

# ABORIGINAL LEARNER ACHIEVEMENT

## Quality Matrix and Action Template

# 2022

School	Salisbury North R-7 School	Year of improvement focus. <i>ie 2022</i>
Principal	Catherine Cox-Walliss	
Key Element		
1: Data Informed Planning		Terms 1- 4 2022
2: Tracking and Monitoring Growth and Achievement		Terms 1- 4 2022
3 Assuring Consistent, High Quality Classroom Practice		Terms 1- 4 2022
4: Applying Evidence-Based, Learning Interventions		Terms 1- 4 2022
5: Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning		Terms 1- 4 2022
6: Promoting the Continuity of Learning		Terms 1- 4 2022

### School Improvement

The ALALR supports a cyclic approach to:

- **Continual improvement of school systems and processes** for each of the 6 Key Elements
- **Raising the prominence of Aboriginal learners.**

NB: It is recommended that schools should review Element 1 'Data Informed Learning' in the first instance, as this element underpins the effectiveness of the other Key Elements.

### Actions for Leaders

- Complete the **Quality Matrix** to audit and drive evidence based discussion.
- **Identify one element** for improving whole school processes **each school year**.
- Work with your team to plan and document **improvement actions** on the **Action Template**.
- **Implement** improvement actions **and review** implementation **progress** throughout the year
- **End of Year-** Review the impact of the improvement actions to determine new actions / focus.  
*Has there been improvement in each Aboriginal student's learning outcomes this year?*
- Use information from the **Action Template** to inform the **Annual Report 'Improvement –Aboriginal Learners'**

### Aboriginal Learner Achievement

Change Management for Sustainable Improvement



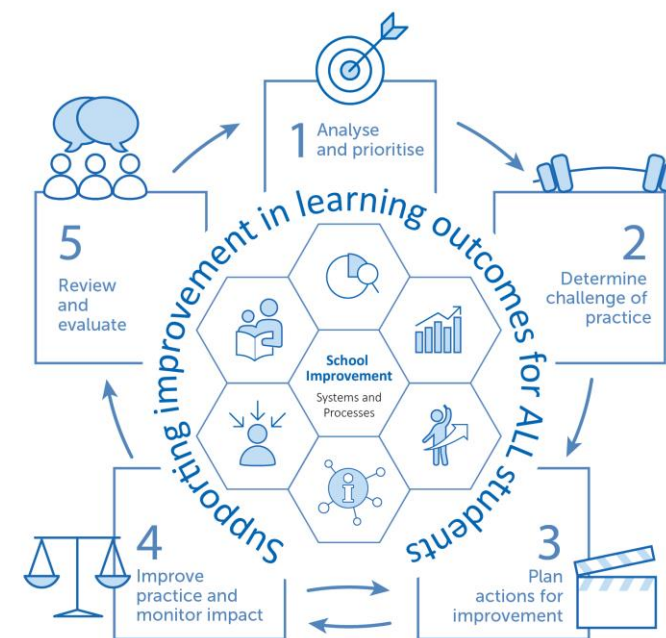
#### Effective Processes and Systems

Actions (cogs) working in sync build effective systems. Efficient systems support teachers to be more effective in supporting students to improve literacy/numeracy outcomes.



#### A 'lens' on Aboriginal learners

Supporting all students to reach potential is important. Given the complexity of issues, it is our responsibility to focus on supporting each Aboriginal learner to reach high and achieve potential.



### Effective whole school processes and systems support:

- SIP cycle planning
- Teachers to be more targeted in their teaching.

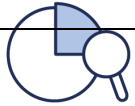
# ABORIGINAL LEARNER ACHIEVEMENT

## Element 1 – Data Informed Planning

# ABORIGINAL LEARNER ACHIEVEMENT

## Action Template

Matrix Rating (Pre / Post Implementation)	
MM / YYYY	Not Evident / Low / Medium / High
<b>Element 1</b>	Medium



### Data Informed Planning

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. The effective use of data to inform school decisions

### Key Element 1



Indicators of degree of implementation:  
What evidence can leaders provide to show progress in each element?

