



Ltyentye Apurte Catholic School

2019 Action Plan

Key Area	Strategic Plan Goal	Strategies	Accountability	Evidence of Success
Catholic Identity	Increased opportunities for the Parish to be involved in the religious life of the school	<ul style="list-style-type: none"> • Each class to have a liturgy once a term. • Families invited and morning tea to follow • Fr Prakash invited 	REC, Teachers	Class liturgies each term with families and Fr Prakash in attendance
<i>Ref CENT Strategic Plan Goals 1, 2 and 3</i>	To make our Vision and Mission Statement relevant and meaningful to all staff	Unpack and revise the statement at our Semester Two retreat	All staff	A relevant and meaningful statement that is reflected in practise
	Build the Arrernte story resources that accompany Christian tradition and units of work	Paula Turner, in her new role as Assistant Teacher in RE will research the Arrernte stories that match unit of work in RE using all the people and material resources available	Paula Turner (RE Assistant Teacher), Arrernte Literacy Centre, CILT	That we have a list of Arrernte stories to match each unit of work in RE and the complementary resources
	Maintain Marist charism	PD opportunities: <ul style="list-style-type: none"> • Twilight Retreat with Dr Bonnie Thurston • Footsteps 1, Footsteps 2 • Holy Today- half day retreat 	Offered to all staff Deb, Justin School retreat	The Marist charism will continue to be evident in our liturgies and morning prayers.
	All teachers compliant or working towards Accreditation C	Three teachers to apply for SIP and begin Graduate Certificate in RE	Anne Haze, three teachers	Teachers successfully complete at least one subject

Teaching and Learning <i>Ref CENT Strategic Plan Goal 2</i>	Introduce common practices in Numeracy and a school Numeracy policy	<ul style="list-style-type: none"> • Increase support to help teachers develop MAI growth points and develop teaching and learning plans from assessment data • Develop a sequence in Numeracy based on data • Further analysis of data and implementation into informed teaching practice 	Curriculum Team, Class Teachers, DIP, CENT Numeracy team	Common practices documented for the development of numeracy plans. Growth in the range of school based assessment tasks and NAPLAN results. School Numeracy policy developed and approved by teachers.
	To develop the knowledge of teachers in teaching, planning and assessing using EAL/D strategies and resources	Increased PD on EAL/D with the CEO consultant	Curriculum team, CEO consultant	Teachers confident with NTCF ESL scales and converting to EALD phases Planning reflects EALD pedagogy
	Develop scope and sequence for integrated units of HASS and Science on a two or three year cycle.	Research and develop a cycle that meets the needs of our students	Curriculum team	The draft of a two or three year Science and HASS cycle is developed by the end of the year
	Introduce common practices for teaching phonics	<ul style="list-style-type: none"> • Development of LACS Phonics scope and sequence • One day Phonics PD in Orientation • Phonics taught in all classes on a daily basis • PD for ATs • Continue to provide regular sessions each term to enable all staff to develop the knowledge and skills for the explicit teaching of phonics 	Principal, Curriculum Team, Class Teachers	Phonics sequence in action throughout the school, with daily phonics lessons in every class. ATs supporting phonics in classrooms.
	Developing the self-reflective practitioner	<ul style="list-style-type: none"> • Complete the AITSL self-assessment to establish personal goals. • Incorporate the goals in the Formation Review • Develop goals through peer observation 	Principal, teachers	Critical reflection becomes an accepted practise

