



# Ltyentye Apurte Catholic School

## 2021 Annual School Improvement Plan

### SIRF Area: Catholic Identity

Strategic Plan Goal	Strategies / Action 2021	Success Criteria	Accountability	Status
To make our Vision and Mission Statement relevant and meaningful to all staff; the starting point for what we do at LACS; reflected in policies and classroom practice.	<ul style="list-style-type: none"> <li>• Connect with and deepen understanding of our new Vision &amp; Mission (2019) as part of a PD day.</li> <li>• Each member of staff to identify how their role and work relates to the Vision and Mission.</li> <li>• Discern how it is reflected in classroom practice (the students' experience of school) and improve as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Vision and Mission are 'out on the table' in Term 3, Wk. 1. July 2020.</li> <li>• A relevant and meaningful statement that is reflected in practice at every level of the school community.</li> </ul>	All staff	
Raise the profile of traditional Arrernte spirituality by building story resources that authentically link to the Christian tradition and units of work in our RE curriculum.	<ul style="list-style-type: none"> <li>• Implement the units that Robyn, Cecily, RP and Marcus worked on.</li> <li>• Seniors to work on the Integrated Aboriginal RE unit.</li> <li>• Applying 8 Ways Aboriginal Teaching and Learning in RE.</li> </ul>	<ul style="list-style-type: none"> <li>• We have a list of Arrernte stories to match each unit of work in RE and the complementary resources.</li> <li>• 8 Ways Pedagogical Framework used to inform all aspects of teaching and learning RE.</li> </ul>	Cecily Palmer (ATRE) CALT LPC Staff REC	
Prepare the way for Arrernte Assistant Teachers to be the main teachers of RE in classes (with non-Aboriginal teachers taking a supporting role).	<ul style="list-style-type: none"> <li>• ATs to work with AWDC, Kellie Mayne, on Cert II in Functional Literacy. Unpack RE content (in RE Units) through functional literacy.</li> <li>• Investigate workshops in central Au., i.e. Campfire in the Heart,</li> <li>• Possibility of Nungalinya Theo College tutor visiting LACS.</li> </ul>	<ul style="list-style-type: none"> <li>• ATs engaged in Cert II Functional Literacy – with language in RE Units as the focus.</li> <li>• ATs beginning to teach a contemporary RE curriculum with non-Aboriginal teacher support.</li> </ul>	Julia Anderson Robyn Craig AWDC REC Principal	