### Guiding questions

#### Not evident

#### Low

#### Medium

#### High

**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.**

*How does the school effectively collect data for Aboriginal learners?*

An assessment and reporting schedule for Aboriginal learners is not in place or not documented

An assessment and reporting schedule in place and captures data for some Aboriginal learners

A documented assessment and reporting schedule – including more ‘fine grained’ assessments – is flexibility applied to capture all Aboriginal learner progress, and directly informs literacy and numeracy improvement planning

A comprehensive, documented and regularly reviewed system for collecting, recording and managing data is in place, which aligns with literacy and numeracy improvement planning at whole-school, team and teacher levels

**The effective use of data to inform school decisions and teacher practice for each Aboriginal learner.**

*How does the school support deep analysis of individual Aboriginal learner data?*

A data management system is not evident, not consistently used or doesn’t inform planning for Aboriginal learners

A local data management system, including the Improvement Dashboard, is used to compare individual Aboriginal learner data against standards (SEA)

A comprehensive data management system, including the Improvement Dashboard, is used for in- depth analysis of Aboriginal learner progress and achievement. This analysis is shared across the school and informs actions

A comprehensive data management system is embedded, visible and highly adopted by all staff to drive:

- high-quality data analysis
- regular monitoring of levels of achievement and progress
- visible evidence of ‘fine grained’ growth

This directly leads to specific actions aligned to the school’s improvement planning

*How does the school ensure Aboriginal learners are prominent in improvement planning?*

Aboriginal learners are not prominent within improvement planning processes

Planning and actions for literacy and numeracy improvement relate to some Aboriginal learners

Aboriginal learners are prominent within literacy and numeracy improvement planning for teams and teachers

Leaders, teams and all teachers can articulate how Aboriginal learners are prominent within improvement planning, and can explain the impact on their actions, at a range of levels

# ABORIGINAL LEARNER ACHIEVEMENT


## Quality Matrix

Focus area / guiding questions	New Improvement Action(s) planned for 2021	Person responsible for this action	Timeline for completion of action	Actioned ✓
<ul style="list-style-type: none"> <li>• <i>Data Collection</i></li> <li>• <i>Data Management</i></li> </ul> <p><i>How does the school effectively collect data for Aboriginal learners?</i></p> <ul style="list-style-type: none"> <li>• <i>Analysis of Data</i> <ul style="list-style-type: none"> <li>- <i>Whole school/ Cohort</i></li> <li>- <i>Class groups</i></li> <li>- <i>Individual students</i></li> </ul> </li> </ul> <p><i>How does the school support deep analysis of individual Aboriginal learner data?</i></p> <ul style="list-style-type: none"> <li>• <i>Raising the Prominence of Aboriginal learners</i> <ul style="list-style-type: none"> <li>- <i>School wide planning</i></li> <li>- <i>Individual Aboriginal students</i></li> </ul> </li> </ul> <p><i>How does the school ensure Aboriginal learners are prominent in improvement planning?</i></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 2020/21</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 2020/21/22</p>	
	<p>In 2020 we will implement student forum (at least once a term) which will include ATSI children being active agents of the schools improvement.</p> <p>A termly school improvement action plan which involves ATSI learners will be developed and implemented to ensure student voice in improvement planning.</p>	<p>Principal/DP ACEO</p>	<p>Terms 1- 4 2020/21/22</p>	

### Element 2 – Tracking and Monitoring Growth and Achievement

# ABORIGINAL LEARNER ACHIEVEMENT

## Action Template

<b>Element 2</b> 	<b>Guiding Questions</b>	<b>Indicators of degree of implementation:                      What evidence can leaders provide to show progress in each element?</b>			
		<b>Not evident</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal-setting.</b>	<i>How does the school track, monitor and review the growth and achievement of every Aboriginal learner?</i>	No system exists to monitor the progress of Aboriginal learners against relevant school standards or benchmarks  Teachers do not use data to inform their teaching practice	Aboriginal learner progress is irregularly monitored against standards or benchmarks with some leaders and/or teachers using this information to inform their actions	Collaborative teams regularly meet to monitor progress, analyse outcomes, and determine strategies responsive to the needs of individual Aboriginal learners	Specific teams of leaders and/or teachers regularly meet to monitor the progress of all Aboriginal learners  These teams review the effectiveness of strategies on individual growth, and continually review school systems, programs and resources
	<i>How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?</i>	There are no literacy and numeracy learning goals for Aboriginal learners	There are some learning goals set, but not necessarily connected to relevant data. The goals are irregularly reviewed with limited Aboriginal learner involvement	There are data-informed learning goals established in discussion with Aboriginal learners in light of their progress. These goals are regularly reviewed	Aboriginal learners are actively involved in determining individual literacy and numeracy learning goals, and in evaluating their progress in achieving them. The goals are data-informed, clearly documented and shared with families



