





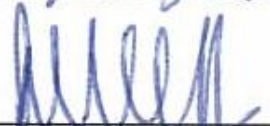


TANNUM SANDS STATE SCHOOL
Investing in Focus Schools Initiative

Local Activity Plan 2013



Priorities	Actions	Performance Targets	Responsible Person/s	Resources
1. Literacy and Numeracy	<ul style="list-style-type: none"> Maintain high expectations across the school for all learners and their ability to learn and succeed Develop Individual Learning Plans (ILPs) using OneSchool to set individual learning goals and targets for all Indigenous learners and monitor their achievement and improvement Teachers to adopt and incorporate specific pedagogies that are sensitive to, support and engage the literacy and numeracy development of Indigenous learners (eg; oral strategies, ICTs and hands on) Purchase reading materials that are engaging and promote Indigenous culture Support teachers to differentiate literacy and numeracy programs 	<ul style="list-style-type: none"> Continue to work towards 'reducing the gap' by up to 50% in reading, writing and numeracy achievements between Aboriginal and Torres Strait Islander students and no Indigenous students by 2018 All Aboriginal and Torres Strait Islander learners are meeting Literacy and Numeracy standards All Aboriginal and Torres Strait Islander learners are improving across all dimensions of literacy and numeracy Maintain and improve current annual participation rates in NAPLAN 	<ul style="list-style-type: none"> Classroom Teachers Teacher Aides Support Teacher (Literacy and Numeracy) Head of Curriculum Deputy Principals Head of Special Education Services Principal Parents and Carers Fractional Teacher position to co-develop and monitor Individual Learning Plans and student achievement data 	<ul style="list-style-type: none"> A range of additional literacy, numeracy and ICT resources to promote increased hands on learning and active engagement
2. Attendance	<ul style="list-style-type: none"> Maintain high levels of Indigenous student attendance through ongoing tracking, follow up and celebration Continue to inform parents/carers of their child/ren's attendance and progress at school Investigate concerns regarding attendance and absenteeism Regularly share attendance data with staff Develop student pride in themselves and their school Provide increased opportunities for Indigenous learners to participate in a range of extra curricula activities Support parents/carers and families of Indigenous students to continue to keep attendance gaps closed Engage the use of Nhulundu Health Services on a yearly basis for health checks of students 	<ul style="list-style-type: none"> Attendance rates of all Indigenous learners continue to be equivalent to or above that of non Indigenous learners The annual retention and progression of Indigenous learners from year to year is maintained and increased Increased enrolment of Indigenous learners All Indigenous learners and self-selected non-Indigenous students to access the services of Nhulundu Health when they operate from the school with health checks 	<ul style="list-style-type: none"> All Staff to positively and proactively work with Indigenous parents/carers and families Administration Staff, including Principal, Deputy Principals, Head of Special Education Services (HoSES) and Head of Curriculum (HoC) to monitor learner attendance and investigate absenteeism patterns and trends IEW TA to co-ordinate Nhulundu Health Checks Principal to celebrate attendance achievements at an 'Assembly of Excellence' once a Term. 	<ul style="list-style-type: none"> Classroom Teachers continue to closely monitor individual student attendance, connecting with parents, carers and families as required. Administration Officer and Principal to monitor Schoolwide attendance patterns to alert concerns and celebrate success.

Priorities	Actions	Performance Targets	Responsible Person/s	Resources
3. Engagement and Connections	<ul style="list-style-type: none"> Increased use of hands on resources, including ICTs Purchase engaging resources to compliment classroom literacy and numeracy programs Provide opportunities for all learners to participate in cultural activities to develop understandings of Aboriginal and Torres Strait Islander histories, culture, languages, traditions and ways of learning through excursions to local Indigenous Centres, hosting performers and celebrating NAIDOC Week within the school Welcome Indigenous families to the school to openly share their local knowledge and skills Hold a parent community group meeting once a term to work with parents and community members/sharing successes and celebrations of our students Welcome and engage local Indigenous Community Advocacy Groups and elders to the school to openly share and celebrate their local knowledge and skills. Involvement in strategic planning and decision making around Indigenous learners through development of a Community Partnership Agreement and an Indigenous Education Advisory Group 	<ul style="list-style-type: none"> Increased number of Aboriginal and Torres Strait Islander learners engaged in personalised and individualised learning programs Increased participation of Indigenous parents/carers and families actively in classroom activities, school events and decision making forums Increased daily access to a range of resources, including ICTs to complement and enhance learning as articulated in Individual Learning Plans (ILPs) 4 Parent Group meetings a year Sign off on a Community Partnership Agreement with local Indigenous Community Groups, Elders, parents and students Formation and active work of an Indigenous Education Advisory Group 	<ul style="list-style-type: none"> Teachers differentiate learning adjustment and modification, documenting in OneSchool as Individual Learning Plans (ILPs) Locally funded Teacher position oversees the co development and monitoring of Individual Learning Plans (ILPs) IEW to co-ordinate four parent group meetings a term in consultation with the Principal Principal to work with Indigenous parents, IEW's and local community and elders to develop and enact a Community Partnership Agreement and the formation of a local Indigenous Education Advisory Group 	<ul style="list-style-type: none"> Purchase of a range of hands on resources, particularly ICTs Fractional teacher position funded to oversee co development of Individual Learning Plans Develop school almanac of local resources to support and enhance cultural learning Use of Stronger Smarter funds to support the development and embedding of the Community partnership Agreement and the local Indigenous Education Advisory Group and the Parent meetings
4. Leadership, Quality Teaching and Workforce Development	<ul style="list-style-type: none"> Continue to provide professional development in the areas of literacy and numeracy and collegial coaching for staff including teacher aides around Indigenous learning Continue to provide and facilitate Aboriginal and Torres Strait Islander cultural awareness professional development and training and to all school staff when required Where possible, continue to employ Indigenous staff across the full range of school positions See Stronger Smarter activities for the 12 month period 	<ul style="list-style-type: none"> Continue to reach benchmarks and criteria to be identified as a Stronger Smarter Hub School – Principal All staff, including those in Leadership positions are 'high performing' and effective in supporting Aboriginal and Torres Strait Islander learners to achieve success, become confident, creative and active and informed citizens Staff trained in collegial coaching that targets literacy and numeracy teaching and the development of a consistent bank of strategies around effective tools/processes to use with Indigenous learners All staff consistently demonstrate and apply their strong understanding of the cultural and linguistic backgrounds of all Indigenous learners Principal and other school leaders to continue their participation in Leadership Programs to lead the improvement of learning for Indigenous students 	<ul style="list-style-type: none"> All staff to participate in professional development and training and apply knowledge, skills and understanding to individual position descriptions Head of Curriculum (HoC) to work with teachers to ensure Indigenous perspectives are embedded within curriculum offerings Principal and other school leaders to incorporate strategies to enhance their Indigenous Leadership within their Developing Performance Plans Principal to continue work as the Hub Leader for the Stronger Smarter Institute – QUT (see action plan) 	<ul style="list-style-type: none"> Professional Development budget supports ongoing training and learning of all staff, particularly early career and re-establishing staff Utilise existing school based, local and regional personnel to facilitate professional learning

Parent Name	Signature
S+B ASAMSON	
Pat + Cath Cleland	Cath Cleland
Leanne + Cindy Williams	
Lisa McClelland	Mrs Lisa McClelland
Michelle + Chris Sullivan	
Maree Case	
Deborah Marshall	Deborah Marshall
Kelly Littlemore	
Leanne Garthwaite	Leanne Garthwaite