Local Activity Plan for Investing in Focus School initiative

Our school is participating in the Investing in Focus Schools initiative through the *Write it Right!* Teach Successful Writing: Empower Aboriginal Learners project.

Through this project we will develop a teaching and learning plan which includes bidialectal strategies to improve literacy learning for Aboriginal students. This project addresses actions within the following priority domains within the *Aboriginal and Torres Strait Islander Education Action Plan* (ATSIEAP) 2010-2014:

- Engagement and Connections
- Attendance
- Literacy and numeracy
- Leadership, quality teaching and workforce development.

Within this project there is a major focus on professional learning to assist our teachers of Stage 4 to develop their skills in teaching written academic English for Aboriginal students whose main home language is Aboriginal English or another ‘non-standard’ English dialect. The teachers involved will also undertake three days local Cultural Immersion in the *Connecting to Country* Program, facilitated by the NSW AECG.

*A Write it Right!* Project team has been established consisting of seven people who work with Stage 4. The project team is led by Susan Hoddinott HT English. Classroom teachers in the project will be supported by an Aboriginal community mentor.
## Specific goals and strategies for *Write it Right!* Project

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<td><strong>Project Goals</strong></td>
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<td><strong>Increased ability to facilitate learning in the classroom by sharing information with classroom teachers. Teachers’ greater knowledge of Aboriginal students learning styles and habits should help to increase engagement in the classroom.</strong></td>
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| Develop an understanding of literacy, writing and talking skills in the focus group | • Collecting anecdotal data from classroom teachers on individual students’ willingness to participate in talking and writing activities.  
• Reviewing available Naplan data on students in the project to identify areas of negative growth in spelling, grammar, reading and writing.  
• Identifying trends in writing from analysing Naplan data.  
• Set up in school literacy testing to develop individual literacy profiles on year 7 students 2013. | • HT English  
• English teachers of Stage 4  
• SLSO | Year 7 2012 Term 4  
• Year 7 2013 Term 1 | 2 days release | $400 | Approx. $400 | **Increased attendance for Stage 4 Aboriginal students.**  
**Increased parent support on attendance**  
**Increase in class engagement**  
**Whole school commitment to the project will be able to be demonstrated by an increased commitment from all teachers to work** |                                                                                  |                                 |            |                                                                                                                                                                                                                                                                                                                                 |
| Develop an understanding of attendance data           | • Scrutinise OASIS data. Develop a series of strategies to acknowledge excellent attendance for students that involves whole school and parent events. | • LAST and SLSO involved in the project | Term 1 2013 |                                           |                   |                   |            |                                                                                                                                                                                                                                                                                                                                 |
| Increase whole school awareness of the project        | • Sharing of the information in both whole school and Aboriginal education meetings.  
• Survey teachers on understanding of teaching writing in their faculties.  
• Adrian Robinson to address school in a whole school staff meeting on bidialectal strategies. | • Sass staff/ AEO  
• Aboriginal Ed. Committee  
• Parents | Ongoing |                                           |                   |                   | $400 | Approx. $400 |                                                                                                                                                                                                                                                                                                                                 |

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<th>Activity</th>
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| Develop staff skills in teaching fundamental skills of writing-workforce development | - Project leader to address P&C meeting  
- Regular feedback at Executive |
| Assess the types of writing done across a range of KLAS as a way of developing appropriate writing resources for all staff. | - Assessment of the types of writing done across a range of KLAS as a way of developing appropriate writing resources for all staff. |
| Develop a cycle of learning involving skills in talking and writing across KLAS | - Assessment of the types of writing done across a range of KLAS as a way of developing appropriate writing resources for all staff. |
| - Staff involved to develop a cycle of teaching based on skills learnt. These will to be embedded in Stage 4 lessons. In so doing develop quality teaching practice. | - Staff involved to develop a cycle of teaching based on skills learnt. These will to be embedded in Stage 4 lessons. In so doing develop quality teaching practice. |
| - Staff involved to run a series of school based TPL sessions for Stage 4 staff across the curriculum focussing on writing. | - Staff involved to run a series of school based TPL sessions for Stage 4 staff across the curriculum focussing on writing. |
| - Staff to be involved in using technology. | - Staff to be involved in using technology. |
| - Staff to be surveyed for current topic outlines so that resources can be designed based on essential vocabulary and written assessment work. | - Staff to be surveyed for current topic outlines so that resources can be designed based on essential vocabulary and written assessment work. |
| - With the employment of WiR Support Officer a cycle of intensive learning will be developed for students across KLAS in writing and literacy. | - With the employment of WiR Support Officer a cycle of intensive learning will be developed for students across KLAS in writing and literacy. |
| - Students encouraged to develop writing to be published in the public domain as a way of developing an understanding | - Students encouraged to develop writing to be published in the public domain as a way of developing an understanding |
| - HT English  
- members of the team  
- Regional literacy consultants  
- Two members of the project team | - HT English  
- members of the team  
- Regional literacy consultants  
- Two members of the project team |
| - 9 sessions throughout Term 1 and 2  
- Term 2 and 3 | - 9 sessions throughout Term 1 and 2  
- Term 2 and 3 |
| Approx. $1000 for webinar WIBS afternoons Purchase of a smart board $6000 | Approx. $1000 for webinar WIBS afternoons Purchase of a smart board $6000 |
| - Stage 4 units of work and programmes to involve writing talking strategies that involve using technology. | - Stage 4 units of work and programmes to involve writing talking strategies that involve using technology. |
| - Students’ written work to demonstrate improved use of grammatical structures across all KLAS. | - Students’ written work to demonstrate improved use of grammatical structures across all KLAS. |

**Local Activity Plan for Investing in Focus School initiative**
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<tr>
<td>Authorised Local AECG Representative Name:</td>
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- **Develop and refine Stage 4 PLPs**
  - Stage 4 Aboriginal students to be interviewed individually to develop a profile of each student. The profiles will focus on goal setting in all areas of school. This will include academic and attendance goals.
  - The PLPs will be turned into electronic documents and made available for all staff.
  - Parents and the Aboriginal community invited to be part of the PLP consultation.

- **WiR Team**
  - AEO
  - Parent group

- **Term 1 2013 and ongoing throughout the project**

- **Increased connections to the Aboriginal community and engagement.**