# ABORIGINAL LEARNER ACHIEVEMENT

Matrix Rating (Pre / Post Implementation)	
MM / YYYY	Not Evident / Low / Medium / High
01/2021	Medium

## Tracking and Monitoring Growth and Achievement

The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal setting.

## Key Element 2




Focus area / guiding questions	New Improvement Action(s) Planned for 2021	Person responsible for this action	Timeline for completion of action	Actioned ✓
<p><i>Growth and achievement of learning: tracked, monitored and reviewed</i></p> <p><i>How does the school track, monitor and review the growth and achievement of every Aboriginal learner?</i></p> <p><i>Data-informed literacy and numeracy goals for Aboriginal learners</i></p> <p><i>How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?</i></p>	The school will implement teacher impact teams for 2020/21 to use a data analysis model to evaluate ATSI learners progress and growth.	Teaching staff Leadership team ACEO	Terms 1 – 4 2020	
	<p>The school will implement a fortnightly goal setting approach that will see ATSI learners tracking and monitoring their goals regularly to evaluate their progress.</p> <p>All ATSI students 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.</p> <p>The school will expand the use of data folders so ATSI students have ready access to their data for goal setting.</p>	Principal.  Teacher/SSO staff  ACEO ATSI mentors.	Terms 1 – 4 2020/21	
	Regular teacher:student time where students are comfortable to ask about their learning and build positive relationships with their teacher. Ensuring meaningful connections between the ATSI students and teachers that will be valued and respected.	Teacher  Students	Terms 1 – 4 2020/21/22	

# ABORIGINAL LEARNER ACHIEVEMENT

Action Template  
Quality Matrix

## Element 3 – Assuring Consistent High Quality Classroom Practice

<b>Element 3</b>  	<b>Guiding questions</b>	<b>Indicators of degree of implementation:</b> <b>What evidence can leaders provide to show progress in each element?</b>			
		<b>Not evident</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<p><b>The continuous building of high-quality practice to deliver on whole-school commitments to action that will directly impact on Aboriginal achievement.</b></p> <p><b>This is supported by relevant professional learning, together with performance development systems and processes.</b></p>	<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></p>	<p>There are no agreed practices to raise Aboriginal learner achievement in literacy and numeracy</p>	<p>There are some agreed practices that are understood and applied in some classes to raise Aboriginal learner achievement in literacy and numeracy</p>	<p>There is agreed collective practice which drives the raising of literacy and numeracy achievement for Aboriginal learners, and is adopted across most classes</p>	<p>There is a widely shared and reviewed, agreed set of practices, which are consistently articulated and applied across all classes</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 no processes to continuously build teacher capacity for raising the literacy and numeracy achievement of Aboriginal learners</p>	<p>There are some capacity-building processes that are indirectly associated with raising the literacy and numeracy achievement of Aboriginal learners</p>	<p>There is a detailed set of capacity building processes, aligned in connected ways, which directly impact on the classroom practice of most teachers for literacy and numeracy</p>	<p>A comprehensive and regularly reviewed set of capacity building strategies – including feedback – is applied and directly impacts on the planning and practice of all teachers</p>
	<p><i>How do the school’s performance development processes ensure quality practice is evident for every Aboriginal learner?</i></p>	<p>There are no performance processes that reference teacher practice for raising the achievement of Aboriginal learners</p>	<p>There are some performance processes that connect teacher practice to raising the achievement of Aboriginal learners</p>	<p>There is a clear link between performance development processes and practice, which raises the achievement of Aboriginal learners for most teachers. This is supported by regular professional discussions</p>	<p>There is documented feedback for all teachers that directly connects teacher practice to raising achievement in literacy and numeracy for Aboriginal learners</p>

# ABORIGINAL LEARNER ACHIEVEMENT

Matrix Rating (Pre / Post Implementation)	
MM / YYYY	Not Evident / Low / Medium / High
01/2021	Medium

## Assuring Consistent High Quality Classroom Practice

The continuous building of high-quality practice to deliver on whole-school commitments to action that will directly impact on Aboriginal achievement. This is supported by relevant professional learning, together with performance development systems and processes.

