

# ABORIGINAL LEARNER ACHIEVEMENT

## Quality Matrix and Action Template

School	Flinders View Primary School	Year of improvement focus. <i>ie 2021</i>
Principal	Anna Nayda	
Key Element		
1: Data Informed Planning		2021
2: Tracking and Monitoring Growth and Achievement		2024
3 Assuring Consistent, High Quality Classroom Practice		2022-2024
4: Applying Evidence-Based, Learning Interventions		2023
5: Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning		2022
6: Promoting the Continuity of Learning		2025

### School Improvement

The ALALR supports a cyclic approach to:

- **Continual improvement of school systems and processes** for each of the 6 Key Elements
- **Raising the prominence of Aboriginal learners.**

NB: It is recommended that schools should review Element 1 'Data Informed Learning' in the first instance, as this element underpins the effectiveness of the other Key Elements.

### Actions for Leaders

- Complete the **Quality Matrix** to audit and drive evidence based discussion.
- **Identify one element** for improving whole school processes **each school year.**
- Work with your team to plan and document **improvement actions** on the **Action Template.**
- **Implement** improvement actions **and review** implementation **progress** throughout the year
- **End of Year-** Review the impact of the improvement actions to determine new actions / focus.  
*Has there been improvement in each Aboriginal student's learning outcomes this year?*
- Use information from the **Action Template** to inform the **Annual Report 'Improvement –Aboriginal Learners'**

### Aboriginal Learner Achievement

Change Management for Sustainable Improvement



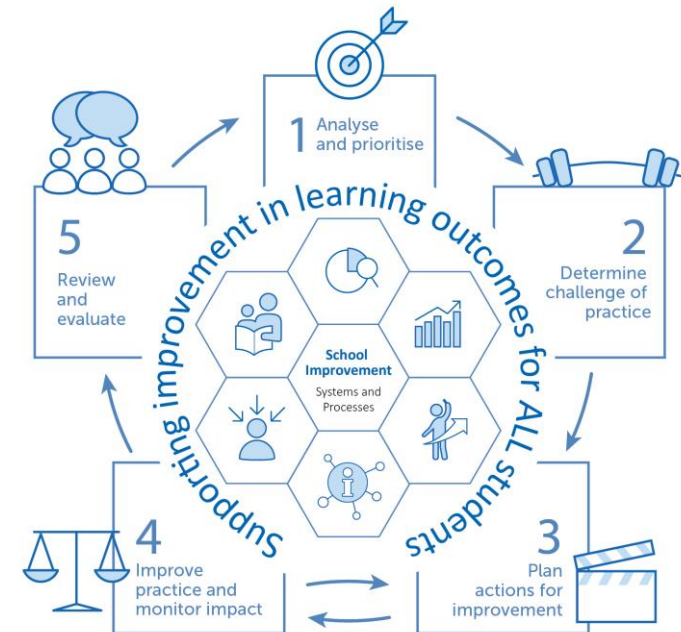
#### Effective Processes and Systems

Actions (cogs) working in sync build effective systems. Efficient systems support teachers to be more effective in supporting students to improve literacy/numeracy outcomes.



#### A 'lens' on Aboriginal learners

Supporting all students to reach potential is important. Given the complexity of issues, it is our responsibility to focus on supporting each Aboriginal learner to reach high and achieve potential.



### Effective whole school processes and systems support:


- SIP cycle planning
- Teachers to be more targeted in their teaching.

