


# 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> 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 and teacher practice for each Aboriginal learner.</p>	How does the school effectively collect data for Aboriginal learners?	Using data to inform practice	Identify Aboriginal students who may reach SEA and establish specific targets.	Student Data Management Team	Term 1, Monday, Week 3		
			When meeting with Senior leader, teachers are using their Aboriginal student data to influence their planning, and embed practices from the whole school teaching and learning agreement.	Senior Leader/Teachers	Week 3 and 9, Term 1. Week 2 and 8, Term 2 -4		
			Data analysis becomes embedded in ACE team meetings to ensure that ACEO's understand Aboriginal student data and can discuss this with families, teachers and students.	ACE team and Senior Leader	Every Monday at ACE team meetings, starting Week 3, Term 1.		
	How does the school support deep analysis of individual Aboriginal learner data?	Deep analysis of individual Aboriginal learner data	In alignment with the Augusta Park Primary School assessment timeline: <ul style="list-style-type: none"> <li>All teachers will receive an e-mail of Aboriginal Student data once it is collected, highlighting growth in student achievement</li> <li>ACE team will analyse and unpack data that coincides with the assessment timeline. For example: PASM is collected on Friday Week 2. On Monday Week 3, ACE team will analyse and monitor levels of achievement and growth of Aboriginal students</li> </ul>	Senior Leader/ Teaching and Learning Coach	Senior Leader/ACEO's	To occur when new data has been collected	
				Teaching teams/ACEO's	ACE team meetings – every Monday starting Week 3, Term 1.  Teaching teams – at least once a term in staff meetings  Student Achievement Data needed		
				Senior Leader/ACEO's	End of Week 2, Term 1  Data Wall		
				Teaching and Learning Coach	End of Week 2, Term 1  Data Wall		

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	How does the school ensure Aboriginal learners are prominent in improvement planning?	Staff Articulation of Aboriginal Data	Senior Leader Coaching Session with teachers will be held every 5 weeks to ensure impact of strategies, reflection, and data analysis	Senior Leader	Week 3 and 9, Term 1. Week 2 and 8, Term 2 -4  Student Achievement Data needed	
Data schedule to reflect specific assement that are related to Aboriginal Students e.g. EALD etc.			Teaching and Learning Coach	Term 1, Monday, Week 3  Assessment Schedule		
Development of Aboriginal Learner Profiles to help ACEO's support teachers knowledge about Aboriginal students and to support hand over time with teachers in Term 4			Senior Leader/ACEO's	End of Term 1		

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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> The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal setting.</p>	How does the school track, monitor and review the growth and achievement of every Aboriginal learner?	Tracking, monitoring and reviewing growth and achievement of Aboriginal learners	When analysing whole school data at staff meetings, time will be given to staff teams to unpack their Aboriginal student data with support of ACEO's. This collaboration will also include reviewing Aboriginal student growth, programs, and resources.	Teachers/Leadership/ ACEO's	At least one staff meeting a term	
			When Student Data Management meetings are held, there will be an agenda item looking at Aboriginal student data including a review of growth and achievement.	Student Data Management Team	Twice a term	
	How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?	One Child One Plans (OCOP) – Aboriginal Students	OCOP to be shared and discussed with ACEO's so that they can have conversations with families, teachers and learners around student learning goals.	Senior Leader	End of Term 1	
			For every Aboriginal student there will be a literacy and numeracy SMARTAR goal which is reviewed with teachers, students and families every term.	Teacher/ACEO's	Week 8, Term 1	
			OCOP for Aboriginal students will be overseen by the Senior Leader. This includes ensuring that all Aboriginal students have a literacy and numeracy SMARTAR goal, and that this is being regularly reviewed in five week blocks.	Senior Leader		

