



Focus School: Rosetta Primary School Local Activity Plan 2012-2013

Priority Area	Goal	Data	Action/Strategy	Who/When	Professional Development	Budget	Evaluation
Early Years – Bright Beginnings Readiness for School	<ul style="list-style-type: none"> *Personal contact/engagement with identified families through LIL, Shining Stars 0-4 *Commit the resources/personnel/support to encourage quality education *Ensure quality education and care programs and services for young children so they develop as confident and curious learners prior to commencing full time 	Data on LIL participation KDC progress	<ul style="list-style-type: none"> *Assess Aboriginal enrolment information and develop profile for school readiness to identify needs. *Interventions provided for identified children with literacy and numeracy needs. *Inviting service agencies into the LIL sessions *Consulting through local councils to maintain community connections to services. *Additional Professional Development money to secure the implementation of programs as issues arise. 	<ul style="list-style-type: none"> *Principal *LIL coordinator and 0-4 Programs Mrs Chris Hall, Ms Tahnee Karas, *TA -Mrs Wendy Oldfield *Programs to be every Wednesday and supported by AEW-home visits or through school gatherings. 	<ul style="list-style-type: none"> *LIL and 0-4 Professional Development *Identified community related Professional Development as deemed appropriate to the readiness for School initiatives. 	<ul style="list-style-type: none"> \$1000 for PL \$1000 for resources \$2601 for AEW for 2012 \$9460 for AEW for 2013. <p>We would like to increase recently employed AEW from 1 day a week (budgeted above) to 3 days a week (if she is able), so would add \$18920</p>	<ul style="list-style-type: none"> *Identified improvement in continuous commitment and readiness for school programs as determined by numbers *Evidence will be increasing Kinder enrolments follow-up/increasing kinder enrolments
Great Schools...Great Communities Leadership, Quality Teaching and Workforce Development	<ul style="list-style-type: none"> *Passionate and inspired leadership, encouraging continuous improvement, *Working collaboratively *Developing partnerships *Teaching excellence (differentiating the Australian curriculum, using data, intervention, continual review) *Plan, act, review and respond 	Staff survey	<ul style="list-style-type: none"> *Senior Staff familiarisation with MCEECDYA ATSI Education Action Plan 2010-2014 *Cultural Understandings *Build staff and community knowledge *Leadership team (Principal, Lead teacher, AEW, parent/community member, LIL coordinator will undertake first Professional Development in Cultural Understandings (2 days in 2012) *Other teaching staff-History committee *AEW delivered information *EY Digital Technology- Oct 11 *Scope and Sequence development for History and Science *Scaffold original Torritya Trail Scope and Sequence for Torritya Take 2 	<ul style="list-style-type: none"> *Leading for Higher Performance interviews *Cultural Understandings Nov 12 and 13 *Elearn in EY classrooms Oct 11 	<ul style="list-style-type: none"> *All Staff meet AEW in Staff Meeting *All staff to be involved some form of Professional Development – this will include session with the AEW or “Cultural Understandings” 	<ul style="list-style-type: none"> *\$1000 resource *Ongoing purchase of current books for students/families * ICT ipads and Apps (6 x ipads =\$3000 plus \$100 apps) *Relief for PL – Cultural Understandings, elearn Early Years, History aboriginal focus scope and sequence 40 x \$433= \$17320 	<ul style="list-style-type: none"> *conversations *increasing understanding *staff recognising increased understanding and confidence in delivering programs with aboriginal perspective

