



Ltyentye Apurte Catholic School

2020 Annual School Improvement Plan

SIRF Area	Strategic Plan Goal	Strategies	Accountability	Evidence of Success
Catholic Identity	To make our Vision and Mission Statement relevant and meaningful to all staff and the starting point for all that we do at LACS.	<ul style="list-style-type: none"> • Connect with and deepen understanding of our new Vision & Mission (2019) as part of a PD day. • Each member of staff to identify how their role and work relates to the Vision and Mission. 	All staff	<ul style="list-style-type: none"> • Vision and Mission are 'out on the table' in Term 3, Wk. 1. July 2020. • A relevant and meaningful statement that is reflected in practise.
	<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> • New staff completed an orientation day for working at a Catholic School. • The Pre-School and Transition teachers completed a unit of Godly play. • A staff PD was held for Prayer in the Classroom as our Vision and Mission Statement encourages us to “prayer, contemplate and use liturgy” in our teaching of RE. Teachers are reminded to speak to the students of the importance of Prayer. • Staff PD was held on the first day back in Term 3 revisiting the five Marist characteristics / pillars. This aligns with our Vision and Mission Statement as a Catholic school in the Marist tradition. Br Daniel also held a staff PD on “What it is to be a Marist Teacher in a Catholic School”. • We have yet to run the PD where staff align each aspect of their role with Vision and Mission. • We teach holistically, centred wholly upon the students and their achievements. These achievements are acknowledged and celebrated at weekly Celebration Assemblies. • The school is very inclusive both of staff and students. Each staff member brings great experience and each persons' strength is recognised. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • Vision and Mission statement upheld with special Feast Day celebrations. • End of Term Masses celebrated. • Visual reminders around school showing the Marist Charisms • During the pandemic a lot of other events and celebrations could not take place. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Continue with staff PDs next year, especially for new staff. • Need to obtain a statue of St Marcellin to represent our school's charism. • Return of Sacramental Program: First Reconciliation / Eucharist / Confirmation. 			

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	<p>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.</p>	<ul style="list-style-type: none"> Cecily Palmer, ATRE, to research traditional Arrernte stories that meaningfully connect with units of work in RE. 	<p>Cecily Palmer, ATRE (Assistant Teacher R.E.) CALT LPC Staff REC</p>	<ul style="list-style-type: none"> That we have a list of Arrernte stories to match each unit of work in RE and the complementary resources.
<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> Arrernte and Catholic spirituality faith inter-linked. Literacy Production Centre ladies continually update Arrernte resources for teachers to use to enhance their programmes. Together with CALT, CENT RE team, all ACCS schools have developed and will implement the 8 Ways Pedagogical Framework. This framework encompasses all curriculum aspects. With regards to RE, we have linked the 8 Ways to our Vision and Mission Statement. We celebrate the life giving Gospel of Jesus in dialogue with Arrernte people and CALT. We do this "In the way of Mary". We are called to provide excellence in Catholic Education and well-being through: <ul style="list-style-type: none"> Shaping hearts with the quality of caring, strength and respect Arrernte language and culture. Providing a place of learning for all. Authentic two-way teaching and learning. Embedded in the 8 Way Learning Framework are the main foci points: <ul style="list-style-type: none"> Story telling bringing Aboriginal Spirituality to life through the Gospel Language will give identity and helps our students connect with the land and their ancestors Communion at Mass links in with the Gospel teaching of the Last Supper Culture teaches our young people about what their roles are and how to behave during special ceremonies Celebrations teaches us of the importance of culture and spirituality in both worlds Country is the connection to homeland Aboriginal Spirituality is the connection to the land Gospel links in with Story-telling We are in an Aboriginal community filled with Faith and love of God. We teach at a Catholic School therefore all of the above are very important when planning for RE and linking our teaching and learning in with Aboriginal Spirituality. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Classrooms showing two-way learning and language in RE. Working towards TAs teaching RE in language (autonomy). <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Applying 8 Ways Aboriginal Teaching and Learning in RE. Implement the units that Robyn, Cecily, RP and Marcus worked on. Senior to work on the Integrated Aboriginal RE unit. 				

