Site Learning Improvement Plan

2015
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Our Vision

The Elizabeth Park School will:

- maintain a high quality learning culture
- sustain highly skilled, professional staff
- be a joyous, safe and caring community

“Schools have a higher task to fulfil: they may turn us into better, wiser and happier people.”

“As John Stuart Mill, the Victorian defender of the aims of education, put it: ‘The object of universities is not to make skilful lawyers, physicians or engineers. It is to make capable and cultivated human beings’”

Alain De Botton
Our Mission

A student who graduates from Elizabeth Park will be:

- a highly literate and numerate lifelong learner
- respectful, caring and act with honesty and fairness
- a healthy, active and socially responsible citizen

We will achieve this through these key beliefs

1. Working towards a set of shared goals together
2. Developing positive and supportive relationships
3. Using clear, explicit and direct teaching
4. Providing early intervention
5. Providing a safe and supportive learning environment
6. Encouraging and celebrating success
7. Building a healthy and active community

We value

- Care, Respect and Responsibility
- Encouraging honesty and fairness
- Improving all our students learning
- Our school culture and ethos and the participation of our school community
- Working in safe and supportive surroundings
Our key beliefs are enacted by these agreed practices

1. Working together
   - Agreed Staff Code of Conduct
   - Agreed SIP driving Staff Professional Learning
   - Staff meetings in R-7/year level groups and Learning band team meetings
   - Student Voice and whole school assemblies
   - Consistent Line Management

2. Developing Positive Relationships
   - Model our values of Care, Respect and Responsibility
   - Staff commitment to student wellbeing
   - Social education after each Play period
     - Social and Emotional Learning
   - Positive Yard Play / Play is the Way
   - Family Learning Network

3. Clear, explicit and direct Teaching
   - Scaffolded Literacy
     - Minimum 3 lessons a week across all classes
     - Peer support and observation
   - Daily Literacy Block
     - Guided Reading used
     - Extra SSO support
   - SOSE / Writing overviews

4. Early Intervention
   - EALD/ATSI Support
   - Student Review Team
   - NEP / ILP / IEP support
   - Students of Concern support
   - Speech Pathologists support
   - Student Social Workers (NACYS) support
   - SAKG mentor program

5. Safe supportive Environment
   - Adult Access policy
   - Uniform policy
   - Consistent Behaviour Management practices
     - Positive steps and clear logical consequences
     - Behaviour recording – class book, green sheet and EDSAS
     - Leadership support with Behaviour phone and yard
   - Movement Slips
   - Duty of Care
     - Students supervised at all times
     - Lining Up and Moving in an orderly manner

6. Celebrating Success
   - Assemblies
     - Whole School assembly each fortnight
     - Selected classes presenting
     - Principal Awards
     - End of term Cultural assembly
     - Positive Role Model Awards
     - Special assemblies
     - Reading Superstars,
     - Year 7 / CPC Graduations
   - Displaying students work
   - Good work book
   - Good behaviour incentives – ‘smiley faces’ etc

7. Building a Healthy and Active Community
   - Play is the Way learning (PitW)
   - Breakfast Club and Healthy Canteen
   - Daily Fitness and H&PE
   - Stephanie Alexander Kitchen Garden
   - Active after School Communities program
   - SAPSASA, District Sports, local sport and Sports Day
   - Harmony Day
Elizabeth Park Schools’ Professional Learning framework

Improving our student’s learning by promoting and participating in teacher learning and development (effect size 0.84)

We are committed to improving student learning outcomes. We know that this is directly related to improving high quality teaching. To achieve this effect, staff professional learning is carried out through a number of layers: a site goal that drives our professional development program and our staff professional learning communities. This is then linked to individual teacher’s performance and development planning.

We will reference our learning to the Professional Standards for Teachers and use the Teaching for Effective Learning framework (TfEL) document as a learning resource. Staff professional learning will occur in three forums:

This year Elizabeth Park Schools Community has agreed to focus upon a one overall whole school goal – Building talk for Thinking.

