

ABORIGINAL LEARNER ACHIEVEMENT

Quality Matrix and Action Template

School	Settlers Farm Campus R-6	Year of improvement focus. ie 2021
Principal	Leanne Trewartha	
Key Element		
1: Data Informed Planning		2020-2021
2: Tracking and Monitoring Growth and Achievement		2022 - 2023
3 Assuring Consistent, High Quality Classroom Practice		2024 - 2025
4: Applying Evidence-Based, Learning Interventions		
5: Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning		
6: Promoting the Continuity of Learning		

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



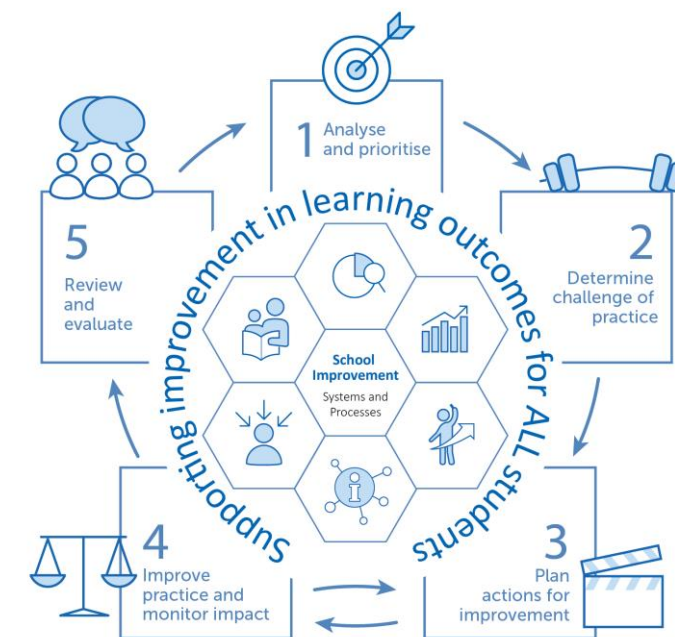
Effective Processes and Systems

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

Element 1 – Data Informed Planning

Element 1 	Guiding questions	Indicators of degree of implementation: What evidence can leaders provide to show progress in each element?			
		Not evident	Low	Medium	High
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.	<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 is in place and captures data for some Aboriginal learners	A documented assessment and reporting schedule – including more ‘fine grained’ assessments – is flexibility 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: — high-quality data analysis — regular monitoring of levels of achievement and progress — visible evidence of ‘fine grained’ growth 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

ABORIGINAL LEARNER ACHIEVEMENT

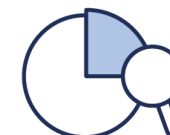
Action Template

Matrix Rating (Pre / Post Implementation)	
MM / YYYY	Not Evident / Low / Medium / 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 20__	Person responsible for this action	Timeline for completion of action	Actioned ✓
Data Collection Data Management How does the school effectively collect data for Aboriginal learners? Analysis of Data - Whole school/ Cohort - Class groups - Individual students How does the school support deep analysis of individual Aboriginal learner data? Raising the Prominence of Aboriginal learners - School wide planning - Individual Aboriginal students How does the school ensure Aboriginal learners are prominent in improvement planning?	ATSI Student data analysis clearly outlined within 2021 SIP with specific roles and responsibilities for AET, ACEO, Leaders, and Teachers. Data collected through online database 'markit' with ATSI students identified for teachers, placing a prominence on those students. AET and site leadership supporting teachers with data collection Teachers collecting data throughout the year and uploading information to Markit according to school's assessment schedule Site leaders support staff with additional assessments that have been deemed necessary in order to identify specific learning needs of those students requiring intervention in their learning.	AET ACEO Teachers Curriculum Leaders	Ongoing throughout 2021	
	Use data sheets of historical data during week 0 to identify which students are at, above or below SEA. Week 0 data and data collected throughout the year informs planning for differentiated teaching in literacy and numeracy. Class teachers assess according to the school's agreed Assessment Schedule and at various other times for their own assessments including formative assessments. Staff will work in PLCs in year levels, supported by site leadership, throughout the year to use data for planning teaching and learning	AET ACEO Teachers Curriculum Leaders	Ongoing throughout 2021	
	ATSI students will be clearly identified on class 'waves of intervention' as well as a specific ATSI student 'wave' diagram so as to show who the specific students are and highlight their areas of need within both literacy and numeracy in intervention and stretch capacities. ATSI students provided with clear in class support with literacy and numeracy learning AET working to support year 2 cohort with intervention in students phonics learning	AET ACEO Teachers Curriculum Leaders	Ongoing throughout 2021	

