



2016 FOCUS AREAS	ACTION: Specific Programs and Strategies
<p><b><u>Engagement and Connections / Readiness for School</u></b></p> <p><b>1.1 Case Management</b></p> <ul style="list-style-type: none"> <li>• ILP plans written by class teachers and reviewed</li> <li>• Students access hearing tests when required</li> <li>• Home visits and home correspondence by ACEO</li> </ul> <p><b>1.2 Cross Agency Integration</b></p> <ul style="list-style-type: none"> <li>• Student referrals to Students of Concern group</li> <li>• Families linked to support agencies by ACEO</li> </ul> <p><b>1.3 Build Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Parents encouraged to attend volunteer programs and participate in Governing Council &amp; parent focus groups</li> <li>• Indigenous Morning / Afternoon Tea</li> <li>• Nunga Family Night (held annually in term 4)</li> <li>• Community participation in preschool &amp; playgroup</li> <li>• Opportunities to work in Stephanie Alexander Kitchen Garden (SAKG)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are provided release time and staff meeting T&amp;D time to create and review ILPs               <ul style="list-style-type: none"> <li>◦ Staff and parents are encouraged to share as much info as possible regarding student learning, attendance, participation &amp; well being. Students are provided with opportunity to input information.</li> </ul> </li> <li>• Health checks held on site. Eg. 4 year old health checks &amp; hearing screening held annually for <u>all</u> ATSI students. ATSI students with hearing difficulties are identified to provide appropriate learning strategies and support to them.</li> <li>• 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               <ul style="list-style-type: none"> <li>◦ Interagency meetings to discuss complex cases / NEP referrals</li> <li>◦ Use of ILP to inform goals and future support</li> </ul> </li> <li>• ACEO provides information to parents/ caregivers about support services available to them eg. Anglicare, Relationships Australia, Salvation Army, Playford Council – Marni Waiendi</li> <li>• Aboriginal parents and caregivers are invited to morning/afternoon tea sessions to network with other members of the community and share and receive information. Guest speakers arranged when possible eg. Dental services</li> <li>• Community invited to Nunga Family Night held annually with service provider stalls, raffles, food etc.</li> <li>• Preschool use funding for SSO support for ATSI students learning programs               <ul style="list-style-type: none"> <li>◦ Encourage early age preschool enrolment</li> </ul> </li> <li>• Aboriginal parents / caregivers encouraged to attend playgroup (held weekly) to build connections within school community</li> </ul>
<p><b><u>Attendance</u></b></p> <p><b>2.1 Attendance and Participation Strategies &amp; Programs</b></p> <ul style="list-style-type: none"> <li>• Write ILPs for each student (non NEP)</li> <li>• Collate &amp; analyse data for each student – SBM / Attendance</li> <li>• Identify students for:               <ul style="list-style-type: none"> <li>◦ attendance action</li> <li>◦ referral to Students of Concern Team</li> <li>◦ participation / engagement strategies &amp; programs</li> </ul> </li> <li>• Provide incentives for attendance &amp; participation</li> <li>• Provide targeted support to students at risk</li> </ul> <p><b>2.2 Transition Programs</b></p> <ul style="list-style-type: none"> <li>• Ongoing transition programs from preschool to reception and from Year 7 to High School ('Enter for Success' program)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual students identified to be involved in specialised programs               <ul style="list-style-type: none"> <li>◦ Mentor program for identified students to work with Garden Specialist (weekly)</li> <li>◦ AET runs an ATSI upper primary student group working on leadership and literacy skills</li> <li>◦ Students of concern and those on NEP receive extra AET, SSO and/or Special Ed support</li> <li>◦ Specialised speech and early intervention literacy support (Busy Bees Program and Reading Program) for JP students</li> </ul> </li> <li>• Attendance and Participation strategies &amp; incentives               <ul style="list-style-type: none"> <li>◦ Flag Raising and Kaurna acknowledgement at all assemblies and events (Aboriginal student monitors)</li> <li>◦ Principal certificates at Assembly</li> <li>◦ Positive Yard play</li> <li>◦ New School uniform provided to enrolling students as well as spare school uniforms available to existing students</li> <li>◦ Daily Breakfast Club Program</li> <li>◦ After School Activities Program</li> <li>◦ Attendance incentive certificates</li> <li>◦ Nunga Club (held fortnightly) – run by AET and ACEO</li> <li>◦ Targeted supported allocated to students at risk of disengagement</li> </ul> </li> </ul>