1. **Whole school learning goal.** Staff professional learning will be about developing innovative Oral Language instructional strategies, using dialogue for learning and the TfEL framework. These may be part of Pupil Free Days and staff PD sessions. Staff also may attend out of school PD as part of their 37.5 hours T&D and Teacher Registration expectations.

2. **Collegiate group meetings in Curriculum Learning Communities (CLC’s) and Learning Band teams.** These are held regularly during the term in staff meeting time around the site’s whole school “focus on learning” goal – Oral Language improvement. We are doing this within four curriculum areas actioned by 4 Curriculum Learning Communities (CLC’s);

   – **Maths, English, Well-being (Play is the Way language) and Oral Language across the Curriculum.**

   Each CLC will investigate trial and reflect upon innovative classroom teaching strategies to then share with their colleagues. Each CLC is convened by a Coordinator and supported by a Senior Leader. The SIP is coordinated by the Site Improvement Team (SIT) that meets three times per term.

3. **Individual Performance Development Planning (PDP) meetings.**

   The Australian Professional Standards for Teachers will guide staff performance development.

   **Formal PDP meetings** with the staff members line manager at least two times per year. The first one is to identify professional and personal goals. The second one is to review and document achievements. (see PDP policy)

   i. **Staff Observation and Feedback** by each staff member’s line manager. This will occur at least 2 times per term with a focus upon each staff member’s own CLC Oral Language strategies. Some staff will also be observed by the AL consultant and given feedback

   ii. **Individual informal meetings** on an ‘as needs’ basis with the line manager and members of the leadership team also will inform and support individual teacher’s learning.
SITE IMPROVEMENT PLAN 2015
Building a RICH Vocabulary enables understanding and communication of complex ideas

RATIONALE:
1. Oral language is the foundation for the development of literacy skills…and a strong indicator of academic achievement.
2. Oral language skills are critical for social competence, underpin the transition to literacy and open up the world of reading.
3. A high number (80% in 2013) come to school with weaknesses in one or more areas of oral language.

OUR BELIEFS:
A rich vocabulary provides us with more intricate ways of talking about the world and understanding the ways more complex thinkers see the world.
Language is how we think, talking is the expression of our thinking, our world is limited by our language
Classrooms should be filled with talk given that we want them to be filled with thinkers
Powerful Learners use dialogue to make meaning

OUR 2014 GOAL: All students will have a rich vocabulary to understand and communicate complex ideas

HOW:
- All teachers will be members of one of four Curriculum Learning Communities (CLC’s) that will carry out action research into Instructional Strategies that will achieve our whole school goal.
  - Numeracy
  - Literacy
  - Play is the Way (social competence)
  - Oral Language across the Curriculum (OLaC)
- See each CLC Action Plan for their Action Research Goal and strategies
2015 SITE IMPROVEMENT PLAN OVERVIEW

WHOLE SCHOOL GOAL: Building Powerful Learners: developing a rich vocabulary to understand and communicate

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<tbody>
<tr>
<td></td>
<td>Principal – Laura Tambe</td>
<td>A.P. – Martina Ebert</td>
<td>CHI Coord. – Grace Macri</td>
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<tr>
<td>GOAL</td>
<td>To increase student’s comprehension through vocabulary development (Inferential Comprehension)</td>
<td>To increase the amount of student vocab through mental routines and problem solving. (Problematised Learning)</td>
<td>To increase the vocab student use to explain behavioural choices</td>
<td>To pioneer new instructional strategies that develop a rich vocabulary for student thinking (Think Alouds)</td>
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ACTION RESEARCH I.T.A.R.S.