# ABORIGINAL LEARNER ACHIEVEMENT

## Quality Matrix

2019 2021

### Element 1 – Data Informed Planning

<b>Element 1</b> 	<b>Guiding questions</b>	<b>Indicators of degree of implementation: What evidence can leaders provide to show progress in each element?</b>			
		<b>Not evident</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<p><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.</b></p> <p><b>The effective use of data to inform school decisions and teacher practice for each Aboriginal learner.</b></p>	<i>How does the school effectively collect data for Aboriginal learners?</i>	An assessment and reporting schedule for Aboriginal learners is not in place or not documented	An assessment and reporting schedule in place and captures data for some Aboriginal learners	A documented assessment and reporting schedule – including more ‘fine grained’ assessments – is flexibly applied to capture all Aboriginal learner progress, and directly informs literacy and numeracy improvement planning	A comprehensive, documented and regularly reviewed system for collecting, recording and managing data is in place, which aligns with literacy and numeracy improvement planning at whole-school, team and teacher levels
	<i>How does the school support deep analysis of individual Aboriginal learner data?</i>	A data management system is not evident, not consistently used or doesn’t inform planning for Aboriginal learners	A local data management system, including the Improvement Dashboard, is used to compare individual Aboriginal learner data against standards (SEA)	A comprehensive data management system, including the Improvement Dashboard, is used for in- depth analysis of Aboriginal learner progress and achievement. This analysis is shared across the school and informs actions	A comprehensive data management system is embedded, visible and highly adopted by all staff to drive: <ul style="list-style-type: none"> <li>– high-quality data analysis</li> <li>– regular monitoring of levels of achievement and progress</li> <li>– visible evidence of ‘fine grained’ growth</li> </ul> This directly leads to specific actions aligned to the school’s improvement planning
	<i>How does the school ensure Aboriginal learners are prominent in improvement planning?</i>	Aboriginal learners are not prominent within improvement planning processes	Planning and actions for literacy and numeracy improvement relate to some Aboriginal learners	Aboriginal learners are prominent within literacy and numeracy improvement planning for teams and teachers	Leaders, teams and all teachers can articulate how Aboriginal learners are prominent within improvement planning, and can explain the impact on their actions, at a range of levels

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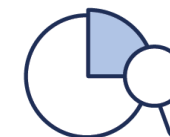
## Action Template

Matrix Rating (Pre / Post Implementation)	
12/2020	HIGH
12/2021	HIGH

### Data Informed Planning

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.

### Key Element 1




Focus area / guiding questions	New Improvement Action(s) planned for 2021	Person responsible for this action	Timeline for completion of action	Actioned ✓
<ul style="list-style-type: none"> <li>• <b>Data Collection</b></li> <li>• <b>Data Management</b></li> </ul> <p>How does the school effectively collect data for Aboriginal learners?</p> <ul style="list-style-type: none"> <li>• <b>Analysis of Data</b></li> <li>- Whole school/Cohort</li> <li>- Class groups</li> <li>- Individual students</li> </ul> <p>How does the school support deep analysis of individual Aboriginal learner data?</p> <ul style="list-style-type: none"> <li>• <b>Raising the Prominence of Aboriginal learners</b></li> <li>- School wide planning</li> <li>- Individual Aboriginal students</li> </ul> <p>How does the school ensure Aboriginal learners are prominent in improvement planning?</p>	<p><b>Know Thy Impact: Improve mathematical data collecting, recording, actioning and management systems to ensure the collation of Mathematical Data of Aboriginal Learners is easily accessible to all stakeholders.</b></p> <ul style="list-style-type: none"> <li>• Explore high impact mathematical assessments that support classroom teachers to regularly review mathematics learning and assist them to plan next steps.</li> <li>• Trial School-Based Mathematics Assessment and review in correlation with PAT-M (Term 3).</li> <li>• Explore best use of BIIN and how these assessments can be used to diagnose students' misconceptions in number.</li> <li>• Improve mathematical data collecting, recording, and management systems (include in the Data Analysis Report).</li> </ul>	<p>Curriculum Leader/ Data Specialist</p> <p>AETs</p> <p>Site Improvement Team (SIT)</p>	<p>Term 1</p> <p>Week 2, Term 1</p> <p>Term 1</p> <p>Each Term</p>	
	<p><b>Raise the prominence of Aboriginal Learner's in Data collection practices.</b></p> <ul style="list-style-type: none"> <li>• Ensure Aboriginal Learner achievement is highlighted/documentated in mathematical and literacy data collation and reviewed regularly.</li> <li>• Ensure Aboriginal Learners Achievement is part of the improvement conversations in PDPs and working with coach/ Intervention specialists.</li> <li>• Regular weekly time allocated for like year teachers to use data analysis to collaboratively plan for teaching and learning.</li> </ul>	<p>Data Specialist</p> <p>Line Managers</p> <p>Leaders</p>	<p>Each Term</p> <p>Each Term</p> <p>Week 1, Term 1</p>	
	<p><b>Raise the prominence of ALAR in Site monitoring and self-review processes.</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Learner Achievement Data to inform the work of ACEOs working in classrooms.</li> <li>• Aboriginal Learner Achievement Data to form part of the conversations around learning improvement in Aboriginal Education Team Meetings.</li> <li>• Aboriginal Learner Achievement Data to form part of the conversations around learning improvement in Site Improvement Team/ Leadership/ Data Team Meetings.</li> <li>• ALAR is reviewed yearly through annual review processes at site level and as part of Aboriginal Education Team Review.</li> <li>• Highlight in Site Improvement Documents 'HOW' the actions and directions of these documents impact on Aboriginal Learners and 'HOW' Aboriginal Learning pedagogies and perspectives are embedded across the school in curriculum learning, resourcing, pedagogies and processes.</li> </ul>	<p>Aboriginal Education Team</p> <p>SIT /Leadership</p> <p>Aboriginal Education Team</p> <p>AET</p>	<p>Every 5 weeks</p> <p>Every 5 weeks</p> <p>Every 5 weeks</p> <p>Term 4</p> <p>Term 1</p>	