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	<p>Enrich the connection between Catholic Identity and Arrernte culture.</p>	<ul style="list-style-type: none"> Explore and become familiar with the principles of <i>Altyerra-Catholicism</i>. Put together a group of stakeholders to unpack recommendations from Dr Michael Bowden. Devise strategies and resources. 	<p>Fr Prakash (Alice Spr) Sr Catherine Mead Robyn Craig Principal REC Local staff / theologians</p>	<ul style="list-style-type: none"> Students more engaged with and understanding of the links between Catholic spirituality and Arrernte spirituality. Other (older) generations more connected with spirituality.
<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> Justin, RP, Mia Mulladad, Carmel Ryan, David Woods, Dr. Nicole Johnson, Majella Bowden, Fr Prakash and Bishop Charles have met and discussed on numerous occasions – meaningful links between Arrernte and Catholic spirituality (and practices). This stems from the work of late the Mike Bowden on Altyerra Catholicism. CALT, LACS Exec and Fr Elmer fully informed. Conversations have been positive and Arrernte Elders full of suggestions for making R.E. and sacramental program more meaningful along Arrernte spiritual lines (whilst being authentically Catholic). Unfortunately, due to coronavirus pandemic, the sacramental program has been placed on hold. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Again, 8 Ways learning has started and will be implemented in the new year. Linking Catholic Identity and Aboriginal Spirituality with 8 way learning units. Classrooms showing the two-way learning. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Consultation with and education of households with students due to undergo Sacramental Program. RP, Carmel, Cecily, Rosie, Justin to develop understanding in parents / carers on how candidates can undertake Catholic sacraments with greater attention to underlying Arrernte spirituality. To continue with 8 way learning lessons in RE. 				
	<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"> Each class to have a school-based liturgy once a semester. Fr Elmer and families invited with morning tea to follow. Each class to attend Mass at church once a term. Families meet with Fr Elmer and school staff as part of preparation for the sacraments. 	<p>Principal REC Teachers Parish Priest (PP)</p>	<ul style="list-style-type: none"> School-based liturgies once a semester. PP and families present. Classes attending Mass at church once a term. Families meet with PP and school staff as part of preparation for the sacraments. Prayers and displays of student work link with Feast Days for Marcellin Champagnat, St Therese of Lisieux, St Mary of the Cross.

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	<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> LACS has a healthy relationship with the Parish and we are enjoying getting to know our new PP, Fr Elmer. Each class (apart from Seniors) have had their class-based liturgies. Fr Elmer was engaging with classes and related well with the students. Pandemic restrictions make it near impossible for us to invite parents for morning tea, attending Mass at church and celebrating sacraments. Each class has celebrated the various feast days and honoured our revered saints – Marcellin Chanpagnat, St Therese of Lisieux, Mary MacKillop and the Assumption of Mary into Heaven. More special feast days will continue to be celebrated in class. Sadly due to COVID-19 our Sacramental Program has been put on hold this year. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Yes all Feast Days celebrated. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Continue with Feast Days. 			
	<p>Maintain and strengthen the <i>Marist</i> charism of LACS.</p>	<ul style="list-style-type: none"> Whole staff and individual / paired PD: <ul style="list-style-type: none"> In the Marist Way (Jan 2020) One Wild and Precious Life Footsteps 1, Mittagong, NSW, (May 2020). REC + 1 AT. Display the Five Marist Characteristics (aka Pillars) near main entrance and in classrooms. 	<p>All staff REC AT's</p>	<ul style="list-style-type: none"> The Marist charism will be manifest in our relationships with and behaviour towards others, as well as our liturgies and prayers. Visitors to the school will be aware that they are in a Catholic school in the <i>Marist Way</i>.
	<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> Staff PD to maintain and strengthen the Marist characteristics. Br Daniel also had a staff PD about what it means to me a Marist Teacher in a Catholic School, to manifest our relationships and behaviour towards others, liturgy and prayers. Individual / Paired PD to the Hermitage in Mittagong, NSW is on hold due to pandemic restrictions. The Five Marist Characteristics are on display in the Library. We are looking for more Marist signs and symbols to display around the school, especially around the Front Office / Reception area, i.e. the characteristics and a statue of St Marcellin. We also ask teachers to display characteristics in their classrooms. Displays of Mary are evident in the school and classrooms. Visitors to the school can see that they are in a Catholic School where students and teachers live in the Marist Way. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Yes staff PDs done and teachers implanting in classrooms. Covid hampered PD to Mittagong, NSW. 			