1. Investigate
   - INVESTIGATE THE SITUATION: gather baseline data and researched based information
     - Revisit whole school goal. Each CLC clearly defines their specific goal for the semester
     - CLC buddies plan how to gather baseline data and get up to date information
     - Where we are at now. Each CLC to consider where we are at now/current practice

2. Trial & Assess
   - TRIAL THE CHANGES: CLC’s reflect upon the data and choose a strategy to impact upon this data
     - Reflect upon data and set teaching goals related to CLC Focus topic area
     - Implement the O.L. strategy to increase vocabulary (see TfEL 3.4 & Sue O.L.)
     - Gather baseline data on ‘Target 3’ students in curriculum area

3. Reflect
   - REFLECT ON THE IMPACT: Reflecting on new learning and share progress/ further planning.
     - Evaluate and refine the ongoing impact of the O.L. teaching strategy

4. Share good practices
   - SHARE THE LEARNING: Final reflection and sharing good practice within CLC.
     - Each PLC to begin planning to present their learning in term 2.

MEASURE

TEACHING PRACTICE: Evaluate teachers increased use of the instructional language

3 TARGET STUDENTS: Measure the impact of instructional strategies on student vocab
CLC Action Plans 2015

1. OLaC – strategies to develop a Rich Vocab for thinking aloud
2. Maths - Increase Vocab through mental routines
3. English - Increase comprehension through Vocab development
4. Behaviour - Develop PITW Vocab for behavioural choices
## 2015 Action Plan #1: Oral Language across the Curriculum (OLaC)

### CLC GOAL: To investigate teaching strategies that develop a RICH vocab to expand and articulate thinking

Overall result we want to achieve

<table>
<thead>
<tr>
<th>Staff Action Research Statement (Objective)</th>
<th>Strategies (Specific actions to achieve each goal)</th>
<th>Success measures (Outcomes to indicate success)</th>
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</thead>
<tbody>
<tr>
<td><strong>MAJOR FOCUS</strong></td>
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</table>
| Investigate the best methods for teachers to action and integrate particular OL strategies across the curriculum | **Strategy 1.1** Investigate a whole school method for gathering base-line data about levels and richness of vocab and articulation  
- Data collected in term 1 and 3  
- Possible PAT V/vocab test  
- Use the 1 minute vocab test for CLC. | 1.1 Data is collected and shared for reflection/action  
1.1 Increase of levels of vocab |
|                                           | **Strategy 1.2** Focus on Vocab development (Define Do Revise). Trial specific Strategies and share with staff.  
- Whole school focus upon Vocab in term1  
- Support all CLCs to implement ‘think-alouds’ term 2 onwards. | 1.2 Programming and practice is changed to increase the Opportunities for vocab development  
1.3 Observations and Videoing is performed to share learning and findings with other CLCs.  
1.4 Use Sue McCandlish to create a measurable assessment tool |
| **SPECIFIC ACTIONS**                      |                                                  |                                                  |
| Implementing ‘No Pen Day Wednesday’  
Assessment tools and analysis | **Action 2.1** Timetable dates into the year calendar. OLaC Committee organises the structure of the day and provides useful resources. | 2.1 A minimum of three ‘No Pen Day Wednesdays’ are organised.  
2.1 ‘No Pen Day Wednesdays become regular with teachers needing minimal support with organisation. |
## 2015 Action Plan #2: NUMERACY

