ABORIGINAL LEARNER ACHIEVEMENT
Quality Matrix and Action Template

School		Year of improvement focus. ie 2021
Principal		
Key Element		
1: Data Informed Planning		
2: Tracking and Monitoring Growth and Achievement		
3 Assuring Consistent, High Quality Classroom Practice		
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** <u>one</u> **element** for improving whole school processes **each school year.**
- Work with your team to plan and document **improvement actions** on the *Action Template*.
- **Implemen**t 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.

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.**	*How does the school effectively collect data for Aboriginal learners?*	An assessment and reporting schedule for Aboriginal learners is not in place or not documented	An assessment and reporting schedule in place and captures data for some Aboriginal learners	A document assessment and reporting schedule – including more 'fine grained' assessments – is flexibly 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
	How does the school support deep analysis of individual Aboriginal learner data?	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
	How does the school ensure Aboriginal learners are prominent in improvement planning?	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*
	Ensuring that Aboriginal Learner data is considered at the school, cohort and individual level. (Attendance, Phonics, Spa test, Running Records, NAPLAN, PAT R and M, SACE and One Plans)
	Build individual Aboriginal learner profiles. These are drawn from student information and includes strengths, interests, potential barriers to learning, family considerations, and student performance reports containing assessment results, evidence of growth, intervention provided, and attendance and behaviour data.
	Teachers and leadership to discuss raw and specific data to plan the missing gaps of learning. In all data discussions Aboriginal students are to the fore.
		Aboriginal Education Team, teachers and leadership	End of term 2, 2021	

How does the school ensure Aboriginal learners are prominent in improvement planning?	Using 5 weekly Traffic Light data to inform practice by supporting teachers in analysing and using learner data to: - determine and document appropriate literacy/numeracy goals and document these goals in each Aboriginal learner's One Plan - inform teaching practice Teachers to plan entry points into lessons from those discussions. All teachers to identify Aboriginal students that need extending. Year 8 to 10 students are counselled regarding their future options to support effective course decision making. SACE students are regularly monitored to ensure they are on track to pass their SACE.	Aboriginal Education Team, teachers, Leadership	Week 5 term 1, 2,3 and 4. End of term interviews and term 2 reports	
	Secondary and primary teachers to identify in the PLCs guiding questions and develop actions around what is being currently implemented and what still needs to be implemented in terms of supporting Aboriginal learners. Secondary and Primary teacher PLCs analyse together the data of students they teach. In doing so identify the needs of Stanine 1 students and unpack their work to ascertain their learning needs eg What are the needs of a stanine 1 student in a Year 10 HASS class.	Aboriginal Education Team, teachers, Leadership	Week 10, 2021	
	Regular termly meetings between leadership and teachers to discuss Aboriginal student performance/needs/extensions. Teachers to plan intervention / extension programs to support Aboriginal students.	Leadership and teachers ACEO	Week 10, 2021	

	Action	Responsibility	Timeline	
	Student Well Being coordinator, and ACEO work with families to support irregular attendance. Student Well Being coordinator, Senior Secondary Coordinator and ACEO work with students to plan pathways to employment. Encourage Aboriginal student leadership opportunities.	Leadership and teachers ACEO SWB Coordinator	Week 1 term 1, 2021 Term 1, 2021	
	Encourage Aboriginal Representation on Governing Council	AET leadership and GC chair	Term 1, 2021	
	School to work with families and students to understand cultural ties and identity, whilst improving their understanding, speaking and reading of Ngarrindjeri Language. School to produce SACE Laps to provide students with pathways through Ngarrindjeri Language.	AET, ACEO, Language Teacher		

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.	*How does the school track, monitor and review the growth and achievement of every Aboriginal learner?*	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 |
| | *How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?* | 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 |

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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 20_ _	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*** How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?	Establish systems and processes to track and monitor growth for all aboriginal Leaners. Data Book highlights Aboriginal students in each year level. Data book provides raw data indicating where student is at in terms of progress. Teachers to explore behind the raw data to develop each individuals' next steps in their learning. Establish clear, robust, documented, schoolwide processes for tracking, monitoring and review (who, what, how, when?). Data meetings and 5 week traffic light data meetings	Leadership Data Team Aboriginal education Team, leadership Teachers	Week 1, term 1 2021 Week 1, term 1 2021 Week 10 term 1 2021 Week 5 each term	Yes Yes Yes
	Teachers work with students to plan short and long term achievable Literacy, Numeracy and social goals.	Teachers and students.	Ongoing	