# ABORIGINAL LEARNER ACHIEVEMENT

## Quality Matrix

### Element 2 – Tracking and Monitoring Growth and Achievement

 Element 2	Guiding Questions	Indicators of degree of implementation: What evidence can leaders provide to show progress in each element?			
		Not evident	Low	Medium	High
<b>The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal-setting.</b>	<i>How does the school track, monitor and review the growth and achievement of every Aboriginal learner?</i>	No system exists to monitor the progress of Aboriginal learners against relevant school standards or benchmarks  Teachers do not use data to inform their teaching practice	Aboriginal learner progress is irregularly monitored against standards or benchmarks with some leaders and/or teachers using this information to inform their actions	Collaborative teams regularly meet to monitor progress, analyse outcomes, and determine strategies responsive to the needs of individual Aboriginal learners	Specific teams of leaders and/or teachers regularly meet to monitor the progress of all Aboriginal learners  These teams review the effectiveness of strategies on individual growth, and continually review school systems, programs and resources
	<i>How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?</i>	There are no literacy and numeracy learning goals for Aboriginal learners	There are some learning goals set, but not necessarily connected to relevant data. The goals are irregularly reviewed with limited Aboriginal learner involvement	There are data-informed learning goals established in discussion with Aboriginal learners in light of their progress. These goals are regularly reviewed	Aboriginal learners are actively involved in determining individual literacy and numeracy learning goals, and in evaluating their progress in achieving them. The goals are data-informed, clearly documented and shared with families

# ABORIGINAL LEARNER ACHIEVEMENT

## Action Template

Matrix Rating (Pre / Post Implementation)	
12/2020	MEDIUM
12/2021	MEDIUM

### Tracking and Monitoring Growth and Achievement

The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal setting.

