



Investing in Focus Schools – School and Community Partnership Agreement

Local Action Plan – Babinda P-12

2013-2014

Shared Vision and Goals

As a school community, these shared goals provided a common sense of purpose when developing this local action plan. Our goals are to see that, All students:

- complete schooling with a real life pathway to employment
- have hope and belief in their abilities as well as the skills and knowledges to reach their potential
- have a strong sense of ethical behaviour and integrity with a pride and understanding of their cultural identity
- are treated and treat others with honour and dignity – all local actions are undertaken with rather than to people
- have opportunities to celebrate their successes and culturally significant events
- have opportunities to develop their leadership skills

*In essence our students will have a **strong** sense of who they can be, are **proud** of themselves and their achievements and are **smart** enough to mix it with anyone!*

Priorities	Actions	Measures	Budget
Personalised Learning Plans	Personalised Learning Plans for each Aboriginal and Torres Strait Islander Student <i>PLP is a formal signed off agreement between the school and parents containing school, family and student learning responsibilities. The documents set individual student targets and provides ongoing feedback to parents about student progress.</i>	100% of Aboriginal and Torres Strait Islander Students have a PLP in One School	\$5,000 (admin – AAEP CF)
Attendance Strategies to improve Aboriginal and Torres Strait Islander School Attendance	Strategy 1: Implement new attendance improvement program – “Learning Safe at School” <ul style="list-style-type: none"> • Implement role of Student welfare worker/ truancy officer with relevant support programs, modified and targeted schooling activities to support pathway back to engagement. <ul style="list-style-type: none"> – 5 week analysis of "watch list" - 10 lowest attenders - case management put into effect – Develop stepwise approach to school response to non-improvement of "watch list" <ul style="list-style-type: none"> ▪ Inform – Support - Encourage • Support with existing role of Community Engagement officer • Text(SMS) based notifications of 2 days unexplained absence per week all students • Publish and share impact information on absence and promotional materials for “Everyday Counts” message • Provide as needed supplemental food, clothing and resources to support improvement of “watch list” students attendance 	2% increase in overall attendance rate for indigenous students	\$20,000 (welfare worker) \$1,000 (Promotional - CF) \$6,000 (admin – AAEP CF)

	<p>Strategy 2: Provide incentive to attend 90% or more</p> <ul style="list-style-type: none"> • Demonstrate school's urgency to improve through ensuring attendance forms part of school-wide performance focii – "the Focus Five" • All staff will receive weekly updates on attendance performance • Provide class level rewards for weekly 100% attendance • Provide incentive to attend through Babinda Performance Pact 		\$1000 Rewards
Whole School English – Literacy and Numeracy Strategies	<p>Strategy 1: Teachers implementing the C2C curriculum across P-10 and foundation learning programs in P-7</p> <ul style="list-style-type: none"> • Spelling Mastery • Cars and Stars • Elemental Maths Mastery • Increase access to hands on materials in early years classrooms to support strong foundations development • Purchase engaging reading materials for all ages (Classroom and Home use) – to be stored in resource Centre – Supports PALLIC Program and C2C Curriculum <p>Strategy 2: Expand support for eligible Indigenous students as part of the Babinda Performance Pact program</p> <ul style="list-style-type: none"> • Invest in human resources to enhance support offerings – inschool, outside of school before and after school support <ul style="list-style-type: none"> – Safeguard Program – Homework Hub – TLC <p>Strategy 3: Professional Learning provided for staff to enhance Cultural Awareness and Literacy and Numeracy intervention support for indigenous students</p> <ul style="list-style-type: none"> • Primary staff instructed in research based reading instruction methods for indigenous students – PALLIC Program (Principal as Literacy Leader in Indigenous Communities) • Prep teacher trained as part of early years Indigenous Numeracy strategy • Prep teacher trained as part of XO laptops Indigenous technology enhancement strategy • Other relevant training as available <p>Strategy 4: Enhance take home laptop program for senior secondary students</p> <ul style="list-style-type: none"> • Ensure all OP, non-OP and year 10 students have access to their own take home laptop for study purposes include internet connectivity. 	<p>2% increase in overall NAPLAN performance rate for indigenous students in Reading and Number</p> <p>100% of indigenous students achieving a QCE</p> <p>90% of indigenous student attending 90% or more achieving end of year benchmarks in reading</p> <p>All students 10, 11, 12 have access to take home laptop</p>	<p>\$4800 Resources – (primary Lit & Num CF)</p> <p>\$4800 Lit & Num Support Tch – (Getting back to basics- CF)</p> <p>\$3500 EPL Resources (EPL CF)</p> <p>\$7000 Resource Centre - CF</p> <p>\$20,000 (TA Time + Food)</p> <p>\$14,500 Targeted intervention Tch- CF</p> <p>\$8000 (TA Time)</p> <p>\$12,000 PD (PD CF)</p> <p>\$3,000 PD TRS (PD TRS CF)</p> <p>\$20,000 (laptop purchase)</p>
Local strategies to increase engagement and connections between students, parents and the school.	<p>Strategy 1: Strengthening Student–Teacher–Parent relationships through understanding</p> <ul style="list-style-type: none"> • Develop in consultation with community a cultural awareness induction package – outlining appropriate behaviours and understanding of issues of cultural relevance to this community and the teaching and learning process • Develop an awareness induction package around the impacts of poverty - design strategies to specifically focus on mitigating the impacts of these issues on the teaching and learning 	Packages developed and implemented with staff	\$3000 – Marketing and promotions – Public relations – CF