	Teachers identify student needs from data and plan next steps in learning with students to explore what they have to do and how to get there.	Leadership and AET		

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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.	*How does the school ensure a collective 'commitment to action' towards raising the achievement of all Aboriginal learners in literacy and numeracy?*	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
This is supported by relevant professional learning, together with performance development systems and processes.	*How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners?*	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
	How do the school's performance development processes ensure quality practice is evident for every Aboriginal learner?	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

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Matrix Rating (Pre / Post Implementation)	
MM / YYYY	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

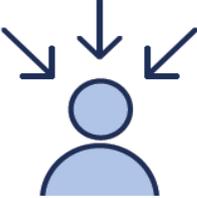| Focus area / guiding questions	New Improvement Action(s) planned for 20_ _	Person responsible for this action	Timeline for completion of action	Actioned ✓
Collective 'commitment to action'. How does the school ensure a collective 'commitment to action' towards raising the achievement of all Aboriginal 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?	Staff to explore and use High Impact strategies to support improvement in student learning. Teachers to concentrate on differentiation of teaching strategies, metacognitive strategies to support student understanding and provide multiple entry points into the learning through using explicit success criteria and proformas to support success.	Teachers Leadership	Term 2, 2021	

Element 4 – Applying Evidence-based, Learning Interventions

| Element 4	Guiding questions	Indicators of degree of implementation: What evidence can leaders provide to show progress in each element?			
		Not evident	Low	Medium	High

Effective and targeted learner interventions which support and/ or extend Aboriginal learner achievement.	*How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?*	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

Applying Evidence-Based, Learning Interventions

Effective and targeted learner interventions which support and/or extend Aboriginal learner achievement.

Key Element 4
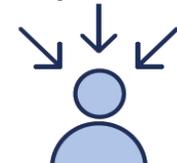
Matrix Rating (Pre / Post Implementation)	
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Focus area / guiding questions	New Improvement Action(s) Planned for 20_ _	Person responsible for this action	Timeline for completion of action	Actioned ✓
Provision of effective intervention and/or extension. How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?	Provide time for staff to explore PAT R and M data platforms to find strengths and weaknesses in the data of Aboriginal students looking for patterns and gaps in learning and developing plans to support new learning. Look at NAPLAN data to find patterns of missed learning	Teachers and leaders	Week 10 term 2 2021	

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

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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.**	*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?*	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 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

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

ABORIGINAL LEARNER ACHIEVEMENT

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Focus area / guiding questions	New Improvement Action(s) planned for 20_ _	Person responsible for this action	Timeline for completion of action	Actioned ✓
Provision of effective intervention and/or extension 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?	Run Moorundi Playgroup for Aboriginal and non Aboriginal families on school site	Moorundi group and ACEO	Week 5 term 1 2021	Yes
	Provide funding for Aboriginal Language and cultural program within school time Develop SACE Language LAPs for students to complete	Language Teacher and ACEO	Week 1, 2021	Yes Yes
	Meet with Raukkan parents as a whole staff to talk about school and develop closer relationships	Leadership Teachers	Week 6 Term 1, 2021	Yes

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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)	*How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school?*	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 |

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	How does the school organise for the sharing of literacy and Numeracy information as part of cross-site transition processes?	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

Matrix Rating (Pre / Post Implementation)		**Promoting the Continuity of Learning**	**The comprehensive sharing of detailed information about each Aboriginal learner (ie change of teacher or school).**	**Key Element 6**
MM / YYYY	Not Evident / Low / Medium / High			

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 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	*How does the school effectively collect data for Aboriginal learners?* *How does the school support deep analysis of individual Aboriginal learner data?* *How does the school ensure Aboriginal learners are prominent in improvement planning?*
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	*How does the school track, monitor and review the growth and achievement of every Aboriginal learner?* *How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?*
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	*How does the school ensure a collective 'commitment to action' towards raising the achievement of all Aboriginal learners in literacy and numeracy?* *How does the school continuously build teacher capacity for raising literacy and numeracy achievement of Aboriginal learners?* *How do the school's performance development processes ensure quality practice is evident for every Aboriginal learner?*

ABORIGINAL LEARNER ACHIEVEMENT
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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	*How does the school effectively provide literacy and numeracy intervention for identified Aboriginal learners?*
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	*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?*
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'	*How does the school facilitate the effective sharing of information about each Aboriginal learner's progress within the school?* *How does the school organise for the sharing of literacy and numeracy information as part of cross-site transition processes?*