### Key Element 2




Focus area / guiding questions	New Improvement Action(s) Planned for 2021	Person responsible for this action	Timeline for completion of action	Actioned ✓
<p><b>Growth and achievement of learning: tracked, monitored and reviewed</b></p> <p>How does the school track, monitor and review the growth and achievement of every Aboriginal learner?</p>	<p><b>Monitoring Progress of All Aboriginal Learners</b></p> <ul style="list-style-type: none"> <li>Aboriginal Education Team and Data Team to monitor the progress of ALL Aboriginal Learners (review the effectiveness of strategies on individual growth).</li> <li>Classroom Teachers use Impact Cycles/ Learning Sprints to track and monitor individual student achievement and growth.</li> <li>Continue to monitor 'at risk and targeted/ identified students through- PLCs/Teams, DATA Management Team, Intervention Specialist, Student Service Officer, STAR Committee, Aboriginal Education Team</li> <li>Leaders to monitor the effectiveness of whole-school pedagogies and continually review school systems, programs and resources.</li> <li>Oral Language Assessment to be introduced to improve the monitoring and tracking of SAE.</li> <li>Make transparent (i.e. visually) student achievement data to students and families so they can actively work towards achieving the standards appropriate for their year levels.</li> </ul>	<p>Aboriginal Education Team and Data Team</p> <p>Classroom Teachers</p> <p>Data Team</p> <p>Leaders and SIT</p>	<p>Each Term</p> <p>Every 5 weeks</p> <p>Every 5 weeks</p> <p>Annual Self-Review Process</p>	
	<p><b>Data-informed literacy and numeracy goals for Aboriginal learners</b></p> <p>How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?</p>	<p><b>One Child One Plans</b></p> <ul style="list-style-type: none"> <li>Ensuring there are data-informed learning goals that are established through active discussion with Aboriginal learners, on all OCOPS</li> <li>Streamline the process of establishing, reviewing OCOPS</li> <li>Determine clear processes for the reviewing of goals, and evaluation of progress (informed by data).</li> <li>Involvement of students in the review and monitoring of their goals. These are made visual to students.</li> </ul>	<p>Special Needs Coordinator,</p> <p>Classroom Teachers,</p> <p>ACEO</p>	<p>End of Term 1</p>



# ABORIGINAL LEARNER ACHIEVEMENT

## Quality Matrix

### Element 3 – Assuring Consistent High Quality Classroom Practice

<b>Element 3</b> 	<b>Guiding questions</b>	<b>Indicators of degree of implementation:                      What evidence can leaders provide to show progress in each element?</b>			
		<b>Not evident</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<p><b>The continuous building of high-quality practice to deliver on whole-school commitments to action that will directly impact on Aboriginal achievement.</b></p> <p><b>This is supported by relevant professional learning, together with performance development systems and processes.</b></p>	<i>How does the school ensure a collective ‘commitment to action’ towards raising the achievement of all Aboriginal learners in literacy and numeracy?</i>	There are no agreed practices to raise Aboriginal learner achievement in literacy and numeracy	There are some agreed practices that are understood and applied in some classes to raise Aboriginal learner achievement in literacy and numeracy	There is agreed collective practice which drives the raising of literacy and numeracy achievement for Aboriginal learners, and is adopted across most classes	There is a widely shared and reviewed, agreed set of practices, which are consistently articulated and applied across all classes
	<i>How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners?</i>	There are no processes to continuously build teacher capacity for raising the literacy and numeracy achievement of Aboriginal learners	There are some capacity-building processes that are indirectly associated with raising the literacy and numeracy achievement of Aboriginal learners	There is a detailed set of capacity building processes, aligned in connected ways, which directly impact on the classroom practice of most teachers for literacy and numeracy	A comprehensive and regularly reviewed set of capacity building strategies – including feedback – is applied and directly impacts on the planning and practice of all teachers
	<i>How do the school’s performance development processes ensure quality practice is evident for every Aboriginal learner?</i>	There are no performance processes that reference teacher practice for raising the achievement of Aboriginal learners	There are some performance processes that connect teacher practice to raising the achievement of Aboriginal learners	There is a clear link between performance development processes and practice, which raises the achievement of Aboriginal learners for most teachers. This is supported by regular professional discussions	There is documented feedback for all teachers that directly connects teacher practice to raising achievement in literacy and numeracy for Aboriginal learners