	<p>practices of the school.</p> <ul style="list-style-type: none"> • Develop a parent and community engagement strategy as part of the Babinda Way which includes expected behaviours, attitudes and action necessary to being intentionally inviting towards students and parents include relationship building / repairing skills. <p>Strategy 2: Expand the presence and place for indigenous students within school</p> <ul style="list-style-type: none"> • Implement Student Ambassador Position – a member of the student leadership group responsible for student welfare activities, membership/leadership of a student mentor group and promoted as a role model/ example for students. • Create a specific indigenous newsletter column “ Murrai News“ (name used with the permission of Annie Wonga) inside the school’s newsletter to highlight indigenous student and cultural activities of the school community • Provide space for cultural and parent activities as part of the TLC room <p>Strategy 3: Support Indigenous Identity Development</p> <ul style="list-style-type: none"> • Implement School Ambassador program <ul style="list-style-type: none"> – Develop mentor relationships with successful indigenous adults and senior students – Provide opportunities for school ambassador to work with students to promote a strong, proud and successful identity within the school for indigenous students • Welcome and encourage elder group involvement in cultural identity development • With parents develop a school cultural calendar of events that are used to celebrate appropriate cultural events • Provide for NAIDOC Celebrations at school <p>Strategy 4: Support indigenous student leadership development</p> <ul style="list-style-type: none"> • Fully subsidise a primary and secondary indigenous leadership camping program for selected student aspirants (As Available) • Maintain Identified Student Ambassador position on student executive <p>Strategy 5: Supporting Sporting, Academic and Cultural Participation of Students</p> <ul style="list-style-type: none"> • Partial subsidy of school organised activity costs – particularly to offset costs of transport and teacher relief for supervision – total cost reduction <p>Strategy 6: Provide for career development, further learning, and employment ready skills</p> <ul style="list-style-type: none"> – Maintain partnerships with JCU and TAFE – Provide short course training in work ready skills – Maintain indigenous scholarship programs with JCU 	<p>Student Ambassador Position Selected</p> <p>Newsletter column established 90% of newsletters have indigenous article</p> <p>Positive indigenous stories promoted widely</p> <p>School Ambassadors identified and involved</p> <p>Successful NAIDOC day</p>	<p>\$1000 Student Mentor Shirts – LCC not school funded</p> <p>\$2500 (Photocopying Admin - CF) \$1800 Facilities- Furniture – CF</p> <p>\$2000 Transport costs – Pathways</p> <p>\$1000 – Marketing and promotions – Special Ceremonies – CF</p> <p>\$2000 Camp Costs</p> <p>\$8000 Teacher Replacement – School Purchased</p> <p>\$9000 – pathways</p>
Workforce Development through Leadership, Quality Teaching and professional learning	<p>Strategy 1: Implementation of Explicit Teaching Model and enhancement of Babinda Way</p> <ul style="list-style-type: none"> • Principal and HOD coach teaching staff on the explicit teaching model and the agreed upon school wide pedagogy. • School Improvement agenda – See Annual Improvement Plan 	<p>2% increase in overall NAPLAN performance rate for indigenous students in Reading and Number</p>	<p>\$7000 TRS</p>

	<ul style="list-style-type: none"> Teacher release for planning development, goal setting and data tracking for identified students. General workforce development – other KLA areas <p>Strategy 2: Projects for Excellence - Action Research Projects</p> <ul style="list-style-type: none"> Develop teacher leadership and engagement through action research based activities in improving the performance and connectedness of indigenous students – Scoping document required and funded based on representative indigenous group with Principal <p>Strategy 3: Provide for indigenous representation in school decision making</p> <ul style="list-style-type: none"> Encourage indigenous representation on school governing body – P&C Principal and/or representative will meet throughout the year with various indigenous parent and community groups to provide updates and forums for feedback and further ideas generation. Student Leadership selection panel will have an indigenous community representative 	<p>Funded Action research projects</p> <p>Consultations and forums have occurred</p>	<p>\$3,000 PD (PD CF) \$2,000 PD TRS (PD TRS CF)</p> <p>\$9000 (P4E – CF) \$6000 P4E</p>
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Certification

This local action plan was developed through meaningful consultation with the school community and represents a statement of direction that meets school, community and systemic needs.

Mr Matthew Thompson
Principal – Babinda P-12 State School

Babinda Indigenous Community Representative

Mr Richard Huelin
Assistant Regional Director – School Improvement FNQ