<p>Enrich the connection between Catholic Identity and Arrernte culture in line with findings of Arrernte Voices Project (2018/19).</p>	<ul style="list-style-type: none"> <li>• Become familiar with principles of <i>Altyerra-Catholicism</i> and findings of Arrernte Voices Project (2018/19). Stakeholders to continue discussions from 2020.</li> <li>• RP, Carmel, Cecily, Rosie, Justin to develop understanding in parents on how candidates can undertake Catholic sacraments with greater attention to Arrernte spirituality.</li> </ul>	<ul style="list-style-type: none"> <li>• Students more engaged with and understanding of the links between Catholic spirituality and Arrernte spirituality.</li> <li>• Other (older) generations more connected with spirituality.</li> </ul>	<p>Bishop Charles Fr Prakash (Alice Spr) Fr Elmer Sr Catherine Mead Robyn Craig Principal REC Local staff / theologians</p>	
<p>Improved cooperation between the school and Parish in the religious life of the community and the sacramental program at school.</p>	<ul style="list-style-type: none"> <li>• Each class to have a school-based liturgy with Fr. Elmer once a term. Fr. Elmer to make scripture accessible for students.</li> <li>• Each class to attend Mass at church once a term.</li> <li>• Families meet with Fr Elmer and school staff as part of preparation for the sacraments.</li> <li>• Recognise and celebrate Marist <u>AND OLSH</u> heritage in Santa Teresa.</li> </ul>	<ul style="list-style-type: none"> <li>• School-based liturgies once a semester. PP and families present.</li> <li>• Classes attending Mass at church once a term.</li> <li>• Families meet with staff Elders, PP and other school staff in prep for sacraments.</li> <li>• Prayers and displays of student work link with Feast Days for Marcellin Champagnat, St Therese of Lisieux, St Mary of the Cross.</li> </ul>	<p>Principal REC Teachers Parish Priest (PP)</p>	
<p>Maintain and strengthen the <i>Marist</i> charism of LACS.</p>	<ul style="list-style-type: none"> <li>• A range of PD offering inc.:</li> <li>• TBA following meeting with Mark Elliot and Liz Falconer.</li> <li>• New Marist signs and symbols on display inc. engraved characteristics and hopefully a statue.</li> </ul>	<ul style="list-style-type: none"> <li>• The Marist charism will be manifest in our relationships with and behaviour towards others, as well as our liturgies and prayers.</li> <li>• Visitors to the school will be aware that they are in a Catholic school in the <i>Marist Tradition</i>.</li> </ul>	<p>All staff REC AT's</p>	
<p>All teachers to have Catholic Accreditation: A and B. Teachers of RE are compliant with or working towards Accreditation C.</p>	<ul style="list-style-type: none"> <li>• More staff PDs in Sem. 1 to complete Accreditation A and B.</li> <li>• Encourage more staff to study towards Accreditation C.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff aware of the purpose and ethos of a Catholic School.</li> <li>• RE teachers have an increasingly informed and sophisticated understanding of Catholicism and teaching religion.</li> </ul>	<p>REC Classroom teachers who teach RE</p>	

## SIRF Area: Teaching and Learning

Strategic Plan Goal	Strategies / Action 2021	Success Criteria	Accountability	Status
<p>(Other Goal): Introduce Instructional Coaching (IC) as a school practice</p>	<ul style="list-style-type: none"> <li>• Coaches develop coaching skills in alignment with the IC Key Performance Indicators 2021</li> <li>• Each coach begins coaching a coachee in Term 2 or 3 and this becomes an ongoing practice (with some of different coaches)</li> <li>• Develop a LACS Instructional Coaching Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaches feel confident with the practice of IC</li> <li>• At least two teachers coached through at least one cycle (IC Impact Cycle)</li> <li>• Teachers cognicent of the process and benefits of IC</li> </ul>	<p>Principal Deputy Principal Curriculum Co. IC's</p>	
<p>We acknowledge that the students and Indigenous staff members are EAL/D learners. Therefore we recognize that learning English and learning IN English requires a response that caters for individual learning needs.</p>	<ul style="list-style-type: none"> <li>• Liaise with CENT EAL/D Consultant to devise a long-term action plan for EAL/D at LACS.</li> <li>• Promote teacher participation in EAL/D hub.</li> <li>• Consult staff on their PD needs.</li> <li>• Focus on targeted activities and strategies to support student progress based on their current EAL/D levels.</li> </ul>	<ul style="list-style-type: none"> <li>• A LACS EAL/D Action Plan is created and in use.</li> <li>• Teachers confident with NTCF ESL scales and converting to EAL/D phases.</li> <li>• Planning reflects EAL/D pedagogy.</li> <li>• Students making progress through EASL/D levels.</li> </ul>	<p>Curriculum / ISC Co. CENT Consultant</p>	
<p>(Other Goal): Continue the development of common practices for teaching SAE phonics.</p>	<ul style="list-style-type: none"> <li>• Daily SAE phonics taught in all classes.</li> <li>• Review phonics practices already happening in classes and find out what support teachers need.</li> <li>• Continue with the Heggerty Phonemic Awareness Program and begin consistent assessment of phonics using SPAT.</li> </ul>	<ul style="list-style-type: none"> <li>• SAE Phonics sequence in action throughout the school, with daily phonics lessons in every class.</li> <li>• Targeted teacher support for teaching phonics.</li> <li>• Evidence of phonics assessment and data via SPAT.</li> </ul>	<p>Curriculum Co. Class Teachers SWD Teacher (R.I.).</p>	
<p>(Other Goal): Transition from Employment Pathways Program in Senior classes to Australian Curriculum Framework (secondary).</p>	<ul style="list-style-type: none"> <li>• Continue to work with CENT Secondary Consultants in transitioning to new AC framework.</li> <li>• Ensure secondary curriculum is culturally responsive in line with wider school approach (see C &amp; C).</li> <li>• Reintroduce major excursions / camps for senior students.</li> <li>• Provide work experience opps tailored to students' interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior classes following AC framework by Term 4 2021.</li> <li>• Students engaged in school through authentic and experiential education around excursions and camps.</li> <li>• Selected students undertake Work Experience Program tailored, where possible, to their interests / needs.</li> </ul>	<p>Principal Curriculum Co. Senior class teachers CENT Consultant</p>	