**CLC GOAL:** to increase student Maths vocabulary through Mental Routines and apply to problem solving.

Overall result we want to achieve

<table>
<thead>
<tr>
<th>Staff Action Research Statement (Objective)</th>
<th>Strategies (Specific actions to achieve each goal)</th>
<th>Success measures (Outcomes to indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAJOR FOCUS</strong></td>
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<tr>
<td>Investigate strategies that will increase students vocab and ability to talk about their problem solving strategies</td>
<td><strong>Strategy 1.1</strong> Gather base-line data about student vocabulary knowledge</td>
<td>1.1 Data is collected and shared for reflection action</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy 1.2</strong> Trial particular strategies that increase students ability to articulate their problem solving strategizing and opportunities to practise using new vocabulary. (Define Do Revise &amp; Think Aloud)</td>
<td>1.2 Programming and practice is changed to increase the amount of student talk</td>
</tr>
<tr>
<td></td>
<td>- Investigate the DDR &amp; TA Pie Instructional Strategies,</td>
<td>Increased capacity and success identified via observations and PDP meetings.</td>
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<td></td>
<td>- CLC Staff use the STAR poster to increase student problem solving abilities and use of vocabulary during reflection</td>
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<td></td>
<td>- CLC Staff develop teaching plans based upon student needs</td>
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<td><strong>Strategy 1.3</strong> Evaluate the weekly teaching sequence to ensure all students have regular quality opportunities to share and discuss strategies.</td>
<td>1.3 weekly sequence is used and feedback given</td>
</tr>
<tr>
<td><strong>SPECIFIC ACTIONS</strong></td>
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<tr>
<td>Implement assessment procedures across school</td>
<td><strong>Action 2.1</strong> Staff will choose 2 under achieving, 2 achieving at bench mark and 2 over achieving students to focus their data collection on for the year.</td>
<td>2.1 100% of students have been tested and baseline data collated for use.</td>
</tr>
<tr>
<td>Provide coaching for identified staff</td>
<td><strong>Action 2.2</strong> Staff training in assessment tools provided</td>
<td>2.2 All new staff are trained in expectations of assessment tools and protocols.</td>
</tr>
<tr>
<td></td>
<td><strong>Action 2.3</strong> Provide mentoring and leadership for staff in accessing and implementing Natural Maths and using assessment tools.</td>
<td>2.3 Identified classroom teachers are able to assess, collate data, report and plan using the results/findings from assessment tools.</td>
</tr>
</tbody>
</table>
2015 Action Plan #3: ENGLISH/LITERACY

**CLC GOAL:** to increase student comprehension through vocabulary development
Overall result we want to achieve

<table>
<thead>
<tr>
<th>Action Research Statement (Objective)</th>
<th>Strategies (Specific actions we are going to undertake)</th>
<th>Success measures (Outcomes to indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAJOR FOCUS</strong></td>
<td>Strategy 1.1 Gather base-line data about student vocabulary knowledge and usage</td>
<td>1.1 Data is collected and shared for reflection action</td>
</tr>
</tbody>
</table>
| Investigate strategies that will increase students’ vocabulary and dialogue about a text or topic. | Strategy 1.2 Trial particular strategies that will increase students ability to articulate their vocabulary knowledge and comprehension of texts  
- Investigate a comprehension strategy  
- Trial a strategy that increases student dialogue about a topic  
- Develop and share ideas with staff | 1.2 Programming and practice is changed to increase the amount of student talk |
| | Strategy 1.3 Analyse PAT-R student data to develop a range of comprehension focus areas that give students greater opportunities to share and discuss comprehension strategies. | 1.3 Comprehension focus based upon PAT-R data |
| **SPECIFIC ACTIONS**                | Action 2.1 Provide mentoring and PD for staff to implement Shena Cameron Comprehension strategies. | 1.1 100% of students have been tested and baseline data collated for use. |
| Provide Professional Development for staff | Action 2.2 Develop and trial a vocabulary assessment tool incorporating Tier 1, 2, & 3 words. | 1.2 Identified classroom teachers are able to assess, collate data, report and plan using the PAT-R assessment tools. |
| Embed assessment procedures across school | Action 2.3 Facilitate the Literacy for Learning PD | 
# 2015 Curriculum Action Plan #3 Play is the Way (Behaviour)

**CLC GOAL:** To develop the specific PitW vocabulary of students and staff to enable articulation of thinking and reasoning related to behavioural choices

<table>
<thead>
<tr>
<th>Action Research Statement (objective)</th>
<th>Strategies (Specific actions to achieve the CLC goal)</th>
<th>Success Measures (outcomes to indicate success)</th>
</tr>
</thead>
</table>
| 1. Major Focus                       | 1.1 Gather baseline data about the knowledge of PitW vocabulary  
1.2 Trial particular strategies that will increase students ability to be able to articulate the reasoning behind their behaviour choices.  
  - OL pie focussing on vocabulary leading to Think Alouds  
  - Trial strategies  
  - Evaluate impact, measure word usage and reasoning  
1.3 Analyse data, teaching sequence and implement | 1.1 data collected  
1.2 staff practice is modified to increase the amount of student talk  
1.3 student vocab and reasoning becomes more complex |