# ABORIGINAL LEARNER ACHIEVEMENT

## Action Template

Matrix Rating (Pre / Post Implementation)	
12/2020	MEDIUM
12/2021	MEDIUM

**Assuring Consistent High Quality Classroom Practice**

**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.**

**Key Element 3**

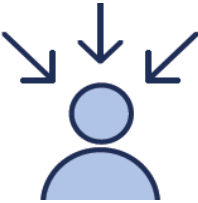


Focus area / guiding questions	New Improvement Action(s) planned for 2021	Person responsible for this action	Timeline for completion of action	Actioned ✓
<p><b>Collective 'commitment to action'.</b></p> <p>How does the school ensure a collective 'commitment to action' towards raising the achievement of all Aboriginal learners in literacy and numeracy?</p> <p><b>Continuous building of teacher capacity.</b></p> <p>How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners?</p> <p><b>Performance development processes.</b></p> <p>How do the school's performance development processes ensure quality practice is evident for every Aboriginal learner?</p>	<p><b>Collective Commitment to Action: Ensuring Classroom Consistency</b></p> <ul style="list-style-type: none"> <li>All Whole-School Agreements documented and made transparent to all stakeholders (Google Shared Drive).</li> <li>Ensure all teachers familiarise themselves with SIP and Whole-School Agreements.</li> <li>ALL teachers consistently embed Whole-school Agreements in and improvement actions from the SIP in their classrooms.</li> <li>Leaders monitor the embedding of WSA through PDPs and Performance Development processes.</li> <li>Areas of inconsistency to be addressed through Professional Development meetings and monitored through Performance Management Processes.</li> </ul>	<p>Curriculum Leader</p> <p>All teachers/ leaders</p> <p>All teachers/ leaders</p> <p>Leaders</p> <p>Leaders</p>	<p>Week 1, Term 1</p> <p>Ongoing monitoring</p> <p>Ongoing</p> <p>Each Term</p> <p>Each Term / As needed</p>	
	<p><b>Continuous building of teacher capacity: Narrow and Deep Learning Focus</b></p> <ul style="list-style-type: none"> <li>Develop 3 year Professional Learning Plan (to match the needs of the school as identified through self-review processes).</li> <li>Clear induction processes for new staff</li> <li>Narrow and Deep Learning Focus that builds on practice and strategies most conducive to raising the achievement of Aboriginal Learners.</li> <li>AET supports teachers as instructional coach to improve high-impact strategies that support Aboriginal Learners including those from the EAL/D modules.</li> </ul>	<p>Leaders/SIT</p> <p>Leaders</p> <p>AET</p>	<p>Term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p>	
	<p><b>Performance Development Processes: Link Performance Development processes and practice to Aboriginal Learners</b></p> <ul style="list-style-type: none"> <li>PDP processes and Performance Development and Management to show clear links to raising the achievement of Aboriginal Learners.</li> <li>Aboriginal achievement and learning to for a part of PDP conversations.</li> <li>Documented feedback provided to teachers that directly connects teacher practice to raising achievement in literacy and numeracy for Aboriginal Learners.</li> </ul>	<p>Leaders</p> <p>Teachers</p>	<p>Each Term</p> <p>Each Term</p> <p>Every 6 months (as per PDP)</p>	

# ABORIGINAL LEARNER ACHIEVEMENT

## Quality Matrix

### Element 4 – Applying Evidence-based, Learning Interventions

<p><b>Element 4</b></p> 	<p><b>Guiding questions</b></p>	<p><b>Indicators of degree of implementation: What evidence can leaders provide to show progress in each element?</b></p>			
		<p><b>Not evident</b></p>	<p><b>Low</b></p>	<p><b>Medium</b></p>	<p><b>High</b></p>
<p><b>Effective and targeted learner interventions which support and/or extend Aboriginal learner achievement.</b></p>	<p><i>How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?</i></p>	<p>There is no process for providing access to learner intervention as additional support. Aboriginal learners are not identified and targeted to receive the required literacy and/or numeracy support</p>	<p>Aboriginal learners are identified on the basis of data, with some learners provided with additional in-class support or access to intervention programs</p>	<p>All identified Aboriginal learners receive additional in-class support or intervention programs from highly trained providers</p>	<p>There is a set of documented, reviewed and evaluated intervention strategies. All identified Aboriginal learners receive the support required to maximise their achievement in literacy and numeracy</p>



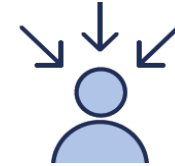
# ABORIGINAL LEARNER ACHIEVEMENT

## Action Template

### Applying Evidence-Based, Learning Interventions

Effective and targeted learner interventions which support and/or extend Aboriginal learner achievement.