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<p><b><u>Literacy and Numeracy</u></b></p> <p><b>3.1 Data Analysis</b></p> <ul style="list-style-type: none"> <li>• Whole School Assessment data collated for ILP and NEP</li> <li>• Identify students below benchmark and provide support</li> </ul> <p><b>3.2 Develop Site Programs</b></p> <ul style="list-style-type: none"> <li>• Accelerated Literacy taught across all year levels</li> <li>• Structured Literacy &amp; Numeracy block timetable</li> <li>• ACEO, AET, SSO provide support for individual students</li> <li>• Aboriginal cultural studies and perspectives taught across the school</li> <li>• Staff provided with PD in Australian Curriculum ATSI perspectives</li> <li>• APAS Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• All students assessed using PAT-Reading Test, PAT-Maths Test, Running Records, Oral Language assessment, spelling assessment, Jolly Phonics testing (Early years) <ul style="list-style-type: none"> <li>○ Children below Benchmark identified for support</li> <li>○ ILP or NEP created for all ATSI students to cater for specific needs</li> <li>○ NAPLAN data for year 3, 5 &amp; 7 students analysed by AET to identify targeted support required</li> </ul> </li> <li>• Accelerated Literacy and Literacy / Numeracy Block with extra SSO, AET and EALD teacher support</li> <li>• Aboriginal Cultural Studies <ul style="list-style-type: none"> <li>○ ACEO and AET support class teachers with Aboriginal Cultural studies and perspectives</li> <li>○ Whole school focus on Aboriginal perspectives including celebration and acknowledgment of significant events</li> <li>○ T&amp;D opportunities and information provided regularly to staff at staff meetings</li> <li>○ Aboriginal perspectives within Australian Curriculum taught across all learning areas</li> </ul> </li> <li>• APAS Tutoring for targeted students (based on NAPLAN data)</li> <li>• Early years reading intervention</li> </ul>
<p><b><u>Culturally Appropriate Curriculum</u></b></p> <p><b>4.1 Cultural Respect</b></p> <ul style="list-style-type: none"> <li>• Aboriginal perspectives taught across the school</li> <li>• Acknowledge &amp; celebrate Cultural events</li> <li>• Cultural assemblies</li> <li>• Guest performers / artists</li> <li>• School Murals for external walls</li> <li>• Kurna language signage (building names, greetings on classroom doors)</li> <li>• Kurna language and culture lessons</li> </ul> <p><b>4.2 Indigenous Awareness</b></p> <ul style="list-style-type: none"> <li>• Identify staff needs and provide training</li> <li>• Promote Indigenous culture across the community</li> <li>• Newsletter item - 'Nunga News'</li> <li>• Aboriginal Community Noticeboard in JP</li> </ul> <p><b>4.3 Resources</b></p> <ul style="list-style-type: none"> <li>• Budget process</li> </ul>	<ul style="list-style-type: none"> <li>• Kurna acknowledgement at every school assembly and event read by Indigenous students</li> <li>• Aboriginal Flag raised and lowered by student monitors every day</li> <li>• Every important calendar event is celebrated by the whole school <ul style="list-style-type: none"> <li>○ Reconciliation week, National Sorry Day, Harmony Day and NAIDOC</li> </ul> </li> <li>• Regular Aboriginal Cultural whole school performances</li> <li>• Community art projects with parent volunteers</li> <li>• Kurna language focus in all classes and signage on buildings: Karalta, Taltarni, Tindo &amp; Ninna Marni signs on classroom doors</li> <li>• Aboriginal Education Team consisting of ACEO, AET &amp; Assistant Principal (meet fortnightly)</li> <li>• Team shares information and organises events with staff <ul style="list-style-type: none"> <li>○ Share successful practices with leadership and committee</li> <li>○ Regular updates at staff meetings</li> <li>○ Plan cultural events</li> <li>○ Address Aboriginal Strategy Document and use as the agenda template in Aboriginal Education team meetings</li> </ul> </li> <li>• 'Nunga News' section in school newsletter (fortnightly)</li> <li>• AET &amp; ACEO ensure ATSI student work, photos and information are displayed on Aboriginal Community Noticeboard and in newsletter</li> <li>• Budget allocation to support all Aboriginal Education programs and initiatives – overseen by Aboriginal Education Team</li> </ul>