<p>(Other Goal): Embed PLC (Professional Learning Community) practice.</p>	<ul style="list-style-type: none"> <li>• Two staff to attend Gavin Grift online PD in Term 3.</li> <li>• Whole staff PD on PLCs:</li> <li>• What, Why, How? Achieve whole staff understanding and buy-in.</li> </ul>	<ul style="list-style-type: none"> <li>• PLCs embedded; leadership and teaching staff actively engaged in data informed practice to improve student outcomes.</li> </ul>	<p>Principal Curriculum Co. Class teachers</p>	
<p>(Other Goal): Introduce 'Stepping Stones' program as a consistent approach to teaching Numeracy</p>	<ul style="list-style-type: none"> <li>• Curriculum Co. to facilitate further PD (recorded webinars and info sessions are available through website).</li> <li>• Find out teachers' needs and provide support.</li> <li>• Review the use of the program at the end of Semester 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are using the program – planning, teaching and assessing.</li> </ul>	<p>Curriculum Co. Class teachers</p>	
<p>We commit to ensuring there is a range of assessments for lit and num achievement and apt discernment of how each tool is used. We commit to ensuring data is analyzed and implemented into informed teaching practice.</p>	<ul style="list-style-type: none"> <li>• Review and update LACS data and assessment schedule.</li> <li>• Resolve technical issues related to GradeXpert and develop optimum staff use.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school data is analysed and the results are used to inform teaching and learning and wellbeing.</li> </ul>	<p>Curriculum Co. Class teachers Well-being Co.</p>	
<p>We seek to be a place of <b>'Learning for All'</b>.  (SAPIs, IAs and EAPs routinely completed in Terms 1 and the last 2 weeks of Term 3 by all teachers).</p>	<ul style="list-style-type: none"> <li>• Include task and deadlines on LACS Assessment &amp; Data Schedule.</li> <li>• Create step by step instruction manual for teachers who need more support.</li> <li>• Lock in weekly meetings (during Terms 1 and 3) between ISC and teachers who need support completing documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Documents completed on time.</li> <li>• Reduction of pressure on ISC and teachers during terms 2 and 4.</li> </ul>	<p>ISC teachers</p>	

