeracy. Reviewed term 4 2019 | The school will implement impact teams for 2020 to ensure collective efficacy towards the raising of ATSI learners achivement. The school will implement monthly meetings with families to ensure a collective commitment to action. | Leadership team ACEO ATSI students ATSI families Teaching staff | Terms 1 – 4 2020/21 | |


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| <p>High Quality Classroom Practice</p> <p>The continuous building of high-quality practice to deliver on whole-school commitments to action that will directly impact on Aboriginal achievement.</p> <p>This is supported by relevant professional learning, together with performance development systems and processes.</p> | <p><i>How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners?</i></p> | <p>There are some capacity building processes that are indirectly associated with raising the literacy and numeracy achievement of Aboriginal learners.</p> <p>Reviewed term 4 2019</p> | <p>The school will implement a differentiated PD calendar that builds teacher capacity in lit/num and AFL.</p> <p>ATSI learners feedback will be shared at the PD workshops,</p> <p>In class coaching will be further expanded to ensure staff are focussing on ATSI learners in their practice.</p> | Leadership team | Terms 1 – 4 2020 | |
| | <p><i>How do the school's performance development processes ensure quality practice is evident for every Aboriginal learner?</i></p> | <p>There are some performance processes that connect teacher practice to raising the achievement of Aboriginal learners.</p> <p>Reviewed term 4 2019</p> | <p>The school will ensure every teaching staff members PM plan has targets linked to the SIP and ATSI students improvement.</p> <p>All staff will participate in termly meetings and provide evidence on how they are meeting the goals and target from the SIP and ATSI learner achievement plan</p> | <p>Leadership members Teachers SSO staff ACEO</p> | Terms 1 – 4 2020 | |

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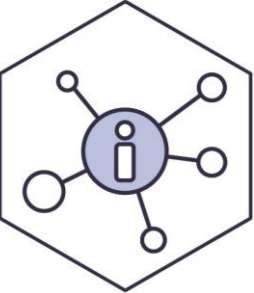
| Key Element 4 | Guiding Questions | Area of focus | Action(s) | Person responsible | Resources / timeline | Evidence / Achieved |
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|  <p>Applying Evidence-Based, Learning Interventions</p> <p>Effective and targeted learner interventions which support 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>Aboriginal learners are identified on the basis of data, with some learners provided with additional in-class support or access to intervention programs.</p> <p>Reviewed term 4 2019</p> | <p>The school will implement a 3 wave intervention model in 2020 based on learners data. ATSI students will be placed in a flexible wave group based on their data and will be reviewed fortnightly.</p> <p>All HA (Highly Able) ATSI students will be placed in an acceleration program for literacy facilitated by the Principal and Reading key teacher.</p> <p>The school will implement a five day/week 10 minute literacy block with in class SSO support to ATSI learners.</p> | <p>Leadership team</p> <p>SSO staff</p> <p>Teaching staff</p> <p>ACEO</p> | <p>Terms 1 – 4 2020</p> <p>Principal and Reading key teacher</p> | |

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| Key Element 5 | Guiding Questions | Area of focus | Action(s) | Person responsible | Resources / timeline | Evidence / Achieved |
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|  <p>Engaging Aboriginal Families as Partners in Literacy and Numeracy learning</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>NB: The term 'families' includes many different carer roles, including grandparents, custodial parents, other relatives and, where relevant, the wider community.</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"> - learner progress and achievement based on evidence? - the support provided by the school for the learner? - the ways in which the family can support the learner's growth in literacy and numeracy? | <p>The school has developed some proactive strategies to share data-based information with families of Aboriginal learners.</p> <p>Reviewed term 4 2019</p> | <p>The school will implement monthly meetings with families to ensure a collective commitment to action.</p> <p>The school will highlight and share ATSI learner progress with families through a range of communication methods e.g. newsletters, SEESAW, mtgs ,morning teas.</p> <p>The school will hold regular parent forums about literacy and numeracy practices.</p> | <p>ACEO Leadership team</p> <p>Staff</p> <p>Literacy Senior Leader.</p> | <p>Terms 1 – 4 2020</p> | |

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| Key Element 6 | Guiding Questions | Area of focus | Action(s) | Person responsible | Resources / timeline | Evidence / Achieved |
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|  <p>Promoting the Continuity of Learning</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>There is no consistent, whole-school approach for the sharing of literacy and numeracy data and information about Aboriginal learners. However, some teachers do share relevant data with other teachers.</p> <p>Reviewed term 4 2019</p> | <p>The school will implement monthly meetings with families to ensure a collective commitment to action.</p> <p>The school will highlight and share ATSI learner progress with families through a range of communication methods e.g. newsletters, SEESAW, mtgs, morning teas.</p> <p>The school will hold regular parent forums about literacy and numeracy practices that have a high impact size.</p> | <p>ACEO Leadership team</p> <p>Staff</p> <p>Literacy Senior Leader.</p> | <p>Terms 1 – 4 2020</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>There are some transition processes in place to support the transfer of literacy and numeracy data for Aboriginal learners, but no shared teaching strategies or support information.</p> <p>Reviewed term 4 2019</p> | <p>The school will review the transition/induction programs in place and adjust the operational procedures to enhance the information sharing guidelines.</p> | <p>ACEO Leadership team</p> <p>Teachers/SSO staff</p> | <p>Terms 1-4 2020</p> | |