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Key Element 3	Guiding Questions	Area of focus	Action(s)	Person responsible	Resources / timeline	Evidence / Achieved
 <p><b>Assuring Consistent, High Quality Classroom Practice</b></p> <p>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.</p>	<p>How does the school ensure a collective 'commitment to action' towards raising the achievement of all Aboriginal learners in literacy and numeracy?</p>	<p>Implementation of whole school teaching and learning agreement</p>	<p>There will be time made for regular reference to student data and student progress in staff professional development time</p>	<p>Leadership</p>	<p>At least one staff meeting per term</p>	
			<p>Site coaches work with teachers to ensure classroom practices align with whole school teaching and learning agreement</p>	<p>Teaching and Learning Coach/Senior Leader/Teachers</p>	<p>Coaching meetings occur with teachers twice a term</p>	
			<p>Regular "classroom walk throughs" are undertaken to track implementation. One PLC member from each group to also join this</p>	<p>Teaching and Learning Coach</p>	<p>3 times a term</p>	
			<p>Teachers implement 5 week cycles of review and evaluate to track improvement against the SIP priorities and WS agreements implementation</p>	<p>Teachers</p>	<p>Every 5 weeks</p>	
	<p>How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners?</p>	<p>Raising and Literacy Numeracy focus</p>	<p>Site coaches work with teachers to ensure classroom numeracy practice aligns with the whole school teaching and learning agreement – particularly in trust the count and problem solving</p>	<p>Teaching and Learning Coach/Senior Leader</p>	<p>Coaching meetings occur with teachers twice a term</p>	
			<p>Use the NAPLAN Achievement progression to inform teacher practice and understanding of Aboriginal student needs</p>	<p>Teaching and Learning Coach</p>	<p>Meet with teachers by the end of Week 4, Term 1</p>	
			<p>Student Free Days and staff meeting professional learning agendas align with SIP priorities and WS agreements</p>	<p>Site Improvement Team</p>	<p>Ongoing throughout 2020</p>	
			<p>Consistent and rigorous implementation of Big Write and Read Write Inc</p>	<p>Teachers</p>		
	<p>How do the school's performance development processes ensure quality practice is evident for every Aboriginal learner?</p>	<p>Connecting performance development processes to Aboriginal learners</p>	<p>Regular classroom walk throughs are undertaken</p>	<p>Teaching and Learning Coach</p>	<p>Three walk throughs a term</p>	


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			<p>Teacher programming and classroom practice is aligned to the whole school agreements.</p> <p>Coach/Senior Leader meet with teachers to support with effective programming and planning of differentiated teaching practice.</p> <p>Classroom observations of teacher practice and programming/planning shows evidence of differentiation</p>	Teaching and Learning Coach/Senior Leader	Coaching meetings occur with teachers twice a term	
			<p>All teachers have PDP review meetings and are able to talk about how they are using Aboriginal learners data to inform their practice and the impact this has had on Aboriginal learner achievement</p> <p>Line Managers provide feedback about teachers practice and programs in relation to the whole school agreements and SIP priorities.</p> <p>Classroom observations of teacher practice and programming/planning shows evidence of differentiation</p>	Leadership	PDP meeting and observation of teacher practice occurs at least once a term	


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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>How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?</p>	<p>Targetted literacy and numeracy intervention in the classroom</p>	<p>Senior Leader works with teachers to program and plan for high quality differentiation for Aboriginal Students.</p>	Senior Leader	Week 3 and 9, Term 1. Week 2 and 8, Term 2 -4	
			<p>Teachers document how they deploy SSO's in their classroom to support student engagement and target individual learner needs (literacy and numeracy). This will be shared through PDP meetings, observation of practice, planning/practice and work completed with teaching and learning coach/senior leader.</p>	Teachers	PDP meeting and observation of teacher practice occurs at least once a term	
			<p>SSO's are given the opportunity to participate in Training and Development that will allow them to up-skill their practice within the classroom</p>	Leadership	Ongoing throughout 2020	
			<p>Aboriginal students are identified to participate in Minilit and Maqlit</p>	Special Education Co-ordinator	End of Week 3, Term 1 and on-going as needed	


