



PARKHURST STATE SCHOOL
'Investing In Focus Schools Initiative'
Local Activity Plan

School Vision

Every Parkhurst Learner is literate, numerate, safe, happy and learning everyday.

Values

Respect, **Responsibility**, **Rigour**, **Resilience** and **Relationships**.

Motto

Leap to Lead

Catchphrase

'Tomorrow's Teaching and Technology Today !'

Mantras and Maxims

- Learning is **OUR** work
- 'It takes a Village to Raise a Child'
- Make **THE** priority **THE** priority
- Go 'narrow' and 'deep'

Shared Beliefs

- Our learners are individuals who learn at their own rate using their preferred learning styles to reach their full potential.
- High expectations are essential for high performance.
- Our environments are warm, caring, nurturing and stimulating to develop independent, 21st Century learners.
- Children learn best by doing and through modelling.
- Negotiation, choice, risk taking and challenges are an important part of the learning process.
- Learning must be engaging, futures orientated and connected to the real world.

Budget Breakdown

Professional Development	\$ 5 000
Wages (Teaching and Non Teaching)	\$ 30 000
Literacy and Numeracy Resources	\$ 20 000
Cultural Awareness	\$ 10 000
ICT Resources (Hardware/Software)	\$ 40 000
Classroom Teaching/Learning Resources	\$ 10 000
Student Participation	\$ 5 000
Total	\$120 000



Priorities	Actions	Performance Targets	Responsible Person/s	Resources
1. Literacy and Numeracy	<ul style="list-style-type: none"> - Maintain high expectations across the school for all learners and their ability to learn and succeed - Develop Individual Learning Plans (ILPs) using OneSchool to set individual learning goals and targets for all Indigenous learners and monitor their achievement and improvement - Teachers to adopt and incorporate specific pedagogies that are sensitive to, support and engage the literacy and numeracy development of Indigenous learners (eg; oral strategies, ICTs and hands on) - Purchase reading materials that are engaging and promote Indigenous culture - Support teachers to differentiate literacy and numeracy programs 	<ul style="list-style-type: none"> - Continue to work towards 'reducing the gap' by up to 50% in reading, writing and numeracy achievements between Aboriginal and Torres Strait Islander students and non Indigenous students by 2018 - All Aboriginal and Torres Strait Islander learners are meeting Literacy and Numeracy standards - All Aboriginal and Torres Strait Islander learners are improving across all dimensions of literacy and numeracy - Maintain current annual participation rates in NAPLAN 	<ul style="list-style-type: none"> - Classroom Teachers - Teacher Aides - Support Teacher (Literacy and Numeracy) - Head of Curriculum - Principal - Parents and Carers - Fractional Teacher position to co develop and monitor Individual Learning Plans and student achievement data 	<ul style="list-style-type: none"> - A range of additional literacy, numeracy and ICT resources to promote increased hands on learning and active engagement
2. Attendance	<ul style="list-style-type: none"> - Maintain high levels of Indigenous student attendance through ongoing tracking, follow up and celebration - Continue to inform parents/carers of their child/ren's attendance and progress at school - Investigate concerns regarding attendance and absenteeism - Regularly share attendance data with staff - Develop student pride in themselves and their school - Provide increased opportunities for Indigenous learners to participate in a range of extra curricula activities - Support parents/carers and families of Indigenous students to continue to keep attendance gaps closed 	<ul style="list-style-type: none"> - Attendance rates of all Indigenous learners continue to be equivalent to or above that of non Indigenous learners - The annual retention and progression of Indigenous learners from year to year is maintained and increased - Increased enrolment of Indigenous learners 	<ul style="list-style-type: none"> - All Staff to positively and proactively work with Indigenous parents/carers and families - Administration Staff, including Principal and Head of Curriculum (HoC) to monitor learner attendance and investigate absenteeism patterns and trends - Provide financial support to support Indigenous learner attendance and participation at school, local and regional events as they arise - Principal to celebrate attendance achievements at an 'Assembly of Excellence' once a Term. 	<ul style="list-style-type: none"> - Classroom Teachers continue to closely monitor individual student attendance, connecting with parents, carers and families as required. - Administration Officer and Principal to monitor schoolwide attendance patterns to alert concerns and celebrate success.

Priorities	Actions	Performance Targets	Responsible Person/s	Resources
3. Engagement and Connections	<ul style="list-style-type: none"> - Increased use of hands on resources, including ICTs - Purchase engaging resources to compliment classroom literacy and numeracy programs - Provide opportunities for all learners to participate in cultural activities to develop understandings of Aboriginal and Torres Strait Islander histories, culture, languages, traditions and ways of learning through excursions to local Indigenous Centres, hosting performers and celebrating NAIDOC Week within the school - Welcome Indigenous families to the school to openly share their local knowledge and skills 	<ul style="list-style-type: none"> - Increased number of Aboriginal and Torres Strait Islander learners engaged in personalised and individualised learning programs - Increased participation of Indigenous parents/carers and families actively in classroom activities, school events and decision making forums - Increased daily access to a range of resources, including ICTs to complement and enhance learning as articulated in Individual Learning Plans (ILPs) 	<ul style="list-style-type: none"> - Teachers differentiate learning adjustment and modification, documenting in OneSchool as Individual Learning Plans (ILPs) - Locally funded Teacher position oversees the co development and monitoring of Individual Learning Plans (ILPs) 	<ul style="list-style-type: none"> - Purchase of a range of hands on resources, particularly ICTs - Fractional teacher position funded to oversee co development of Individual Learning Plans - Develop school almanac of local resources to support and enhance cultural learning
4. Leadership, Quality Teaching and Workforce Development	<ul style="list-style-type: none"> - Continue to provide and facilitate Aboriginal and Torres Strait Islander cultural awareness professional development and training and to all school staff when required - Where possible, continue to employ Indigenous staff across the full range of school positions 	<ul style="list-style-type: none"> - All staff, including those in Leadership positions are 'high performing' and effective in supporting Aboriginal and Torres Strait Islander learners to achieve success, become confident, creative and active and informed citizens - All staff consistently demonstrate and apply their strong understanding of the cultural and linguistic backgrounds of all Indigenous learners - Principal and other school leaders to continue their participation in Leadership Programs to lead the improvement of learning for Indigenous students 	<ul style="list-style-type: none"> - All staff to participate in professional development and training and apply knowledge, skills and understanding to individual position descriptions - Head of Curriculum (HoC) to work with teachers to ensure Indigenous perspectives are embedded within curriculum offerings - Principal and other school leaders to incorporate strategies to enhance their Indigenous Leadership within their Developing Performance Plans 	<ul style="list-style-type: none"> - Professional Development budget supports ongoing training and learning of all staff, particularly early career and re-establishing staff - Utilise existing school based, local and regional personnel to facilitate professional learning

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