### Key Element 4




Matrix Rating (Pre / Post Implementation)	
12/2020	HIGH
12/2021	HIGH

Focus area / guiding questions	New Improvement Action(s) Planned for 2021	Person responsible for this action	Timeline for completion of action	Actioned ✓
<p><b>Provision of effective intervention and/or extension.</b></p> <p>How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?</p>	<p><b>Provision of effective intervention and extension (Literacy)</b></p> <ul style="list-style-type: none"> <li>Ensure that literacy intervention in facilitated in the most conducive way to maximising Aboriginal student learning through continual monitoring of Aboriginal Learner Achievement Data.</li> <li>Monitoring of Aboriginal Achievement Data to support program facilitation and measure the impact on learning for individual students.</li> <li>Introduce Pre-lit into preschool to ensure school readiness and oral language/ phonological awareness development (Wave 1).</li> <li>Use of Heggerty in Early Years Classrooms to support Phonological Awareness development of Aboriginal Learners (Wave 1).</li> </ul>	Literacy Intervention Specialist Curriculum Lead/AET Data Team Preschool Classroom teachers	Every 5 weeks Every 5 weeks End of Term 2 End of Term 1	
	<p><b>Provision of effective intervention and extension (MATHEMATICS)</b></p> <ul style="list-style-type: none"> <li>Ensure that numeracy intervention (Wave 3) in facilitated in the most conducive way to maximising Aboriginal student learning- AET/Numeracy Intervention Specialist and ACEOs to support facilitation of this.</li> <li>Ensure that numeracy intervention programs are high impact and evidence based.</li> <li>Ensure that all numeracy support is targeted to the areas that students require the most support and that this process is informed by Aboriginal Student Achievement Data.</li> <li>Monitoring of Aboriginal Achievement Data to support program facilitation and measure the impact on learning for individual students.</li> <li>Ensure a Waved approach is utilized to maximise the impact of Wave 1 and 2 instruction and make the need for Wave 3 remedial intervention redundant.</li> </ul>	Numeracy Intervention Specialist AETs Curriculum Lead Data Team	End of Term 2 End of Term 2 Term 1 Every 5 weeks End of Term 1	

# ABORIGINAL LEARNER ACHIEVEMENT

## Quality Matrix

### Element 5 – Engaging Aboriginal families as partners in literacy and numeracy learning

<b>Element 5</b> 	<b>Guiding questions</b>	<b>Indicators of degree of implementation: What evidence can leaders provide to show progress in each element?</b>			
		<b>Not evident</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<p><b>Engaging Aboriginal families as partners in literacy and numeracy learning.</b></p> <p><b>Data-informed conversations with Aboriginal families about the growth, achievement and successes of their child, and the strategies to best support them.</b></p>	<p><i>How does the school ensure that there are culturally respectful and purposeful conversations with families about:</i></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>There are no proactive strategies in place to enable data-informed conversations specifically with families of Aboriginal learners</p>	<p>The school has developed some proactive strategies to share data-based information with families of Aboriginal learners</p>	<p>The school uses a range of planned and spontaneous opportunities to engage families in effective 2-way conversations to support the growth of Aboriginal learners in literacy and numeracy</p>	<p>The school has a range of clearly documented and reviewed proactive strategies for effective, regular, 2-way communication with all families of Aboriginal learners</p> <p>Families are included as key players in the review process and contribute to the development and monitoring of relevant literacy and numeracy goals</p>

*NB: The term ‘families’ includes many different carer roles, including grandparents, custodial parents, other relatives and where relevant, the wider community*

# ABORIGINAL LEARNER ACHIEVEMENT

## Action Template

Matrix Rating (Pre / Post Implementation)	
12/2020	MEDIUM
12/2021	HIGH

### Engaging Aboriginal Families as Partners in Literacy and Numeracy learning

Data-informed conversations with Aboriginal families about the growth, achievement and successes of their child, and the strategies to best support them.