## Key Element 3



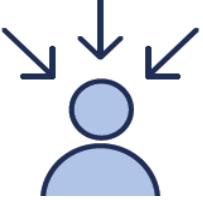
Focus area / guiding questions	New Improvement Action(s) planned for 2021	Person responsible for this action	Timeline for completion of action	Actioned ✓
<p><i>Collective 'commitment to action'.</i></p> <p><i>How does the school ensure a collective 'commitment to action' towards raising the achievement of all Aboriginal learners in literacy and numeracy?</i></p> <p><i>Continuous building of teacher capacity.</i></p> <p><i>How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners?</i></p> <p><i>Performance development processes.</i></p> <p><i>How do the school's performance development processes ensure quality practice is evident for every Aboriginal learner?</i></p>	<p>The school will implement teacher impact teams for 2020/21 to ensure collective efficacy towards the raising of ATSI learners achievement.</p> <p>The school will implement monthly meetings with families to ensure a collective commitment to action.</p>	<p>Leadership team ACEO ATSI students ATSI families Teaching staff</p>	<p>Terms 1 – 4 2020/21/22</p>	
	<p>The school will implement a differentiated PD calendar that builds teacher capacity in lit/num and AFL. 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 and teachers are culturally sensitive and know their Aboriginal students.</p>	<p>Leadership team</p>	<p>Terms 1 – 4 2020/21/22</p>	
	<p>The school will ensure every teaching staff members PDP 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>	<p>Terms 1 – 4 2020/21/22</p>	
	<p>Classroom environments reflect cultural understanding and recognition of significant dates e.g. Sorry Day, NAIDOC Week, and Reconciliation.</p> <p>All classes include acknowledgement to Kurna country each morning.</p>	<p>Leadership members Teachers SSO staff ACEO</p>	<p>Terms 1 – 4 2020/21/22</p>	



# ABORIGINAL LEARNER ACHIEVEMENT

Action Template  
Quality Matrix

## Element 4 – Applying Evidence-based, Learning Interventions

<b>Element 4</b> 	<b>Guiding questions</b>	<b>Indicators of degree of implementation: What evidence can leaders provide to show progress in each element?</b>			
		<b>Not evident</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>Effective and targeted learner interventions which support and/or extend Aboriginal learner achievement.</b>	<i>How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?</i>	There is no process for providing access to learner intervention as additional support. Aboriginal learners are not identified and targeted to receive the required literacy and/or numeracy support	Aboriginal learners are identified on the basis of data, with some learners provided with additional in-class support or access to intervention programs	All identified Aboriginal learners receive additional in-class support or intervention programs from highly trained providers	There is a set of documented, reviewed and evaluated intervention strategies. All identified Aboriginal learners receive the support required to maximise their achievement in literacy and numeracy

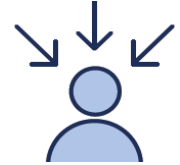
# ABORIGINAL LEARNER ACHIEVEMENT

Matrix Rating (Pre / Post Implementation)	
MM / YYYY	Not Evident / Low / Medium / High
01/2021	Medium

**Applying Evidence-Based,  
Learning Interventions**

**Effective and targeted learner interventions which  
support and/or extend Aboriginal learner  
achievement.**

**Key Element 4**




Focus area / guiding questions	New Improvement Action(s) Planned for 2021	Person responsible for this action	Timeline for completion of action	Actioned ✓	
<p><i>Provision of effective intervention and/or extension.</i></p> <p><i>How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?</i></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 by teachers and leadership.</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 100 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</p> <p>2020/21/22</p> <p>Principal and Reading key teacher</p>		