## SIRF Area: Leadership

Strategic Plan Goal	Strategies / Action 2021	Success Criteria	Accountability	Status
We commit to an ongoing and successful shared leadership model, acknowledging that all staff have a leadership role and commit to structures that recognize this.	<ul style="list-style-type: none"> <li>• Develop leadership capacity of Principal and Executive Committee by employing a Leadership Coach.</li> <li>• Formation of middle leadership using consultants and PD.</li> </ul>	<ul style="list-style-type: none"> <li>• LACS leadership is cohesive, shared, consultative, informed and authoritative (as necessary).</li> </ul>	Dr Phil Standen (PS) Principal CENT Consultants	
We acknowledge that all members of the school staff have a leadership role in the school and commit to structures that recognize this.	<ul style="list-style-type: none"> <li>• YC members to create roster for leading meetings, inc. setting the agenda, chairing and minuting.</li> </ul>	<ul style="list-style-type: none"> <li>• Yarning Circle continues to be an integral part of LACS decision making process.</li> <li>• Arrente staff sharing the work in preparing and running the meetings.</li> </ul>	Principal Arrente Staff CALT	
We seek to nurture and develop aspiring leaders from within the aboriginal staff to ensure continuity and stability for the future, and the increasing role of CALT within the school.	<ul style="list-style-type: none"> <li>• CALT to present two candidates to leadership for discussion and selection.</li> </ul>	<ul style="list-style-type: none"> <li>• CALT at LACS comprises of three aboriginal staff inc. male and female. They regularly attend and contribute to Executive meetings.</li> </ul>	CALT Principal	
We will seek opportunities to involve students in leadership activities within and on behalf of the school.	<ul style="list-style-type: none"> <li>• Reinvigorate SRC in 2021. New Deputy Principal, Georgia Brown, to be driver behind Juanita Davis.</li> <li>• SRC to meet twice a term (approx. Wks. 3 and 7). Juanita Davis to lead.</li> </ul>	<ul style="list-style-type: none"> <li>• SRC meets regularly to discuss items given to them by Executive or staff OR items <i>they</i> wish to raise.</li> <li>• School life reflects SRC input.</li> </ul>	Deputy Principal Juanita Davis Principal	

## SIRF Area: Pastoral Care and Well-being (PCW)

Strategic Plan Goal	Strategies / Action 2021	Success Criteria	Accountability	Status
To create a safe and positive learning environment for all staff by focusing on personal resilience.	<ul style="list-style-type: none"> <li>• Deliver Resilient Educators Program to all staff during LACS Induction Week and on subsequent occasions.</li> <li>• Individual staff to work on personal action plan in response to diagnostic app (pre and post data).</li> <li>• Analyse staff data to create strategic action plan for improved resilience and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience Ratio (quantifiable score) for both individual staff and whole school improves as a result of action informed by diagnostic app.</li> <li>• Individual staff taking greater self-care and improving well-being.</li> <li>• Whole staff events to improve resilience and well-being (informed by data).</li> </ul>	Paul Salmon Well-being Co. Principal Deputy Principal All staff	
To create a safe and positive learning environment for all by supporting programs such Bullying No Way.	<ul style="list-style-type: none"> <li>• Plan activities for teachers to run in class – focussing on Bullying.</li> <li>• Introduce and embed the MIND-UP and Smiling Minds program / apps to LACS.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will know the difference between unkind behaviour and bullying; passive and assertive responses to bullying.</li> <li>• Students will be equipped with knowledge of brain physiology and strategies for positive well-being.</li> </ul>	Wellbeing Co. Principal Deputy Principal Class Teachers	
To create a safe and positive learning environment for all by supporting the work of the school counsellor and strengthening school liaison with families.	<ul style="list-style-type: none"> <li>• Check with CatholicCareNT to see if another counsellor will be available for LACS in 2021.</li> <li>• Re-promote Br Francis' services as school-based counsellor, availability.</li> <li>• Have BBQs early in Term 1 (if Mens' Business hasn't started).</li> </ul>	<ul style="list-style-type: none"> <li>• The role of counsellor becomes an integral aspect of a proactive well-being program.</li> </ul>	Principal Well-being Co. CCNT Br Francis	
To create a safe and positive learning environment for all by supporting programs such as Safe4Kids by Holly-ann Martin.	<ul style="list-style-type: none"> <li>• Apply for funding from AAAC to pay for programs.</li> <li>• Safe4Kids + additional focus on Cyber Safety and making a video alongside MusoMagic.</li> <li>• Wellbeing Co. to support teachers to continue program in their classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies from Safe4Kids program become embedded in students' school and home life.</li> <li>• An engaging video resource for LACS students on Cyber Safety and positive publicity - online community.</li> </ul>	Principal Well-being Co. CALT Class Teachers	