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	<ul style="list-style-type: none"> Marist Charisms continue to be displayed as a reminder of what it means to teach in a Marist school <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> PDs to continue. Feast Days celebrations to continue. 			
	<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"> Three teachers to apply for SIP and begin Graduate Certificate in Teaching Religious Education 	<p>REC Classroom teachers who teach RE</p>	<ul style="list-style-type: none"> Teaching staff aware of the purpose and ethos of a Catholic School. RE teachers have an increasingly informed and sophisticated understanding of Catholicism and teaching religion.
	<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> All teachers have Catholic Accreditation A and B, with more staff PDs coming up in Term 3 and 4. Some teachers have started Accreditation C; SIP has been applied for and Graduate Certificate in Teaching Religious Education is underway. Some staff already have Accreditation C and D. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Staff have completed some PDs for Accreditation A and B Some staff studying to complete Accreditation C <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> More staff PDs in the new year to complete Accreditation A and B. Encourage more staff to study towards Accreditation C. 			

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Teaching and Learning	To continue to develop the knowledge of teachers in planning, teaching and assessing using EAL/D strategies and resources.	<ul style="list-style-type: none"> EAL/D Professional development with follow up PLC once a term. 	Curriculum Co. Deputy Principal CEO Consultant	<ul style="list-style-type: none"> Teachers confident with NTCF ESL scales and converting to EAL/D phases. Planning reflects EAL/D pedagogy.
	<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> On track but slower than intended due to impacts of pandemic. All new staff attended EAL/D sessions at Orientation in January. In Term 2 Zoe ran PD on the NT EAL/D progressions – looking specifically at the Speaking domain. The NT EAL/D phases were also focused on during our report writing workshop in Term 2, where teachers were supported to assign levels for each of their students for reports. In Term 3 teachers supported to collect speaking samples for assessment and moderation. In week 6 of Term 3 Briony Fullbrook ran an assessment and moderation session using speaking samples from our own students. In Term 4 we will work to embed what we've learnt about collecting and assessing speaking samples into our ongoing practice and will hopefully also have time to begin focusing in depth on another domain. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> There has been some success on this goal. On top of her Term 3 visit, Briony Fullbrook facilitated a workshop on assessment and moderation of writing using the NT EAL/D progressions. She also made herself available through Zoom and email for teachers to have one on one support with using the NT EAL/D progressions and EAL/D teaching and learning in general. This goal was not supported through PLCs. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> An ongoing goal is developing teacher capacity in EAL/D planning, teaching and assessment. Most teachers have a good initial understanding on how to use the NT EAL/D learning progressions. In 2021, we need to consult with staff around where they feel they need more PD. The two EAL/D learning progression domains not focused on in detail in 2020 were Listening and Reading. These could be the new focus, along with support to embed consistent collection of work samples from each domain for assessment and moderation. In addition, we might focus on targeted activities and strategies to support students to progress based on their current EAL/D progression levels. 			
	Continue the development of common practices for teaching phonics.	<ul style="list-style-type: none"> Phonics PD for classroom teachers as early as possible in Term, 2020. PD as necessary for AT's. Development of LACS Phonics scope and sequence. Daily phonics taught in all classes. 	Curriculum Co. Deputy Principal Class Teachers Addnl. Teach (2020)	<ul style="list-style-type: none"> Phonics sequence in action throughout the school, with daily phonics lessons in every class. ATs supporting phonics in classrooms.
	<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> Heggerty Phonics introduced in Term 1 through short PD that included video resources from the program creators. Teachers from Transition to Year 5 using it daily and report high levels of student engagement during sessions. There has not yet been the opportunity to run PD with ATs. 			

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<ul style="list-style-type: none"> No work done on phonics scope and sequence. We question the need. Phonics scope and sequence developed in 2012/2013 but never used. We have a wide range of abilities in each class which changes from cohort to cohort, year to year. Teachers well equipped to determine their students' capabilities and teach to their needs; even without a scope and sequence they are teaching the phonics required to support development in reading and writing for each student. We believe it would be more beneficial to provide PD to improve existing teacher practice. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> No change. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> To review the phonics practices already happening in classrooms at LACS and find out what support teachers need. Continue with the Heggerty Phonemic Awareness Program and begin consistent assessment of phonics using SPAT. 				
Continue to embed the Employment Pathways Program in Senior classes.	<ul style="list-style-type: none"> New 1.0 Additional Teacher (for 2020) to work with Senior class teachers on unpacking the Employment Pathways Program – making it relevant to school and community life. New teacher to liaise with Senior class teachers and students over 2020 Work Experience Program. 	Principal Curriculum Co. Addnl. Teach (2020) Senior class teachers CENT Consultant	<ul style="list-style-type: none"> Senior classes follow Employment Pathways curriculum in a relevant, meaningful manner. Selected students undertake Work Experience Program tailored, where possible, to their interests / needs. Senior class attend Careers Expo in Alice Springs. 	
<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> Marcus Williams new to teaching Seniors and Employment Pathways this year. Christine (Indi) Parr is new to our school and community. This impacted Semester 1 but with the help of Roy Anderson the Employment Pathways Program is now much stronger. Joan Sanders is working to organise relevant work experience for the Senior students. She is doing this in consultation with Senior teachers, students, Br. Francis and community stakeholders. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Employment Pathways in 2020 was impacted by a number of factors (new EP teachers, coronavirus pandemic, poor / inconsistent student attendance). Poor attendance of Senior Fellas in particular impeded their teacher being able to successfully run programs despite his good organisation and preparation. Nonetheless, a few EP programs experienced some success. The work experience program was not overly successful. A few students participated in a few sessions but there was little consistent interest or commitment from students as a whole. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Continue to work with CENT Employment Pathways support staff to build teacher and curriculum coordinator capacity. 				