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

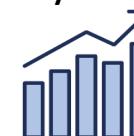
Action Template

Matrix Rating (Pre / Post Implementation)	
2 / 2023	Not Evident / Low / Medium / High

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 2022 _	Person responsible for this action	Timeline for completion of action	Actioned ✓
Growth and achievement of learning: tracked, monitored and reviewed How does the school track, monitor and review the growth and achievement of every Aboriginal learner? Data-informed literacy and numeracy goals for Aboriginal learners	<u>Track, Monitor and Review</u> Markit data management captures Big Data ie. PAT, NAPLAN, as well as little data ie. Phonics screening, PASM, running records, decodable readers, BAS. Data is colour coded to represent achievement in relation to SEA. Wk 0 teachers/SSOs analyse data tracking sheets for all sts, inc Aboriginal – time for unpacking & identification of sts @, above and below SEA – planning of T&L Teachers follow assessment schedule to collect formative data, analyse in teams and within PDPs and review practice to improve outcomes with the focus on Aboriginal students. Cohorts i.e. (red/no growth, green/high achievers) identified to determine interventions to support growth. Teachers use data placemat to place according to achievement with Aboriginal students highlighted. Deputy and AET, and intervention SSOs meet termly to track big and little data – placemat used, tracking sheets from markit and questions posed around student achievement.	Teachers/AET/ACEO/DP/Curriculum Leaders, Intervention SSOs	SFC assessment schedule	

ABORIGINAL LEARNER ACHIEVEMENT

How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?	<u>Actions from Data Analysis</u> Data analysis - informs One Plan goals – updated in term one and reviewed as goals are achieved. Goals informed from analysis of small data sets (phonics screening, PASM, decodable assessments). Data analysis informs targeted phonics groupings for Aboriginal students R-3 with students receiving small group targeted support based on identified need. AET/ACEO support based on data/SSN/other interventions. Analysis of small data (analyse assessments) to determine Individual literacy interventions. Data identifies students for MinLit and MacqLit intervention, within which students have set goals relating to sound acquisition. Vocabulary groups for upper primary students to support language comprehension. AET working with EALD teacher to support Aboriginal students' writing development in line with LEAP levels.	Teachers	Ongoing	
	<u>Goal Setting Processes</u> Teachers conference with students to share/set individualised reading goals based on success criteria, provide feedback and plan next steps to achieve goals. Teachers share student reading progress with families. DP/Curriculum leaders support teachers to ensure learning goals are data informed during PDPs.	Teachers	Ongoing	

ABORIGINAL LEARNER ACHIEVEMENT

Action Template

	ACEO communicates achievement of learning progress to families twice per term.			
--	--	--	--	--

ABORIGINAL LEARNER ACHIEVEMENT

Quality Matrix

Element 3 – Assuring Consistent High Quality Classroom Practice

Element 3 	Guiding questions	Indicators of degree of implementation: What evidence can leaders provide to show progress in each element?			
		Not evident	Low	Medium	High
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.	<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)	
02 / 2024	Not Evident / Low / Medium / High
03/25	Not Evident / Low / Medium / High