<p>To create a safe and positive learning environment for all by supporting the Be You Program and strengthening school liaison with families.</p>	<ul style="list-style-type: none"> <li>• Zoe and Kellie to break down Be You program and gather notes on what LACS already does. Cheryl Edwards to support the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• As a result of the Be You Program, the social and emotional health of children is enhanced.</li> </ul>	<p>Well-being Co. CC / ISC Co. CENT Consultant CALT</p>	
<p>To strive for improved student attendance via a novel Senior Students' Bush Retreat.</p>	<ul style="list-style-type: none"> <li>• Early in Term 1, plan with senior teachers how this could look and happen. Prep for Terms 2 and 3.</li> <li>• Agree well-being focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior students experience social and emotional harmony; bond with their teachers and the natural environment.</li> </ul>	<p>Wellbeing Co. Senior Teachers Assistant Teachers</p>	
<p>To create a safe and positive learning environment for all by working with community stakeholders to provide a Children's Protection Day.</p>	<ul style="list-style-type: none"> <li>• Plan and run rotations during Child Protection Week</li> <li>• Rotations to include Clinic, Police, Church, AAAC.</li> <li>• Conclude with a Fun Run.</li> </ul>	<ul style="list-style-type: none"> <li>• LACS students are aware of who they can approach when their safety and / or well-being is threatened.</li> </ul>	<p>Wellbeing Co. Principal</p>	
<p>To create a safe and positive learning environment for all through the Sexual Health Program.</p>	<ul style="list-style-type: none"> <li>• Exec to consider how to deploy trained Arrernte staff in delivering sexual health lessons in 2021.</li> <li>• KM to complete TAE training from Julia Anderson. Once complete, KM to run certs in health and community to our senior students.</li> </ul>	<ul style="list-style-type: none"> <li>• Middle and Senior students are aware of sexual health matters and how to stay healthy.</li> <li>• Program is delivered in a culturally sensitive way by aboriginal teachers.</li> <li>• Senior students leave school with certificates in health and community well-being.</li> </ul>	<p>School Executive CALT Wellbeing Co.</p>	
<p>To create a safe and positive learning environment for all through annual Health Week Program.</p>	<ul style="list-style-type: none"> <li>• Plan and run rotations as before. Include anti-smoking and / or Life Ed. Van (Harold the Giraffe Program).</li> <li>• Contact Life Ed. Van re. availability in 2021.</li> <li>• Undertake Deadly Choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies from this day will help students learn how to keep clean, be safe and strong.</li> </ul>	<p>Wellbeing Co. Curriculum Co. Deputy Principal</p>	