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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> Data-informed conversations with Aboriginal families about the growth, achievement and successes of their child, and the strategies to best support them. <b>NB: The term 'families' includes many different carer roles, including grandparents, custodial parents, other relatives and, where relevant, the wider community.</b></p>	<p>How does the school ensure that there are culturally respectful and purposeful conversations with families about:</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>Increase Aboriginal family engagement and connection with school</p>	<p>Having open and honest conversations with parents about their child.</p>	All staff	Ongoing throughout 2020	
			<p>Creating opportunities for families to engage with the school community</p> <ul style="list-style-type: none"> <li>• Community breakfasts (proposal to be taken to staff – Tuesday of W3, W6, W9 each term)</li> <li>• Afternoon Tea to occur in Terms 1 and 3.</li> <li>• Teacher Interviews – provide Sausage Sizzle for families</li> </ul>	<p>Mary to take Breakfast proposal to staff meeting</p> <p>ACE Team/All staff</p> <p>ACE Team/Senior Leader</p>	<p>Monday, Week 3, Term 1</p> <p>Term 1, Week 3; Term 3, Week TBA</p> <p>Monday, Tuesday, Wednesday (if needed) Week 9, Term 1</p>	
			<p>Positive Information postcard Send a school post card home to families which highlights their child's improvement in attendance and/or growth in learning. The design will be done in a visual format.</p>	<p>ACE Team (design card)</p> <p>Teachers and Leaders</p>	<p>Postcard design completed by the end of Week 5, Term 1.</p> <p>Sent home to each child's family once a term.</p>	
			<p>Text message about Assembly Awards to inform parents. Teachers will need to have award nominations in by Tuesday of the assembly week.</p>	<p>Teachers Keli to send messages</p>	<p>Every Tuesday of Assembly week (Wk 3, Wk 6, Wk 9)</p>	
			<p>Teachers are encouraged to communicate positive feedback with each child's family at least once a term regarding student progress i.e. learning, engagement, attendance. This could occur by making phone calls, using communication books, or face to face conversations. Leadership and ACEO's are also encouraged to do this.</p>	<p>Teachers, Leadership, ACEO's</p>	<p>Each child's family contacted at least once by the end of each term.</p>	
			<p>Research funding and grants that can help promote Aboriginal Culture in the form of art or other methods.</p>	<p>ACEO's/Senior Leader</p>	<p>Ongoing throughout 2020</p>	
			<p>ACEO's to work with students to develop art for around the school. For example: reestablish the paver art around the flag poles</p>	<p>ACEO's</p>	<p>End of Term 2.</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> The comprehensive sharing of detailed information about each Aboriginal learner. (ie change of teacher or school)</p>	How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school?	Communication with staff	The ACE team, Leadership and Teachers ensure they effectively communicate and share relevant student information, where deemed appropriate about student progress, important family information.	Leadership/ACEO's	Ongoing throughout 2020	
			After Student Data Management meetings minutes will be distributed to all teachers through email.	A member of Student Data Management team	To occur in alignment with Student Data Management meetings.	
			All teachers will receive an e-mail of Aboriginal Student data once it is collected which highlights students who have shown growth.	Senior Leader/Teaching and Learning Coach	To occur when new data has been collected	
	How does the school organise for the sharing of literacy and numeracy information as part of cross-site transition processes?	End of year hand over	Create a hand-over process for next years teachers to share information about students at the end of the current year.	Senior Leader	End of Term 3	
			Ensuring that there is time allocated in Week 9, Term 4 for "hand over" between teachers regarding student learning, engagement, family information or any other relevant information.	Leadership	Week 9, Term 4.	
			When we have new enrolments, ensuring we find out and document as much information as possible from students previous school. Review 'intent to enrol proforma'.	ACEO's/Leadership/Front Office Staff	Week 5, Term 1	