**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



ABORIGINAL LEARNER ACHIEVEMENT

Focus area / guiding questions	New Improvement Action(s) planned for 2025	Person responsible for this action	Timeline for completion of action	Actioned ✓
Collective ‘commitment to action’. How does the school ensure a collective ‘commitment to action’ towards raising the achievement of all Aboriginal learners in literacy and numeracy? Continuous building of teacher capacity. How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners? Performance development processes. How do the school’s performance development processes ensure quality practice is evident for every Aboriginal learner?	<u>Collective commitment to action</u> Teachers follow the SFC assessment schedule to gather data about student learning across small data sets (DfE phonics and spelling placement tool, phonics screening, PASM, ORF and Maze, decodables, BrightPath writing samples, EALD teachers level Aboriginal students using LEAP for language conventions, and big data (NAPLaN, PATM, PATR). Teachers meet in teams to analyse student data, discuss students’ learning needs and plan learning with a focus on Aboriginal students. This is a continuous cycle with ongoing data collection and analysis. Phonics instruction is informed by data analysis with small group instruction with an additional teacher to allow more targeted teaching for all Aboriginal students. Phonics intervention years 1-6 for students identified as below year level expectations. Teachers have a collective commitment to agreed practice to ensure improvements in literacy achievement, aligned to SFC site improvement plan (SLP). Collective practice: • Explicit phonics instruction aligned to DfE scope and sequence and morphology instruction • Explicit teaching of spelling using agreed lesson structure and resources • Commitment to phonological awareness • Brightpath assessment and analysis to support teaching of writing to improve student outcomes Aboriginal students (R-6) engage in targeted teaching in phonics in small groups. Aboriginal students (3-6) engage in targeted teaching of writing in small groups.	All teachers	Aligned to SFC assessment schedule with termly assessment	

ABORIGINAL LEARNER ACHIEVEMENT

Action Template

	Along with a collective commitment to literacy actions, all staff also commit to well-being initiatives to ensure that students are ready to learn. • Staff develop student resilience through GEM strategies. • Staff build student emotional literacy and self-regulation through PITW and ZOR. • Wellbeing team provide wave 2/3 intervention to develop student regulation and resilience. • Hope (ACEO) works with students to develop cultural understanding, and celebrate each student as a learner and individual. Students set goals and these are shared with families. Goals to be shared with teachers, and included in Oneplans. • Aboriginal cultural lessons with Penny build inclusion and increasing understanding of Aboriginal culture. <u>Building Teacher Capacity</u> The SFC SLP guides explicit actions for leaders and teachers to build capacity in literacy, in order to raise student achievement. Ongoing revision of phonics practice has evolved over several years in line with current research with leaders and teachers trialling and refining practice within a model of coaching, peer support, modelling, attending professional development (PD) and reflecting on practice. Staff engage in Brightpath professional development to build capacity of language structures and authorial choices. Staff use Brightpath assessment to identify student progression in writing, identify learning goals and provide differentiated instruction. Staff design learning opportunities for purposeful talk to develop oracy.			
--	--	--	--	--

ABORIGINAL LEARNER ACHIEVEMENT

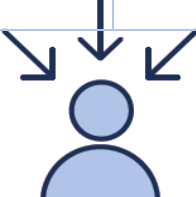
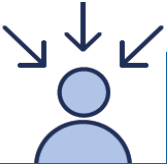
	Intervention teachers coach and model writing lessons to support teacher capacity, building and student learning. Intervention teachers share student goals with teachers to ensure consistency in instruction. Oneplans to focus on achievement for Aboriginal learners to ensure timely goals which are shared with families to foster family connection to learning. Culturally Responsive Framework – completion of ‘Aboriginal business is everyone’s business’, culturally responsive actions (knowing, being, doing) as part of PDP meetings.			
	<u>Performance Development Processes</u> Performance development processes are both structured and fluid with formal processes three times a year, comprising: Meetings with line managers to identify goals for teaching practice, discussions about student performance and agreed support models.			
	Teachers engage in professional learning communities (sprints) to discuss best practice and analyse evidence of student achievement to determine steps to improve both practice and student outcomes. Termly release in sprints allows for professional discussions and reflection on individual and team performance, and outcomes for students.			

ABORIGINAL LEARNER ACHIEVEMENT

Action Template

Element 4 – Applying Evidence-based, Learning Interventions

ABORIGINAL LEARNER ACHIEVEMENT

Matrix Rating (Pre / Post Implementation)		Applying Evidence-Based, Learning Interventions		Effective and targeted learner interventions which support and/or extend Aboriginal learner		Key Element 4	
MM / YYYY	Not Evident / Low / Medium / High						
Element 4				Indicators of degree of implementation: What evidence can leaders provide to show progress in each element			
		Guiding questions	Not evident	Low	Medium	High	
Effective and targeted learner interventions which support and/or extend Aboriginal learner achievement.		<i>How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?</i>	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	Aboriginal learners are identified on the basis of data, with some learners provided with additional in-class support or access to intervention programs	All identified Aboriginal learners receive additional in- class support or intervention programs from highly trained providers	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	

ABORIGINAL LEARNER ACHIEVEMENT

Action Template

Focus area / guiding questions	New Improvement Action(s) Planned for 20__	Person responsible for this action	Timeline for completion of action	Actioned ✓
<i>Provision of effective intervention and/or extension.</i> How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?				