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<ul style="list-style-type: none"> Discussions are under way around the reintroduction of major excursions / camps for senior students. This has been a practice at LACS in the past and was very successful at engaging students in school. Part of the Employment Pathways program will be designed around these trips. LACS goal is to support these trips. They have the potential to re-engage students, improve their wellbeing and connection to school and learning, and provide opportunities for them to engage with and find interest in the world around them. 				
Embed PLC (Professional Learning Community) practice.		<ul style="list-style-type: none"> Minimum of two PLCs are held per term. 	Principal Curriculum Co. Deputy Principal Class teachers	<ul style="list-style-type: none"> PLCs embedded; leadership takes active role; data is analysed and informs teaching practice; improved student outcomes.
<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> No progress. 2020 challenging not only due to coronavirus pandemic but Zoe Smithies juggling multiple roles (Acting DP, CC / DIP, ISC) while Justin Colley retained a number of DP duties and focussed on school's response to coronavirus pandemic. Consequently, we have had to cut back some of our goals and this has been put on hold. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> No change. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Begin the goal again. Discuss with Exec the best way forward, what the benefits of PLCs for LACS are and how to implement successfully. 				
Introduce 'Stepping Stones' program as a consistent approach to teaching Numeracy		<ul style="list-style-type: none"> All teaching staff are trained in the program. 	Curriculum Coordinator, classroom teachers	<ul style="list-style-type: none"> Teachers are using the program – planning, teaching and assessing
<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> Stepping Stones introduced over Terms 2 and 3. At the end of Term 2, Zoe ran a short session introduction teachers to the program ready for implementation in Term 3. At the beginning of Term 3, teachers attended a webinar run by Stepping Stones. Teachers were asked to plan and teach using the program for a minimum of one mini-maths topic unit (around two weeks of lessons). Dominique Crawley visited twice in Term 3 (Wks. 3 and 5) and supported teachers by modelling lessons using Stepping Stones. Teachers and having varying success, some using it for the majority of their maths teaching and other still working towards that. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Stepping Stones was successfully introduced and many teachers are using it for the Majority of their maths teaching. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Curriculum Co. to facilitate revisiting PD on Stepping Stones – recorded webinars and info sessions are available through their website. Find out teachers' needs and provide support. Review the use of the program at the end of Semester 1. 				

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	Develop school-wide improvement in writing	<ul style="list-style-type: none"> Professional Learning for staff from CEO consultant(s). PLC and moderation sessions using student work samples. 	Curriculum Co. Class teachers	<ul style="list-style-type: none"> Professional learning is booked and delivered for 2021. Moderation sessions occur. Improved writing outcomes in everyday and SAT situations. Explicit in teacher planning.
	<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> No progress has been made in this area. We believe that this goal needs discussion. We're not sure that separating writing from the other English modes in an EAL/D setting is beneficial. This goal could be absorbed into the above EAL/D goal (To continue to develop teachers' knowledge in planning, teaching and assessing using EAL/D strategies and resources.) If the EAL/D goal is continuously and comprehensively supported, development in writing will be inherently part of the process. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> No change. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Review this goal as above. All staff could be involved in this process along with CENT support staff. 			