<p>Engagement and Connection</p>	<ul style="list-style-type: none"> *Incorporate Aboriginal Perspectives in collaborative grade group plans. * Develop a Scope and Sequence. * Initiate a community partnership agreement and conduct forums. *Promotion of Aboriginal identity and culture. * Demonstrate visible respect by using Flag Raising Ceremonies, displays of Aboriginal art, Celebrating special days/weeks – NAIDOC, using the Welcome and Acknowledgement to Country at assemblies and on special occasions. 	<p>SWIS Data Informal data collection by asking students</p> <ul style="list-style-type: none"> *Survey to families, offering meeting times and survey options *Re-visit Term 2 survey – follow-up *Establish the basis of a community partnership led by the AEW *Identified areas from parents *RPS Behaviour Management date 	<ul style="list-style-type: none"> *Develop list of the families that are currently not engaging in LIL programs. *Build community connections *IEP's/Mentors for all Aboriginal students *Follow student identified areas of interest- Cooking, Drama, Art, Gardening *Using staff that Aboriginal students connect with to establish mentoring roles *AEW– after school extension program, additional help/extension with homework/reading, computer access- this will occur with a rotation of staff 2.45-3.30 on Modays. Invitations will be extended to parents to join in. *Student Welfare roster provided from Senior Staff *Social Skills development (identified as area of focus) 	<ul style="list-style-type: none"> *AEW to make contact with Aboriginal families. *Using Drama/Art/Music Specialist to foster creative self-expression/provide relaxed and supportive opportunities *Create a gathering area/use of school facilities after hours (covered BBQ area and use of Learning Centre) 	<ul style="list-style-type: none"> * Professional Development will occur for the whole school approach to Kids Matter. *Drama/Cooking and Art will be examined to build links between classrooms and students. * Staff will access social skilling tasks and opportunities to assist students in regulating their behaviour/s. 	<ul style="list-style-type: none"> *The Arts -\$2,000 *Drama and Social skills- \$6,000, using Police Mobile Van and React Drama. *Cooking/materials and ingredients \$2,500 *Establishment of Palawa Pals Aboriginal Cultural Mural/BBQ gathering area with cover- \$47,300 *Miscellaneous items associated with proposals and yet to be finalised or determined-\$3,500 (eg. transport, health and well-being support, technologies, materials and supplies) 	<ul style="list-style-type: none"> *Attendance of Aboriginal families at general school events and Parent Teacher evenings. * Established a community partnership agreement. *Community Partnership forums are established. *Visible respect is evidenced. *Planned and specialised programs receive positive feedback from students and parents-high levels of participation.
<p>Attendance</p>	<ul style="list-style-type: none"> *Increased attendance rates *In the event of illness/absence Aboriginal families will contact the school to provide explanations 	<p>EPS Moderation Data</p>	<ul style="list-style-type: none"> *Analyse data *Targeting poor attending families. *Principal, Social Worker, AEW, LIL coordinator telephoning, contacting, visiting families *Conversations with staff to improve connections with the families of their students 	<ul style="list-style-type: none"> *Principal *Social Worker-in response to DoE/Principal requests *AEW-ongoing Classroom teachers-daily 	<ul style="list-style-type: none"> *All staff to be familiar with monitoring procedures for attendances *Using Edu-point *Understanding of Aboriginal culture and identity and possible explanations/reasons for absences. 	<p>n/a</p>	<ul style="list-style-type: none"> *Maintaining decreasing numbers of students being absent. *Monitoring data has been successfully handled. *Unexplained absences converting to explained.

<p>Literacy and Numeracy</p>	<p>*Improve the literacy and numeracy levels of Aboriginal students through targeted and purposeful teaching and learning opportunities</p>	<p>School developed High and Low Achievement data FS teacher data NAPLAN KDC and PIPS data PAT Maths Comp</p>	<p>*IEP's for all Aboriginal students * Access NAPLAN Toolkit *Quicksmart – availability for ATIS students in 2013 *Continue providing ITAS staff member for ITAS literacy support and Aboriginal Cultural programs. Students working with a teacher 1:1 *Using Di Siemen assessments, assess level of understanding in key areas of Mathematics. Formative and summative assessments.</p>	<p>*Principal *ASTs *AEW Ms G.Hill – Mathematics-Numeracy focus *Flying Start teachers *Additional Aides to support testing assessment, Quick Smart ITAS (Aboriginal Education teacher)</p>	<p>*Where necessary Professional Development will be strategic and specific to the needs of students. *Professional Development will continue to examine and consolidate the work of the National Curriculum.</p>	<p>*Employment of 0.2 teacher to coordinate focus inquiry \$23395 *6 x TA days for Di Siemen assessment and EY assessment=\$1362 *Increase Quicksmart program for 1 more day a week \$9460 targeting Gd 3-6 Aboriginal students for Quicksmart and EC students for extra assistance with Numeracy</p>	<p>*Parents see the value of Literacy/Numeracy Programs *Students are supported in out-of hours activities *Data is used for the specific intention of targeting learning opportunities where needed *Standards of Literacy and Numeracy have improved as identified in school based and national testing procedures</p>
<p>Pathways to Real Post school options</p>	<p>*Create a Transition to High School strategy</p>	<p>Enrolments in local High School – survey of experiences</p>	<p>*To use IEPs and Mentors to acknowledge and share information about Aboriginal students transitioning to High School. *To support Aboriginal students and their families in making High School selections and visiting prospective schools. *Maintain links with the local High School to create a sense of purpose and continuity to educational outcomes.</p>	<p>*Principal *ASTs involved in transition planning *AEW *Mentors *Grade 6 class teachers *Parents/carers</p>	<p>*Staff involved in transition processes will make contact and share a working knowledge of successes or issues through professional conversations.</p>	<p>n/a</p>	<p>*Successful transition outcomes.</p>