ABORIGINAL LEARNER ACHIEVEMENT

Quality Matrix

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

Element 5 	Guiding questions	Indicators of degree of implementation: What evidence can leaders provide to show progress in each element?			
		Not evident	Low	Medium	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.	<i>How does the school ensure that there are culturally respectful and purposeful conversations with families about:</i> <i>— learner progress and Achievement based on evidence?</i> <i>— the support provided by the school for the learner?</i> <i>— the ways in which the family can support the learner's growth in literacy and numeracy?</i>	There are no proactive strategies in place to enable data-informed conversations specifically with families of Aboriginal learners	The school has developed some proactive strategies to share data-based information with families of Aboriginal learners	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	The school has a range of clearly documented and reviewed proactive strategies for effective, regular, 2-way communication with all families of Aboriginal learners Families are included as key players in the review process and contribute to the development and monitoring of relevant literacy and numeracy goals

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)	
MM / YYYY	Not Evident / Low / Medium / 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 ✓
<i>Provision of effective intervention and/or extension</i> How does the school ensure that there are culturally respectful and purposeful conversations with families about: • learner progress and achievement based on evidence? • the support provided by the school for the learner? • the ways in which the family can support the learner's growth in literacy and numeracy?				

ABORIGINAL LEARNER ACHIEVEMENT

Quality Matrix

Element 6 – Promoting the Continuity of Learning

Element 6 	Guiding questions	Indicators of Degree of Implementation: What evidence can leaders provide to show progress in each element?			
		Not evident	Low	Medium	High
The comprehensive sharing of detailed information about each Aboriginal learner. (ie change of teacher or school)	<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)	
MM / YYYY	Not Evident / Low / Medium / 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 ✓
Data and information about Aboriginal learners shared within a school. (teacher-to-teacher, year-to-year transition) How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school? Transition of data and information about Aboriginal learners across sites How does the school organise for the sharing of literacy and numeracy information as part of cross-site transition processes? Documentation of learning goals and support in each learner's 'One Plan'				

ABORIGINAL LEARNER ACHIEVEMENT

Synopsis

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		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	- Effective collection of data - Deep analysis of data - Prominence of Aboriginal learners in planning	<i>How does the school effectively collect data for Aboriginal learners?</i> <i>How does the school support deep analysis of individual Aboriginal learner data?</i> <i>How does the school ensure Aboriginal learners are prominent in improvement planning?</i>
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	- Growth and achievement of learning: tracked, monitored and reviewed - Data-informed literacy and numeracy goals for Aboriginal learners	<i>How does the school track, monitor and review the growth and achievement of every Aboriginal learner?</i> <i>How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?</i>
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	- Collective 'commitment to action' - Continuous building of teacher capacity - Performance development processes	<i>How does the school ensure a collective 'commitment to action' towards raising the achievement of all Aboriginal learners in literacy and numeracy?</i> <i>How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners?</i> <i>How do the school's performance development processes ensure quality practice is evident for every Aboriginal learner?</i>
Applying Rigorous, Evidence-Based, Learning Interventions		The effective and targeted learner interventions which support and/or extend Aboriginal learner achievement	Provision of effective intervention and/or extension	<i>How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?</i>
Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning		Data-informed conversations with Aboriginal families about the growth, achievement and success of their child, and the strategies to best support them	Two-way communication and involvement of families in supporting the progress and achievement of Aboriginal learners in literacy and numeracy	<i>How does the school ensure that there are culturally respectful and purposeful conversations with families about:</i> <i>learner progress and achievement based on evidence?</i> <i>the support provided by the school for the learner?</i> <i>the ways in which the family can support the learner's growth in literacy and numeracy?</i>
Promoting the Continuity of Learning		The comprehensive sharing of detailed information about each Aboriginal learner. (ie change of teacher or school)	- Data and information about Aboriginal learners shared within a school (teacher-to-teacher, year-to-year transition) - Transition of data and information about Aboriginal learners across sites - Documentation of learning goals and support in each learner's 'One Plan'	<i>How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school?</i> <i>How does the school organise for the sharing of literacy and numeracy information as part of cross-site transition processes?</i>