Investing in Focus Schools Initiative
Local Activity Profile

School name: Kirwan State School

Outcomes
Outcomes sought from the IFSI include:

- Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.
- All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.
- Aboriginal and Torres Strait Islander students are engaged in and benefiting from schooling.
- Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.
- High performing principals and teachers are effective in supporting Aboriginal and Torres Strait Islander students to become successful learners, confident and creative individuals and informed citizens.

Priority outputs
Priority outputs sought from the IFSI, as mandated by the Project Agreement with the Commonwealth, include:

- Formal and active School and Community Partnership Agreements.
- Personalised Learning Plans for each Aboriginal and Torres Strait Islander student
- Locally developed and implemented Attendance Strategies to improve Aboriginal and Torres Strait Islander student school attendance
- Whole school English Literacy and Numeracy strategies
- Provision of Professional Learning to teachers and education workers to support the delivery of English Literacy and Numeracy Strategies
- Other Professional Learning for school leaders and teachers consistent with supporting the achievement of the National Professional Standards for Principals and for Teachers
## Investing in Focus Schools Initiative
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### Literacy and numeracy

<table>
<thead>
<tr>
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</table>
| 1. Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving. | 1.1 Whole school English Literacy and Numeracy strategies  
1.2 Employ Teacher in the Role of Literacy Coach using same model as identified through PALLIC project  
1.3 Employ and train teacher aides skilling them in the strategies of helping children to improve reading outcomes  
1.4 Employ a Teacher (0.1) to gather data and write Indigenous Learning Profile for every Indigenous Child in the school | **Ongoing**  
Build links with James Cook University Indigenous pre-service teachers offering them casual employment to work with Indigenous students in Literacy and Numeracy strategies. Literature coach | Casual employment costs  
Cost of Teacher 0.5 FTE for one year | 33000 | 32000 | 33000 |
| | | **Ongoing**  
Teacher Aide time and Professional development costs – First Steps in Number | Cost of Teacher 0.2 FTE | 22000 | 10000 | 10000 |
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<tbody>
<tr>
<td>1.5 Provision of Professional Learning to teachers and education workers to support the delivery of English Literacy and Numeracy Strategies</td>
<td>Ongoing</td>
<td>LEM Training – Greg O’Keefe First Steps in Number for all teachers</td>
<td></td>
<td>14000</td>
<td>14000</td>
<td></td>
</tr>
<tr>
<td>1.6 Provide professional development for all teachers to engage with individual student data, reflect on their teaching and plan for improved outcomes using Helen Timperley’s cycles of inquiry</td>
<td>Once per term</td>
<td>TRS All CTs 4 times per year for one day</td>
<td></td>
<td>54400</td>
<td>54400</td>
<td></td>
</tr>
</tbody>
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## Investing in Focus Schools Initiative
### Local Activity Profile

### Attendance

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<tr>
<td>2. All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.</td>
<td>2.1 Locally developed and implemented Attendance Strategies to improve Aboriginal and Torres Strait Islander student school attendance</td>
<td>Ongoing partnership agreements</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2.2 Employ Community Education Officer (A02) whose role it will be to meet and greet students in the morning assist with any specific homework queries, act to build bridges between families and the school and improve attendance by direct communication</td>
<td>Ongoing throughout</td>
<td></td>
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</table>

- 30000
- 30000
## Engagement and connections

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<td>3. Aboriginal and Torres Strait Islander students are engaged in and benefiting from schooling.</td>
<td>3.1 Personalised Learning Plans for each Aboriginal and Torres Strait Islander student</td>
<td>End Term 3 complete (117 students)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3.2 Set goals with families (attendance, homework, behaviour) which, if met each term, will result in a specific reward for every Aboriginal and Torres Strait Islander child</td>
<td>Commence Term 1 through to end Term 4</td>
<td>Cost of providing reward structures</td>
<td>15000</td>
<td></td>
<td>15000</td>
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<tr>
<td></td>
<td>3.3 Provide Indigenous children access to ATSIEP programs</td>
<td>Term 2</td>
<td></td>
<td>2000</td>
<td></td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td>3.4 Provide Indigenous children with an optional breakfast program to increase engagement in school</td>
<td>Ongoing</td>
<td>Cost of consumables</td>
<td>2000</td>
<td></td>
<td>2000</td>
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<td>3.5</td>
<td>Provide opportunity for children to engage in the development of a bush tucker garden at the school</td>
<td>Term 2 ongoing</td>
<td></td>
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</table>
### Engagement and connection (continued)

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<td>4. Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.</td>
<td>4.1 Formal and active School and Community Partnership Agreements, sustained through measures such as Family Forums</td>
<td>Term 1</td>
<td></td>
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<td></td>
<td>4.2 Employ Boori Pryor as a critical friend in the literacy process</td>
<td>Term 2</td>
<td>Cost associated with engagement of Boori Pryor – Travel and Accom</td>
<td>5000</td>
<td>5000</td>
<td>5000</td>
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### Local Activity Profile

Leadership, quality teaching and workforce development

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<td>5.</td>
<td>5.1 Professional Learning for school leaders and teachers consistent with supporting the achievement of the National Professional Standards for Principals and for Teachers</td>
<td>Term 2 SFD – Whole staff Ongoing Professional development for Leadership Team</td>
<td></td>
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<tr>
<td></td>
<td>5.2 Employ the services of the Dare to Lead team (Principals Australia) who will assist with whole staff professional development and leadership decisions.</td>
<td>February to November (see attached agreement) Collegial Snapshot done in March to provide the indepth voice of the school community Leadership Professional Development support Eg Personalise Learning Plans PD Leadership Development Program Strategic planning and Leadership PD for Aboriginal and Torres Strait Islander staff, relief teachers and non-Indigenous teacher aides</td>
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<tr>
<td></td>
<td>5.3 Liaise with all the schools at the conclusion of the project to share stories of best practice to continue to</td>
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<td></td>
<td>build on the success of the project</td>
<td>Culminating activity</td>
<td>Travel and Accommodation</td>
<td>7600</td>
<td></td>
<td>7600</td>
</tr>
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- **Total funding**: 218000
- **School or other funding contribution**: 18000
- **Total budget**: 236000

5.4 Employ the services of critical friends to assist with the development of sustainable, quality teacher practice

Maree Hederman and Christine Ludwig. Commence SFDs in January with visit once per term
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Post initiative forecast

0 Gap between Indigenous student reading data as measured on PAT R and NAPLAN and PMs compared to non Indigenous student data
0 Gap between Indigenous student numeracy data
0 Gap between Indigenous students spelling data

Sustainable strategies, processes and resources are built in to each activity to ensure positive outcomes and skill building is embedded and will continue to be monitored and refreshed and reframed as needed beyond the IFS funding support.

Community Participation Officer’s role will be one of building capacity within the community by building processes for meetings and forging links with the P&C, staff and administration. Their role will be one of gradual release of responsibility.

Plan certified by:

<table>
<thead>
<tr>
<th>School Principal</th>
<th>Aboriginal and Torres Strait Islander Community Representative</th>
</tr>
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<tbody>
<tr>
<td>Signature:</td>
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</tr>
<tr>
<td>Printed name:</td>
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Plan approved by:

Assistant Regional Director
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