Pastoral Care and Wellbeing <i>Ref CENT Strategic Plan Goal 2</i>	Become familiar with the BeYou initiative	Wellbeing Staff Meetings each term	Wellbeing facilitator	All staff aware of BeYou, the resources and benefits of the program
	Horse Student Engagement Program	Continue and build the Horse Program with the aim of developing it into an accredited VET course	Katie Jayne O'Brien and AAAC	Students engaged and progressing in their horse skills. Theory component added to the program
	Proactive program delivered by our resident psychologist	<ul style="list-style-type: none"> Broaden the role of counsellor into a more of a proactive approach, which includes PD, parent evenings, morning teas, career counselling Information session in Orientation week 	Br Frank Hough	The role of counsellor becomes an integral aspect of a proactive well-being program
	Sexual health	Staff trained to deliver a contemporary sexual health program Continue Safe4Kids program	Aboriginal staff-Renee, Marcus Holly-ann Martin	The programs are successfully taught to all our students
Community and Culture <i>Ref CENT Strategic Plan Goals 1, 2 and 3</i>	Greater integration of Arrernte language and culture throughout the school	ATs to be supported to teach Arrernte through Guided Reading boxes and Word Walls. Introduction of Arrernte Language VET course to Senior students	Carmel, Bernice and Kwentetyaye to help ATs develop their Arrernte language skills through the use of the Guided Reading books. Paul Wighton and Katie O'Brien to be trained as VET assessors	Arrernte language is evident throughout the school, for example in Guided Reading activities using Arrernte readers and Word Walls. Implementation of Arrernte Language course for Seniors
	Create a structure to facilitate the collaborative working relationship between teachers and Assistant Teachers	<ul style="list-style-type: none"> Continue to release teachers and ATs to develop integrated learning plans which include opportunities for ATs to lead learning and to increase learning opportunities in Arrernte Collaborative planning to facilitate two way teaching and learning 	Teachers, Aboriginal Development Officer (Kellie Mayne), Curriculum team	The creation of integrated learning plans which also focus of teaching Arrernte in the classroom. ATs confident in supporting small groups in reading and phonics. AT role description amended.

	<ul style="list-style-type: none"> • Continue PD sessions for ATs on Guided Reading and Phonics • Friday planning sessions and Arrernte release could be used for teachers and ATs to plan together 		
Support for the formal education of aboriginal staff	Aboriginal Workforce Engagement Officer to support and encourage aboriginal staff in their studies	Kellie Mayne and Pauline Shrober	ATs enrolled in and studying diploma courses.
Aboriginal Community advisory group to be formed to liaise between the school and wider community	The Community liaison group bring issues to leadership and take initiative to resolve them	CILT, Principal, DP, Aboriginal Community action group	Arrernte staff take more leadership in community liaison
Develop further connections with the community	<ul style="list-style-type: none"> • Continue to strengthen connections with community groups by emailing out our Term Overviews and Weekly Newsletters • Continue cultural programs, such as Traditional Craft • Perhaps consider working with AAAC on digitising the stories of our senior citizens 	All staff, especially Principal, DP, CILT and ISC	Regular communication and evidence of greater interaction in programs which benefits the community, school, staff and students.
Family cooking program	Work with Melissa from AAAC to present a cooking program for our Seniors as well as family groups	Senior teachers	Senior students and local families will develop skills in the preparation of nutritious meals
Develop a Reconciliation Action Plan	<ul style="list-style-type: none"> • Establish a working group • Complete the Reflection Survey • Write our vision for Reconciliation • Add RAP actions and submit our RAP • All actions take place following consultation with our Yarning Circle 	Leadership team and all staff	The completion of the LACS RAP
Encourage the Outdoor classroom	Teachers and ATs may choose to organise bush trips on Fridays to enhance engagement with school	All Staff	To encourage attendance on Fridays and to further develop the student's knowledge affinity with Country

Finance, Facilities and Resources <i>Ref CENT Strategic Plan Goals 1, 2 and 3</i>	Replacement of three teacher block and the old Art Room	Liaise with Gary Pollock, builders and staff to develop a state of the art flexible learning centre	Principal, Gary Pollock, Executive Committee, staff	Building completed and operational in 2019
	Ensure the Preschool playground is compliant with the NQS	Plans have been established. Liaise with Gary Pollock and various contractors to bring them to fruition.	Principal, Gary Pollock, Executive Committee	Playground is completed and compliant
	Establish regular WHS procedures and audits	Unpack CEO policies and make them a regular aspect of LACS procedures	WHS Officer and Principal	Increase of staff awareness in WHS procedures
	Make the Workshop into teaching and learning facility	The workshop will be organised and made secure according to WHS guidelines	Property, Maintenance and WHS officer	The Workshop is a tidy and safe environment