### Key Element 5




Focus area / guiding questions	New Improvement Action(s) planned for 20__	Person responsible for this action	Timeline for completion of action	Actioned ✓
<p><b>Provision of effective intervention and/or extension</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><b>Communicating With Families</b></p> <ul style="list-style-type: none"> <li>• Proactive and planned ways to engage Aboriginal Families in conversations about Aboriginal learning goals needs to be streamlined and well documented explicitly (i.e OCOPS, Parent/teacher interviews).</li> <li>• Information Sessions to be held re: interventions facilitated by the school and how these help student learning and achievement.</li> <li>• Performance Development processes/ meetings and conversations to include a focus on classroom teachers communicating with 3 different Aboriginal families per term about their child's literacy and numeracy progress in relation to:                             <ul style="list-style-type: none"> <li>-Learner progress and achievement based on evidence</li> <li>- The support provided by the school for the learners</li> <li>-The ways in which the family can support the learner's growth in literacy and numeracy</li> </ul> </li> </ul>	<p>Aboriginal Education Team Intervention Specialists Leaders</p>	<p>End of Term 2</p> <p>End of Term 2</p> <p>Each Term</p>	

# ABORIGINAL LEARNER ACHIEVEMENT

## Quality Matrix

### Element 6 – Promoting the Continuity of Learning

<b>Element 6</b> 	<b>Guiding questions</b>	<b>Indicators of Degree of Implementation:                      What evidence can leaders provide to show progress in each element?</b>			
		<b>Not evident</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>The comprehensive sharing of detailed information about each Aboriginal learner. (ie change of teacher or school)</b>	<i>How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school?</i>	There is no system for the sharing of information specifically about Aboriginal learners	There is no consistent, whole-school approach for the sharing of literacy and numeracy data and information about Aboriginal learners. However, some teachers do share relevant data with other teachers	Whole-school processes facilitate most teachers sharing literacy and numeracy data, additional support, and other relevant information for Aboriginal learners	A documented and reviewed whole-school approach is established where all teachers share literacy and numeracy data and relevant information, for all Aboriginal learners  This is actioned before the commencement of classes in the following year where relevant
	<i>How does the school organise for the sharing of literacy and Numeracy information as part of cross-site transition processes?</i>	There are limited transition processes in place, with no specific reference to literacy and numeracy data or teaching strategies and support for Aboriginal learners	There are some transition processes in place to support the transfer of literacy and numeracy data for Aboriginal learners, but no shared teaching strategies or support information	There is a well organised set of transition processes in place that support significant transfer of literacy and numeracy data with some information about teaching strategies or support received	There is a comprehensive, systematic transition process in place that supports the significant sharing of literacy and numeracy data for all Aboriginal learners. This is accompanied by a well-documented description of relevant teaching strategies and support mechanisms

# ABORIGINAL LEARNER ACHIEVEMENT

## Action Template

Matrix Rating (Pre / Post Implementation)	
12/2020	MEDIUM
12/2021	HIGH

### Promoting the Continuity of Learning

The comprehensive sharing of detailed information about each Aboriginal learner (ie change of teacher or school).

### Key Element 6









Focus area / guiding questions	New Improvement Action(s) planned for 20__	Person responsible for this action	Timeline for completion of action	Actioned ✓
<ul style="list-style-type: none"> <li><b>Data and information about Aboriginal learners shared within a school.</b> (teacher-to-teacher, year-to-year transition)</li> </ul>	<b>Information Sharing</b> <ul style="list-style-type: none"> <li>Quality check the information that is passed on each year between teachers and how it is being stored/ used.</li> <li>Determine what Mathematics Data will be passed on each year (other than PAT-M and NAPLaN).</li> </ul>	AET/ Curriculum Lead SIT	Term 1 and 4 Term 1	
<p>How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school?</p> <ul style="list-style-type: none"> <li><b>Transition of data and information about Aboriginal learners across sites</b></li> </ul>	<b>Transition Processes</b> <ul style="list-style-type: none"> <li>Information sharing processes to be documented with clear outlines of what will be shared and how. Between:                             <ul style="list-style-type: none"> <li>Playgroup and Preschool</li> <li>Preschool and Reception</li> <li>Year 7 to Year 8 (and later Year 6-8)</li> </ul> </li> </ul>	AET/ Leaders	End of Term 2	
<p>How does the school organise for the sharing of literacy and numeracy information as part of cross-site transition processes?</p> <p><b>Documentation of learning goals and support in each learner's 'One Plan'</b></p>				