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<tr>
<th>Specific Actions</th>
<th>Action 2.1 Teacher T&amp;D</th>
</tr>
</thead>
</table>
| Continue to successfully implement PITW across whole school | Continue to develop teacher understanding of PITW theories and approaches through  
  - staff T&D  
  - PITW articles and website resources  
  - Revisiting language and teaching opportunities |
Appendices

1. Self Review
2. Site Improvement Teams (SIT)
3. Aboriginal Strategy
Site Self Review
At EPS we regularly review how well our school improves achievement, growth and engagement of our students. We have layers of processes with identified managers to continually evaluate school performance. Our continuous improvement processes use an Investigate, Trial, Assess and Reflect, Share (ITARS) model operating at three levels.

Level 1. Whole School Improvement for all students. (Manager: Site Improvement Team) Staff Curriculum Professional Learning Communities (CLC’s) carry out Action Research using the ITARS process. The 2013-2014 focus is Oral Language with CLC’s investigating oral language instructional strategies for developing oral language in the classroom (Sue McCandlish). Each CLC makes recommendations to the Site Improvement Team (SIT - consisting of leadership and coordinators) based upon their Action Research to form the basis of the following years Site Improvement goal. Each CLC shares their Action Research outcomes with the whole staff to develop a whole of site understanding. All staff are surveyed annually about the SIP.

2015 Review 1: Each CLC to investigate a range of strategies to improve vocabulary development.

Level 2. Specialised Intervention for students ‘at risk’. (Manager: Student Review Team) A number of processes are in place. Class teachers’ analyse student achievement data to make internal referrals to the “Students of Concern” student review team. Actions taken include involvement in EPS Special Programs. The Regional Support Services providers meet on site with the SRT to case manage the most complex students.

The Leadership team also discuss students of concern arising from their line management observations, student behaviour or SRT recommendations and action with class teacher and family review meetings. Other support processes are provided by the AET and ACEO along with EALD and BSSO’s. Year level teams collaboratively review student data to inform their pedagogy.

2015 Review 2: Learning Band Teams to analyse year level data to identify wave 1, 2 and 3 students and collaboratively develop action research into more effective classroom differentiation, intervention and support strategies.

2015 Review 3: The site investigates an efficient method for data storage and display to better inform analysis.

Level 3 Individual Staff Performance and Development (PDP). (Manager: Leadership Team) All staff have regular observations and feedback meetings with their line manager from Leadership and either a Scaffolded Literacy consultant or a Maths coach. Staff PDPs have a CLC goal (see Level 1 above) and an individual personal professional goal negotiated from observations and data. Peer observation (Buddy Watch) and CLC observation and filming support an open classroom culture. Agreed observation proformas support a whole of site pedagogical approach.

2015 Review 4: Leadership continue to develop an agreed whole of site Teaching and Learning Planning proforma aligned with the agreed Observation proforma.

2015 Review 5: Leadership to share PDP goals to inform whole site PD needs.
| Site Improvement Priority | Improve students’ oral language skills |

**SITE LEARNING IMPROVEMENT TEAMS 2015**

### SENIOR LEADERSHIP TEAM
- Principal + Acting Principal
- A.P. – Curriculum/Admin., A.P. – Early years Admin, A.P. – Intervention&Support,

### SITE IMPROVEMENT TEAM (S.I.T.)
- Principal
- Assistant Principals
- Literacy Coord.
- School Events Coord
- SAKG Coord
- CHI Coord
- Numeracy Coord

#### 1. O.L.a C.
- Instructional strategies ‘Think Alouds’
  - Principal
  - WSA Coordinator
  - R-7 staff

#### 2. Maths
- Problem Solving Strategies
  - AP Early Years
  - Numeracy Coord
  - R-7 staff

#### 3. English
- Inferential Thinking
  - Principal
  - Literacy Coord.
  - R-7 staff

#### 4. Wellbeing
- PitW Oral Language Connections
  - AP Intervention
  - AP Curriculum
  - R-7 staff
### 2015 FOCUS AREAS