## SIRF Area: Community and Culture

Strategic Plan Goal	Strategies / Action 2021	Success Criteria	Accountability	Status
Implementation of the Reconciliation Action Plan (RAP) developed in 2020.	<ul style="list-style-type: none"> <li>• CALT, AWDC and Principal to revisit RAP to ensure that it's lived and meaningful.</li> <li>• Re-introduce around National Reco Week 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrernte staff feel acknowledged.</li> <li>• Evidence of the RAP being lived and meaningful is various aspects of school life.</li> </ul>	Principal Deputy Principal CALT Yarning Circle REC	
Continue drive to make Arrernte language and culture an ever greater feature of school programs, events and celebrations – beyond traditional “Arrernte” lessons. We commit to building staff capacity through regular language lessons (for Aboriginal and non-aboriginal staff alike), intercultural education / workshops and bush trips.	<ul style="list-style-type: none"> <li>• Reinvalidate a bilingual pedagogical approach at LACS. Prioritise training in English and Arrernte language. Thereafter, to raise expectations around co-developing and team teaching the appropriate curriculum.</li> <li>• LPC Co. to devise Arrernte language program for aboriginal staff (reading and spelling). Once a fortnight.</li> <li>• Literacy Production Centre to develop digital (Arrernte) literacy resources.</li> <li>• C. Co. to deliver PD on co-planning and teaching with Arrernte ATs.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrernte language and culture are evident throughout the school (and not just the Arrernte room).</li> <li>• Aboriginal staff attending regular language lessons.</li> <li>• Some ATs seen to be co-teaching aspects of curriculum as part of regular classes.</li> <li>• Students engaged in learning via digital, interactive Aboriginal literacy resources and IWBs.</li> </ul>	Carmel Ryan LPC Co. (CP) Frankie Gorey Principal Curriculum Co.	
As Above + We commit to building staff capacity through regular language lessons (for aboriginal and non-aboriginal staff alike), intercultural education / workshops and bush trips	<ul style="list-style-type: none"> <li>• Commence planning and preparing for a ‘whole school bush camp’ in Term 2 or 3, 2022.</li> <li>• Ascertain cultural content to be focussed on and cross curricular links post-event.</li> </ul>	<ul style="list-style-type: none"> <li>• Major focus on acquiring cultural and language knowledge through camp.</li> <li>• Authentic cross curricular learning in classes on return.</li> </ul>	CALT Curriculum Co.	
Ongoing support for the formal education of Arrernte staff.	<ul style="list-style-type: none"> <li>• Aboriginal Workforce Engagement Officer to continue supporting and encouraging Arrernte staff in their studies.</li> </ul>	<ul style="list-style-type: none"> <li>• ATs enrolled in and studying certificate and diploma courses in Early Childhood, Arrernte Language, Functional Literacy and RE.</li> </ul>	AWD Co. (KM)	
Continue to strengthen connections between school and community.	<ul style="list-style-type: none"> <li>• Email Newsletters to stakeholders.</li> <li>• Continue AAAC Engagement Programs such as Horse Program and Traditional Crafts.</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders continue to cooperate with each other over a range of community development initiatives.</li> </ul>	Principal Deputy Principal CALT Curriculum Co. Senior Level Teachers	



	<ul style="list-style-type: none"><li>• Continue to work alongside MRC and other stakeholders in termly Community Working Bees.</li><li>• Work with Ltyentye Apurte Rangers and community Elders to ensure that their wishes for eco-education are reflected in the LACS curriculum.</li></ul>	<ul style="list-style-type: none"><li>• School outcomes improve as a result of healthy community cooperation.</li><li>• LACS curriculum is culturally appropriate and prepares students for community life.</li></ul>		
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## SIRF Area: Finance, Facilities and Resources