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Leadership	<p>We acknowledge that all members of the school staff have a leadership role in the school and commit to structures that recognize this.</p>	<ul style="list-style-type: none"> • Yarning Circle (aboriginal staff meeting) to continue. AWD Co. and Principal to raise capacity of aboriginal staff who wish to lead YC meetings, i.e. in consultation with AWD Co., set agenda, take minutes and report to others as necessary. 	<p>Principal AWD Co. CALT Aboriginal Staff</p>	<ul style="list-style-type: none"> • Yarning Circle continues to be an integral part of LACS decision making process. • Aboriginal staff have the capacity to lead meetings (agendas, minutes and reporting as necessary).
	<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • Yarning Circle continues every week. Facilitation of meetings was handed over to local Aboriginal staff early Term 3, 2020. This entails setting the agenda, chairing the meeting and taking minutes – each week. It has mostly been a success. Initially, three Aboriginal staff took on these key roles with limited support from others. Principal (JC) and AWDC (KM) have continued to offer support from behind the scenes. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • This initiative has proven hard work but it is essential that we persist. Need to get other Aboriginal staff to step up as necessary. 			
	<p>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.</p>	<ul style="list-style-type: none"> • LACS Exec and CALT to identify up to two possible candidates for CALT membership; to replace Elaine Gorey who retired at end 2019. 	<p>Principal CALT</p>	<ul style="list-style-type: none"> • CALT at LACS comprises of three aboriginal staff inc. male and female. They regularly attend and contribute to Executive meetings.
	<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • Rosemary Palmer and Marcus Williams are an integral part of school Executive. They attend weekly meetings and are actively consulted in meetings about local / Aboriginal perspective. Their contribution to LACS leadership is no more or less significant than another other CALT body in the CENT network. In 2020, the coronavirus pandemic distracted leadership (and CALT) from identifying and installing new CALT staff. Two names have been put forward but nothing formalised as yet. To continue in 2021. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Coronavirus pandemic distracted leadership (and CALT) from identifying and installing new CALT staff. Two names have been put forward. CALT to share with Principal and working towards a chief candidate. 			
<p>We will seek opportunities to involve students in leadership activities within and on behalf of the school.</p>	<ul style="list-style-type: none"> • Continue Student Representative Council (SRC) introduced in 2018. Group to meet twice a term (approx. Wks. 3 and 7). Aboriginal staff member to facilitate (ideally Juanita Davis). 	<p>Principal Juanita Davis</p>	<ul style="list-style-type: none"> • SRC meets twice each term. They discuss items given to them by Executive or staff OR items <i>they</i> wish to raise. • Aspects of school life reflect SRC input. 	

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	<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> The Student Representative Council (SRC) completely broke down in 2020. No meetings were held. There were profound reasons for this including: 75- 80% new teaching staff requiring greater attention, new staff in Principal and Deputy Principal roles and the coronavirus pandemic. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> LACS to reinvigorate the SRC in 2021. New Deputy Principal, Georgia Brown, to be driver behind Juanita Davis (Arrente staff SRC Leader). 			
	<p>We seek to engage all members of the community in our decision making processes. In particular we seek to develop an Aboriginal School Advisory Board representative of the local Arrente community.</p>	<ul style="list-style-type: none"> Take MCPS's lead in devising membership, roles and protocols for LACS' ISAB. Consult with Principal Consultant. Director and CEC to approve. 	<p>Principal CALT LACS Community Liaison Officer (RG)</p>	<ul style="list-style-type: none"> LACS ISAB established and working by end of Term 1, 2021. ISAB members to assist LACS Executive in school governance and decision making processes.
	<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> LACS has been taking XCC and MCPS (Bathurst Island) lead in establishing an Aboriginal School Advisory Board (ASAB). Accordingly, the timeline has been extremely slow due to the need to formulate policy, guidelines and structures in keeping with diocesan and CENT politics. LACS has no ASAB as yet but we are very keen to get going. Much support from AAAC, T.O.'s and Jesuit influences in Santa Teresa. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Continue consultation with CENT Exec and XCC and MCPS. 			