<table>
<thead>
<tr>
<th>Engagement and Connections / Readiness for School</th>
<th>ACTION: Specific Programs and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Case Management</strong></td>
<td>- Staff are provided release time and staff meeting T&amp;D time to create and review ILPs</td>
</tr>
<tr>
<td>• ILP plans written by class teachers and reviewed</td>
<td>o Staff and parents are encouraged to share as much info as possible regarding student learning, attendance, participation &amp; well being.</td>
</tr>
<tr>
<td>• Students access hearing tests when required</td>
<td>o ATSI students with hearing difficulties are identified to provide appropriate learning strategies and support to them. Hearing Screening held every 2 years for all ATSI students.</td>
</tr>
<tr>
<td>• Home visits and home correspondence by ACEO</td>
<td>o Students of Concern team actively involves teachers and raises their awareness about the student and their potential needs which enables a systematic process of monitoring and review</td>
</tr>
<tr>
<td><strong>1.2 Cross Agency Integration</strong></td>
<td>o Interagency meetings to discuss complex cases / NEP referrals</td>
</tr>
<tr>
<td>• Student referrals to Students of Concern group</td>
<td>o Use of ILP folder to inform goals and future support</td>
</tr>
<tr>
<td>• Families linked to support agencies by ACEO</td>
<td><strong>1.3 Build Community Engagement</strong></td>
</tr>
<tr>
<td><strong>2.1 Attendance and Participation Strategies &amp; Programs</strong></td>
<td>- ACEO provides information to parents/ caregivers about support services available to them eg. Aboriginal Housing, Anglicare, Northern Kids, Work Skil, Relationships Australia, Salvation Army, Aboriginal Turn Around Team</td>
</tr>
<tr>
<td>- Write ILPs for each student (non NEP)</td>
<td>- Aboriginal parents and caregivers are invited to attend Indigenous afternoon tea sessions to network with other members of the community and share and receive information. Guest speakers arranged when possible eg. Dental services</td>
</tr>
<tr>
<td>- Collate &amp; analyse data for each student – SBM / Attendance</td>
<td>- Preschool use funding for SSO support for ATSI students learning programs</td>
</tr>
<tr>
<td>- Identify students for:</td>
<td>o Encourage early age preschool enrolment</td>
</tr>
<tr>
<td>o attendance action</td>
<td><strong>Attendance</strong></td>
</tr>
<tr>
<td>o referral to Students of Concern Team</td>
<td><strong>Individual students identified to be involved in specialised programs</strong></td>
</tr>
</tbody>
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### Attendance

- **2.1 Attendance and Participation Strategies & Programs**
  - Individual students identified to be involved in specialised programs  
    - Upper primary peer reading program with JP students  
    - AET runs an ATSI upper primary student group working on leadership and literacy skills  
    - Students of concern and those on NEP receive extra AET, SSO and/or Special Ed support  
    - Specialised speech and early intervention literacy support (Busy Bees Program and Reading Program) for JP students  
  - Attendance and Participation strategies & incentives  
    - Flag Raising and Kaurna acknowledgement at all assemblies and events (Aboriginal student monitors)
### 2.2 Transition Programs
- Ongoing transition programs from preschool to reception and from Year 7 to High School ('Entry for Success' program)