Strategic Plan Goal	Strategies / Action 2021	Success Criteria	Accountability	Status
<p>Replace five year maintenance plan developed in 2017 with new Strategic Master Plan.</p> <p><b>Priority 1:</b> Ascertain future of old three classroom block, i.e. demolish as condemned OR refurbish to create extra space / flexibility.</p>	<ul style="list-style-type: none"> <li>• New CENT Infrastructure Manager + CENT Architect + Structural Engineer to determine structural integrity and future of old demountable block. Either demolish as planned or plan refurbishment.</li> </ul>	<ul style="list-style-type: none"> <li>• Area around old classroom block, toilet block and shady is levelled, irrigated, seeded and grassed.</li> <li>• Provision of a second grassed football area for students.</li> </ul>	<p>Principal CENT Infrastructure Manager, B. McEvoy CENT Architect, S. Adler Grounds Maintenance</p>	
<p>Replace five year maintenance plan developed in 2017 with new Strategic Master Plan.</p> <p><b>Priority 2:</b> Develop Master Plan to prioritise refurbishment of:</p> <ul style="list-style-type: none"> <li>- dilapidated classrooms such as the Arrernte Room,</li> <li>- teacher accommodation,</li> <li>- pathways around school,</li> <li>- Vegetable Garden and Culture Space outside Senior L.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult and liaise with:</li> <li>• CENT Infrastructure + CENT Architect + Finance + Exec / CALT</li> <li>• Gain competitive tender on all projects over \$100K.</li> <li>• BGA 2022 application on 144 Church Str.</li> <li>• Plan, cost, ergonomics, portability and ICT requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Student outcomes are enhanced through creation of more stimulating and comfortable spaces.</li> <li>• Wasted spaces such as the laundry are used to greater effect.</li> <li>• A fenced, irrigated, working kitchen / market garden complete with recycled water bottle greenhouse, class zones and 3D art. Produce sold in Santa Teresa.</li> </ul>	<p>LACS Exec / CALT Principal &amp; DP CENT Infrastructure Manager, B. McEvoy CENT Architect, S. Adler</p> <p>Tom Pease Kristina Lay</p>	
<p>Replace five year maintenance plan developed in 2017 with new Strategic Master Plan.</p> <p><b>Priority 3:</b> Settle into new classroom complex completed in 2020.</p>	<ul style="list-style-type: none"> <li>• Buy additional tables and chairs as necessary for student numbers.</li> <li>• Anti-glare shades on all lights.</li> <li>• Paint / decorate external veranda wall (Arrernte cultural significance).</li> <li>• Allow room for tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Classrooms and shared space are adequately furnished.</li> <li>• Visual distractions are gradually removed.</li> <li>• Optimum use made of classrooms and shared spaces.</li> </ul>	<p>LACS Executive Classroom Teachers</p>	
<p>Continue to enhance WHS practices, record keeping and reporting.</p>	<ul style="list-style-type: none"> <li>• Appointment of a new WHS Coordinator, with induction and training as necessary from CENT.</li> <li>• Creation of a WHS Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• WHS practices, record keeping and reporting are regular and thorough.</li> <li>• LACS becomes a SAFE environment on every level.</li> </ul>	<p>Principal Deputy Principal WHS Co. WHS Committee</p>	

<p>Ensure sound financial management of school, careful expenditure and creation of reserves to pay for school improvement.</p>	<ul style="list-style-type: none"> <li>• Staffing and costs to increasingly align with allocation.</li> <li>• Focus on creating a surplus by end 2021 to add to reserves to pay for necessary capital projects and new vehicles.</li> <li>• Classroom refurbishment and teacher accommodation to be systematically refurbished.</li> <li>• Replace Toyota LandCruiser (troopy) with new troopy or similar.</li> <li>• Replace Toyota Commuter (minibus) with new minibus.</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced budget at the end of year.</li> <li>• Improved learning enviros on school premises.</li> <li>• Improved standard of teacher accommodation.</li> </ul>	<p>Principal &amp; DP LACS Executive CENT Infrastructure Tom Pease Kristina Lay</p>	
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## **GLOSSARY OF TERMS / Acronyms**

<b>AAAC</b>	Atyenhenge Atherre Aboriginal Corporation
<b>ASAB</b>	Aboriginal School Advisory Board (formerly ISAB)
<b>ATRE</b>	Assistant Teacher Religious Education
<b>AWD Co.</b>	Aboriginal Workforce Development Coordinator
<b>CALT</b>	Catholic Aboriginal Leader Team
<b>EAL/D</b>	English as an Additional Language / Dialect
<b>ESL</b>	English as a Second Language
<b>KAB</b>	Keep Australia Beautiful
<b>LACS</b>	Ltyentye Apurte Catholic School
<b>LPC</b>	Literacy Production Centre
<b>MRC</b>	MacDonnell Regional Council
<b>NTCF</b>	Northern Territory Curriculum Framework
<b>PLC</b>	Professional Learning Community
<b>RAP</b>	Reconciliation Action Plan
<b>RSAS</b>	Remote Schools Attendance Strategy