**Element 5 – Engaging Aboriginal families as partners in literacy and numeracy learning**

# ABORIGINAL LEARNER ACHIEVEMENT

## Action Template

Matrix Rating (Pre-Implementation) Element 5	<b>Engaging Aboriginal Families as Partners in Literacy and Numeracy learning</b> Guiding questions	Indicators of degree of implementation: What evidence can leaders provide to show progress in each element?			<b>Key Element 5</b>
MM / YYYY 01/2021		<b>Not evident</b>	<b>Low</b>	<b>Medium</b>	
<p><b>Engaging Aboriginal families as partners in literacy and numeracy learning.</b></p> <p><b>Data-informed conversations with Aboriginal families about the growth, achievement and successes of their child, and the strategies to best support them.</b></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>There are no proactive strategies in place to enable data-informed conversations specifically with families of Aboriginal learners</p>	<p>The school has developed some proactive strategies to share data-based information with families of Aboriginal learners</p>	<p>The school uses a range of planned and spontaneous opportunities to engage families in effective 2-way conversations to support the growth of Aboriginal learners in literacy and numeracy</p>	<p>The school has a range of clearly documented and reviewed proactive strategies for effective, regular, 2-way communication with all families of Aboriginal learners</p> <p>Families are included as key players in the review process and contribute to the development and monitoring of relevant literacy and numeracy goals</p>

NB: The term ‘families’ includes many different carer roles, including grandparents, custodial parents, other relatives and where relevant, the wider community


# ABORIGINAL LEARNER ACHIEVEMENT

Focus area / guiding questions	New Improvement Action(s) planned for 2021	Person responsible for this action	Timeline for completion of action	Actioned ✓
<p><i>Provision of effective intervention and/or extension</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><i>learner progress and achievement based on evidence?</i></li> <li><i>the support provided by the school for the learner?</i></li> <li><i>the ways in which the family can support the learner's growth in literacy and numeracy?</i></li> </ul>	<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>ATSI students and families have a voice including co-creating the Aboriginal Education Action Plan.</p>	<p>ACEO</p> <p>Leadership team</p> <p>Literacy Senior Leader</p> <p>ATSI Students</p> <p>ATSI families</p>	<p>Terms 1 – 4</p> <p>2020/21/22</p>	
	<p>To gain success with students by building their sense of identity and connection. Students thrive when learning with a buddy/cousin/friend. Talking with parents about regulation and what supports their child to learn.</p>	<p>Teachers</p> <p>ATSI Families</p> <p>ACEO</p>	<p>Terms 1 – 4</p> <p>2020/21/22</p>	
	<p>Workshops to share learning with parents/carers in relation to parents having a better idea of "what" their child/ren is learning and "how" they can support their children's learning. E.g. Jolly Phonics: parents if they do not know what it means or how it works – how they are expected to support them in their homework.</p>	<p>Teachers</p> <p>ATSI Families</p> <p>ACEO</p> <p>Leadership</p>	<p>Terms 1 – 4</p> <p>2020/21/22</p>	
	<p>Ensuring teachers are accessible to parents and families. Teachers are committed to building relationships with families and working together for the child. Termly update of students' progress similar to the one-page overview presented to families in 2020. Showcase of student work with a BBQ at least once a term to welcome the opportunity for yarning with teachers, parents, and students all at the same time in a culturally safe environment.</p>	<p>Teachers</p> <p>ATSI Families</p> <p>ACEO</p> <p>Leadership</p>	<p>Terms 1 – 4</p> <p>2020/21/22</p>	

## Element 6 – Promoting the Continuity of Learning

# ABORIGINAL LEARNER ACHIEVEMENT

## Action Template

Matrix Rating (Pre / Post Implementation)	Promoting the Continuity of Learning	The comprehensive sharing of detailed information about each Aboriginal learner (ie change of teacher or school).				Key Element 6
Element 6 MM / YYYY 01/2021	Guiding questions	Indicators of Degree of Implementation: What evidence can leaders provide to show progress in each element?				
Not Evident / Low / Medium / High	Low	Not evident	Low	Medium	High	
<p><b>The comprehensive sharing of detailed information about each Aboriginal learner. (ie change of teacher or school)</b></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 system for the sharing of information specifically about Aboriginal learners</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>Whole-school processes facilitate most teachers sharing literacy and numeracy data, additional support, and other relevant information for Aboriginal learners</p>	<p>A documented and reviewed whole-school approach is established where all teachers share literacy and numeracy data and relevant information, for all Aboriginal learners</p> <p>This is actioned before the commencement of classes in the following year where relevant</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 limited transition processes in place, with no specific reference to literacy and numeracy data or teaching strategies and support for Aboriginal learners</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>There is a well organised set of transition processes in place that support significant transfer of literacy and numeracy data with some information about teaching strategies or support received</p>	<p>There is a comprehensive, systematic transition process in place that supports the significant sharing of literacy and numeracy data for all Aboriginal learners. This is accompanied by a well-documented description of relevant teaching strategies and support mechanisms</p>	