# ABORIGINAL LEARNER ACHIEVEMENT

## Quality Matrix

Aboriginal Learner Achievement Key Element Synopsis			Inter-related elements of school-wide systems and processes	
Key Elements		Elaboration	Key Focus Areas	Guiding Questions
Data-Informed Planning		<p>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</p> <p>The effective use of data to inform school decisions and teacher practice for each Aboriginal learner</p>	<ul style="list-style-type: none"> <li>• Effective collection of data</li> <li>• Deep analysis of data</li> <li>• Prominence of Aboriginal learners in planning</li> </ul>	<p><i>How does the school effectively collect data for Aboriginal learners?</i></p> <p><i>How does the school support deep analysis of individual Aboriginal learner data?</i></p> <p><i>How does the school ensure Aboriginal learners are prominent in improvement planning?</i></p>
Tracking and Monitoring Growth and Achievement		<p>The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal-setting</p>	<ul style="list-style-type: none"> <li>• Growth and achievement of learning: tracked, monitored and reviewed</li> <li>• Data-informed literacy and numeracy goals for Aboriginal learners</li> </ul>	<p><i>How does the school track, monitor and review the growth and achievement of every Aboriginal learner?</i></p> <p><i>How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?</i></p>
Assuring Consistent High Quality Classroom Practice		<p>The continuous building of high-quality practice to deliver on whole-school commitments to action that will directly impact on Aboriginal achievement.</p> <p>This is supported by relevant professional learning, together with performance development systems and processes</p>	<ul style="list-style-type: none"> <li>• Collective 'commitment to action'</li> <li>• Continuous building of teacher capacity</li> <li>• Performance development processes</li> </ul>	<p><i>How does the school ensure a collective 'commitment to action' towards raising the achievement of all Aboriginal learners in literacy and numeracy?</i></p> <p><i>How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners?</i></p> <p><i>How do the school's performance development processes ensure quality practice is evident for every Aboriginal learner?</i></p>
Applying Rigorous, Evidence-Based, Learning Interventions		<p>The effective and targeted learner interventions which support and/or extend Aboriginal learner achievement</p>	<p>Provision of effective intervention and/or extension</p>	<p><i>How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?</i></p>
Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning		<p>Data-informed conversations with Aboriginal families about the growth, achievement and success of their child, and the strategies to best support them</p>	<p>Two-way communication and involvement of families in supporting the progress and achievement of Aboriginal learners in literacy and numeracy</p>	<p><i>How does the school ensure that there are culturally respectful and purposeful conversations with families about:</i></p> <ul style="list-style-type: none"> <li>• <i>learner progress and achievement based on evidence?</i></li> <li>• <i>the support provided by the school for the learner?</i></li> <li>• <i>the ways in which the family can support the learner's growth in literacy and numeracy?</i></li> </ul>
Promoting the Continuity of Learning		<p>The comprehensive sharing of detailed information about each Aboriginal learner. (ie change of teacher or school)</p>	<ul style="list-style-type: none"> <li>• Data and information about Aboriginal learners shared within a school</li> <li>• (teacher-to-teacher, year-to-year transition)</li> <li>• Transition of data and information about Aboriginal learners across sites</li> <li>• Documentation of learning goals and support in each learner's 'One Plan'</li> </ul>	<p><i>How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school?</i></p> <p><i>How does the school organise for the sharing of literacy and numeracy information as part of cross-site transition processes?</i></p>