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Student Well-being	<p>To create a safe and positive learning environment for all by supporting the work of the school counsellor and strengthening school liaison with families.</p>	<ul style="list-style-type: none"> • Develop the role of counsellor to include further staff PD, parent evenings, morning teas. • Br Francis to speak at RSAS backed start of year info sessions and BBQs. 	<p>Principal CCNT Wellbeing Co. Br Francis</p>	<ul style="list-style-type: none"> • The role of counsellor becomes an integral aspect of a proactive well-being program
	<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> • Success here complicated by coronavirus pandemic. However, integration of CCNT Counsellor, Jennifer Cole, into LACS has been a success. She has many students on her list. Teachers have praised her approach to our students. Moving forward, we would like to include Jennifer Cole in a staff PD. Jennifer is also keen for an informal parent meet over morning tea – only those students and their parents / families will be invited. • Two of the BBQs were a success with many parents coming into classrooms. Some of the BBQs couldn't happen because of Men's Business and pandemic restrictions. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • Jennifer has left Catholic Care. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Check/Confirm with CatholicCare if another counsellor will be available for our school in 2021. • Have BBQs early in Term 1 if Mens' Business hasn't started yet. 			
	<p>To create a safe and positive learning environment for all by supporting programs such as Safe4Kids by Holly-ann Martin.</p>	<ul style="list-style-type: none"> • Program as normal but... secondary focus on Cyber Safety and making a video alongside MusoMagic. Possibly Sem. 2, 2020. • Wellbeing Co. to support teachers to continue the 10 week program in their classrooms. 	<p>Principal Wellbeing Co. Class Teachers</p>	<ul style="list-style-type: none"> • Strategies from Safe4Kids program become embedded in students' school and home life. • An engaging video resource for LACS students on Cyber Safety and positive publicity - online community.
<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> • Due to pandemic and a lack of funding, Holly-ann unable to visit in 2020. However, we've had a big staff turnover and there is need for PD. We are looking forward to zooming with Holly-Ann to upskill our staff to deliver the program in classrooms. Hopefully, classroom teachers will make a start before the upcoming holiday break. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • Staff took part in a training via Zoom with Holly-ann. Staff implemented three lessons from Holly's program. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Apply for funding from AAAC to pay for Safe4Kids program and MusoMagic if possible to run in 2021. 				

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	To create a safe and positive learning environment for all by supporting the Be You Program and strengthening school liaison with families.	<ul style="list-style-type: none"> • Five areas in Be You decided in 2019. Topic for 2020 is Family Partnerships. • Focus on getting more families into school via morning teas and open classrooms, etc. 	Wellbeing Co. CALT	<ul style="list-style-type: none"> • As a result of the Be You Program, the social and emotional health of children is enhanced.
<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> • Kellie and Michelle zoomed into a Be You Professional development in Semester 1. Unfortunately, the information was not relevant to our context and we believe it is not worth pursuing this. • Due to pandemic restrictions, getting more families into the school for morning teas, open classrooms, etc. has not been possible. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • At the Deputy and Wellbeing meeting late Term 4, both Zoe and Kellie undertook some more training for be You. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Early in Term 1, at a staff meeting, Zoe and Kellie to break down the Be You program and gather notes on what our school already does. CENT Wellbeing Consultant, Cheryl Edwards, happy to support us in presentation. 				
	To strive for improved student attendance via a novel Senior Students' Bush Retreat.	<ul style="list-style-type: none"> • In Terms 2 and 3, senior students go out bush for the afternoon and dinner. (To include a 'well-being' focus to be agreed nearer the time). 	Wellbeing Co. Senior Teachers Assistant Teachers	<ul style="list-style-type: none"> • Senior students experience social and emotional harmony; bond with their teachers and the natural environment.
<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> • Due to pandemic restrictions, this was difficult. However, we are in the early stages of planning and discussing this idea again. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • Senior teachers are very keen to implement these trips through their classes. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Early in 2021 plan with senior teachers how this could look and happen. Term 1 is very hot. Plan for running in Terms 2 and 3. 				
	To create a safe and positive learning environment for all by working with community stakeholders to provide a Children's Protection Day.	<ul style="list-style-type: none"> • Plan and run rotations during Child Protection Week • Rotations to include Clinic, Police, Church, AAAC. • Conclude with a Fun Run. 	Principal Wellbeing Co.	<ul style="list-style-type: none"> • LACS students are aware of who they can approach when their safety and / or well-being is threatened.