# ABORIGINAL LEARNER ACHIEVEMENT

Focus area / guiding questions	New Improvement Action(s) planned for 2021	Person responsible for this action	Timeline for completion of action	Actioned ✓
<ul style="list-style-type: none"> <li><b>Data and information about Aboriginal learners shared within a school.</b> <i>(teacher-to-teacher, year-to-year transition)</i></li> </ul> <p><i>How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school?</i></p> <ul style="list-style-type: none"> <li><b>Transition of data and information about Aboriginal learners across sites</b></li> </ul> <p>How does the school organise for the sharing of literacy and numeracy information as part of cross-site transition processes?</p> <p><i>Documentation of learning goals and support in each learner's 'One Plan'</i></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, meetings, 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  Staff  Literacy Senior Leader.</p>	<p>Terms 1 – 4 2021/22</p>	
	<p>The school will review the transition/induction programs in place and adjust the operational procedures to enhance the information sharing guidelines. ATSI student will take new families on a school tour to introduce them to the school environment and share knowledge and experiences.</p>	<p>ACEO Leadership team  Teachers/SSO staff</p>	<p>Terms 1 – 4 2021/22</p>	
	<p>In Term 4 parents will meet with the classroom teacher for the following year to begin building relationships.</p>	<p>ATSI Families Teachers</p>	<p>Terms 1 – 4 2021/22</p>	

# ABORIGINAL LEARNER ACHIEVEMENT

## Action Template Synopsis

Aboriginal Learner Achievement Key Element Synopsis		Inter-related elements of school-wide systems and processes		
Key Elements	Elaboration	Key Focus Areas	Guiding Questions	
Data-Informed Planning	 <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>	<ul style="list-style-type: none"> <li>• Effective collection of data</li> <li>• Deep analysis of data</li> <li>• Prominence of Aboriginal learners in planning</li> </ul>	<p><i>How does the school effectively collect data for Aboriginal learners?</i></p> <p><i>How does the school support deep analysis of individual Aboriginal learner data?</i></p> <p><i>How does the school ensure Aboriginal learners are prominent in improvement planning?</i></p>	
Tracking and Monitoring Growth and Achievement	 <p>The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal-setting</p>	<ul style="list-style-type: none"> <li>• Growth and achievement of learning: tracked, monitored and reviewed</li> <li>• Data-informed literacy and numeracy goals for Aboriginal learners</li> </ul>	<p><i>How does the school track, monitor and review the growth and achievement of every Aboriginal learner?</i></p> <p><i>How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?</i></p>	
Assuring Consistent High Quality Classroom Practice	 <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>	<ul style="list-style-type: none"> <li>• Collective 'commitment to action'</li> <li>• Continuous building of teacher capacity</li> <li>• Performance development processes</li> </ul>	<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></p> <p><i>How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners?</i></p> <p><i>How do the school's performance development processes ensure quality practice is evident for every Aboriginal learner?</i></p>	
Applying Rigorous, Evidence-Based, Learning Interventions	 <p>The effective and targeted learner interventions which support and/or extend Aboriginal learner achievement</p>	<p>Provision of effective intervention and/or extension</p>	<p><i>How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?</i></p>	
Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning	 <p>Data-informed conversations with Aboriginal families about the growth, achievement and success of their child, and the strategies to best support them</p>	<p>Two-way communication and involvement of families in supporting the progress and achievement of Aboriginal learners in literacy and numeracy</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>	
Promoting the Continuity of Learning	 <p>The comprehensive sharing of detailed information about each Aboriginal learner. (ie change of teacher or school)</p>	<ul style="list-style-type: none"> <li>• Data and information about Aboriginal learners shared within a school</li> <li>• (teacher-to-teacher, year-to-year transition)</li> <li>• Transition of data and information about Aboriginal learners across sites</li> <li>• Documentation of learning goals and support in each learner's 'One Plan'</li> </ul>	<p><i>How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school?</i></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>	