### 2015 FOCUS AREAS

<table>
<thead>
<tr>
<th>Literacy and Numeracy</th>
<th>ACTION: Specific Programs and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Data Analysis</strong></td>
<td>All students assessed using PAT-Reading Test, PAT-Maths Test, Running Records, Oral Language assessment, Jolly Phonics testing (Early years)</td>
</tr>
<tr>
<td>• Whole School Assessment data collated for ILP and NEP</td>
<td>• Children below Benchmark identified for support</td>
</tr>
<tr>
<td>• Identify students below benchmark and provide support</td>
<td>• ILP or NEP created for all ATSI students to cater for specific needs</td>
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<tr>
<td><strong>3.2 Develop Site Programs</strong></td>
<td>• NAPLAN data for year 3, 5 &amp; 7 students analysed by AET to identify targeted support required</td>
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<tr>
<td>• Accelerated Literacy taught across all year levels</td>
<td>• Accelerated Literacy and Literacy / Numeracy Block with extra SSO, AET and EALD teacher support</td>
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<tr>
<td>• Structured Literacy &amp; Numeracy block timetable</td>
<td>• Aboriginal Cultural Studies</td>
</tr>
<tr>
<td>• ACEO, AET, SSO provide support for individual students</td>
<td>• ACEO and AET support class teachers with Aboriginal Cultural studies and perspectives</td>
</tr>
<tr>
<td>• Aboriginal cultural studies and perspectives taught across the school</td>
<td>• Whole school focus on Aboriginal perspectives including celebration of significant events</td>
</tr>
<tr>
<td>• Staff provided with PD in Australian Curriculum ATSI perspectives</td>
<td>• T&amp;D opportunities and information provided regularly to staff at staff meetings</td>
</tr>
<tr>
<td>• APAS Tutoring</td>
<td>• Aboriginal perspectives within Australian Curriculum taught across all learning areas</td>
</tr>
<tr>
<td>• ALAP Initiative – reading program</td>
<td>• APAS Tutoring for targeted students (based on NAPLAN data)</td>
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### Culturally Appropriate Curriculum

<table>
<thead>
<tr>
<th>4.1 Cultural Respect</th>
<th>Early years reading intervention</th>
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<tbody>
<tr>
<td>• Aboriginal perspectives taught across the school</td>
<td>• Kaurna acknowledgement at every school assembly and event read by ATSI students</td>
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<td></td>
<td>• Aboriginal Flag raised and lowered by student monitors every day</td>
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<td>• Every important calendar event is celebrated by the whole school</td>
</tr>
<tr>
<td>Acknowledge &amp; celebrate Cultural events</td>
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<td>----------------------------------------</td>
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<tr>
<td>Cultural assemblies</td>
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<td>Guest performers / artists</td>
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<td>School Murals for external walls</td>
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<tr>
<td>Kaurna language signage (building names, greetings on classroom doors)</td>
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<tr>
<td>Kaurna language and culture lessons</td>
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**4.2 Indigenous Awareness**

- Identify staff needs and provide training
- Promote Indigenous culture across the community
- Newsletter item - ‘Nunga News’
- Aboriginal Community Noticeboard in JP

**4.3 Resources**

- Budget process

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<th>o Reconciliation week, National Sorry Day, Harmony Day and NAIDOC</th>
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<tr>
<td>Regular Aboriginal Cultural whole school performances</td>
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<tr>
<td>Community mural with parent volunteers</td>
</tr>
<tr>
<td>Kaurna language focus in all classes and signage on buildings: Karalta, Taltarni, Tindo &amp; Ninna Marni signs on classroom doors</td>
</tr>
<tr>
<td>Aboriginal Education Team consisting of ACEO, AET &amp; Assistant Principal (meet fortnightly)</td>
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<tr>
<td>Team shares information and organises events with staff</td>
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<tr>
<td>o Share successful practices with leadership and committee</td>
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<tr>
<td>o Regular updates at staff meetings</td>
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<tr>
<td>o Plan cultural events</td>
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<tr>
<td>o Address Aboriginal Strategy Document and use as the agenda template in Aboriginal Education team meetings</td>
</tr>
<tr>
<td>‘Nunga News’ section in school newsletter (fortnightly)</td>
</tr>
<tr>
<td>AET &amp; ACEO ensure ATSI student work, photos and information are displayed on Aboriginal Community Noticeboard and in newsletter</td>
</tr>
<tr>
<td>Budget allocation to support all Aboriginal Education programs and initiatives – overseen by Aboriginal Education Team</td>
</tr>
</tbody>
</table>