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	<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> Child Protection Week is from 6th - 12th September. LACS in talks with other stakeholders to organise a Child Protection Day. This will include a fun run if allowed due to pandemic restrictions. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> A fun run was held and was part of a very successful Health Day late in Term 4. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Depending on pandemic restrictions, Child Protection Week rotations will occur. 			
	To create a safe and positive learning environment for all by supporting programs such Bullying No Way.	<ul style="list-style-type: none"> Plan activities for teachers to run in class – focussing on Bullying. 	Wellbeing Co. Class Teachers	<ul style="list-style-type: none"> Students will know the difference between unkind behaviour and bullying; passive and assertive responses to bullying.
	<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> Students had a focus in Term 1, Wk. 1 on Bullying No Way. Organised by Wellbeing Co. (Kellie) and supported by classroom teachers. There was a poster competition and top four anti-bullying messages won prizes. A 'Teasing Survey' followed around school. Kellie devised and collected data. Data presented to staff. It now being used to inform change, specifically, the possible adoption of the Mind-Up Program to empower students' wellbeing (inc. dealing with teasing). Cheryl Edwards (CENT) has presented this to Kellie, Exec and CALT. Awaiting decision. An unplanned strategy which became necessary later in 2020, stems from multiple concerns in school and wider community about the impact of computer games on youth wellbeing and student attendance at LACS. Games are being played obsessively which can have a detrimental impact on brain development and disturb sleep patterns. Responding to direction from leadership, Kellie devised and administered a second survey (on gaming) and organised a meeting for community stakeholders to share understanding and jointly plan a response to the problem. It was very successful and two after-school information sessions have been scheduled for parents / families. Data from the gaming survey was collected. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> From these surveys, the MIND Up program will be implemented at LACs in 2021. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> MIND UP program. 			
	To create a safe and positive learning environment for all through the Sexual Health Program.	<ul style="list-style-type: none"> Two aboriginal staff trained in delivering sexual health lessons in 2019. Evaluation required with recommendations for improved delivery to students in 2020. 	School Executive CALT Wellbeing Co.	<ul style="list-style-type: none"> Middle and Senior students are aware of sexual health matters and how to stay healthy. Program is delivered in a culturally sensitive way by aboriginal teachers.

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<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> This has not yet happened but was flagged by Kellie late in Semester 1 at Community Youth meetings. They're a high priority and community stakeholders want these lessons to begin again as soon as possible. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Due to disruptions caused by the coronavirus pandemic, this did not happen. Re-attempt in 2021. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Kellie is being trained by Julia Anderson (CENT) for TAE training. It is hoped once completed, Kellie will be able to run certificates in health and community to our senior students so when they finish school, they leave with some qualifications / certificates. 					
<p>To create a safe and positive learning environment for all through annual Health Week Program.</p>		<ul style="list-style-type: none"> Plan and run rotations as before. Include CAAC (anti-smoking or alternative) and / or Life Ed. Van to run Harold the Giraffe Program. 	<p>Wellbeing Co. Curriculum Co.</p>	<ul style="list-style-type: none"> Strategies from this day will help students learn how to keep clean, be safe and strong. 	
<p>SIRF REVIEW STATUS:</p> <ul style="list-style-type: none"> Due to pandemic, Harold the Giraffe isn't travelling around. We hope to hold a Health Day soon. In the past clinic have been heavily involved. This year due to the pandemic, the opportunity for them to engage with us is limited because their priorities have rightly shifted. We are looking at holding an "in house" health and child protection day. <p>END 2020 STATUS:</p> <ul style="list-style-type: none"> NA <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Contact Life Ed van to see when Harold the Giraffe and program are travelling around near Alice Springs in 2021. Look into funding. Kellie has emailed Life Ed Van to find out price and possibility of visit in 2021. 					

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Community and Culture	Develop a Reconciliation Action Plan (RAP).	<ul style="list-style-type: none"> Establish sub-committee to complete Reflection Survey, write vision for reconciliation, add RAP actions. All actions take place following consultation with Yarning Circle. 	Principal CALT Yarning Circle Deputy Principal REC	<ul style="list-style-type: none"> Completion and submission of LACS RAP document by National Sorry Day (26th May). Aboriginal staff feel acknowledged.
	<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Reconciliation Action Plan (RAP) completed by end of Semester 1, 2020. Facilitated by Marcus Williams, Rosemary Palmer and Kellie Mayne with guidance from Br Daniel Hollamby. Although the process was successful, we have not – as a school – revisited the document to ensure that it's lived and meaningful. This needs to be explored in 2021. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> LACS has not revisited the RAP to ensure that it's lived and meaningful. This needs to be explored in 2021. 			
	Arrente language and culture feature in ever more school programs, events and celebrations – beyond traditional “Arrente” 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"> Reinvigorate a bilingual pedagogical approach at LACS. Prioritise training in English and Arrente language. Thereafter, to raise expectations around co-developing and team teaching the appropriate curriculum. LPC Co. to devise Arrente language program for aboriginal staff (reading and spelling). Once a fortnight. Additional Teacher (2020) to work with aboriginal staff on developing students' oral language ability Literacy Production Centre to develop digital (Arrente) literacy resources. 	Carmel Ryan LPC Co. (CP) Frankie Gorey Principal Curriculum Co. Addnl. Teach (2020)	<ul style="list-style-type: none"> Arrente language and culture are evident throughout the school (and not just the Arrente room). Aboriginal staff attending regular language lessons. Some ATs seen to be co-teaching aspects of curriculum as part of regular classes. Students engaged in learning via digital, interactive aboriginal literacy resources and IWBs.
	<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Good progress made despite disruption from pandemic. Strategic direction made very clear to all staff at beginning of year. Dr Margaret Carew from NTG DoE spoke to Principal (JC) and LPC Co (CP) via Zoom at end of Term 1. She subsequently visited in Term 2. Consultation led to clear plan for initial reinvigoration of bilingual ed at LACS. Thus far we have: <ul style="list-style-type: none"> got approval from AAAC to increase proportion of language and culture taught at school; had a staff meeting where local staff / AT's advised non-Aboriginal staff on display of Arrente language; increased and / or made more explicit Arrente language in all classrooms and public places around school; 			

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	<ul style="list-style-type: none"> - Following JC and FG visit to Yuendumu School in Term 4, 2019, JC, CP and Franky Gorey visited OLSH College, Wadeye to learn about bilingual / biliteracy ed and resource production. Much knowledge and understanding brought back. - Marcus Williams and FG started making digital interactive Arrernte literacy resources (and successfully presented this at Inspiring Greatness Conference for SMART Australia). <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Continue to ensure that all classrooms and public areas feature displays of Arrernte language and culture. (Esteems them in eyes of community). • Increase expectations on teachers and assistant teachers to co-plan and teach bilingual / biliteracy units of work – especially (though not exclusively) in the early years. • Invest in software for biliteracy resource production in the LPC. • Purchase improved storage facilities for LPC, in line with need to restructure it. • Send key staff on bilingual ed. PD offered by DoE. 			
	<p>Create a structure to facilitate the collaborative working relationship between Teachers and Assistant Teachers.</p>	<ul style="list-style-type: none"> • Continue to release teachers and ATs for collaborative planning to facilitate two way teaching and learning • Continue PD sessions for ATs on Guided Reading and Phonics. 	AWD Co. (KM) Curriculum Co.	<ul style="list-style-type: none"> • Creation of integrated learning plans which also focus of teaching Arrernte in the classroom. • ATs confident in supporting small groups in reading and phonics.
	<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • JC Staff Meeting presentation on successful examples of co-planning / teaching bilingual ed. units in previous years at LACS. Focus on early years but not exclusive too. Successful cooperation evident in Pre-School, Junior 1, Middle 1, Senior Fellas and Ladies. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Needs greater emphasis and from Curric Co. in 2021. 			
	<p>Support for the formal education of aboriginal staff.</p>	<ul style="list-style-type: none"> • Aboriginal Workforce Engagement Officer to support and encourage aboriginal staff in their studies 	AWD Co. (KM)	<ul style="list-style-type: none"> • ATs enrolled in and studying certificate and diploma courses in Early Childhood, Arrernte Language, Construction, Religions Education.
	<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • Kellie Mayne has done an excellent job of facilitating training for four Aboriginal ATs in Alana Kaye Cert III in Early Childhood Development. This takes place every Wednesday afternoon. One staff dropped out due to relocation to another community. Successful excursion to Pre-Schools in Alice Springs. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Continues in 2021. 			

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	Aboriginal School Advisory Board to assist in school governance and decision making process, so as to imbue school with life-world of the community.	<ul style="list-style-type: none"> • Take MCPS's lead in devising membership, roles and protocols for LACS' ISAB. • Consult with Principal Consultant. • Director and CEC to approve. 	Principal CALT LACS Community Liaison Officer (RG)	<ul style="list-style-type: none"> • LACS ISAB established and working by end of Term 1, 2021. • ISAB members to assist LACS Executive in school governance and decision making processes.
<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • LACS has been taking XCC and MCPS (Bathurst Island) lead in establishing an Aboriginal School Advisory Board (ASAB). Accordingly, the timeline has been extremely slow due to the need to formulate policy, guidelines and structures in keeping with diocesan and CENT politics. LACS has no ASAB as yet but we are very keen to get going. Much support from AAAC, T.O.'s and Jesuit influences in Santa Teresa. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Continue consultation with CENT Exec and XCC and MCPS. 				
	Further strengthen connections between school and community.	<ul style="list-style-type: none"> • Email Newsletters to stakeholders. • Continue AAAC Traditional Crafts. • Liaise with AAAC and Mary Flynn over Senior students digitising stories of LA Elders. Literacy links. • Maintain LACS role in KAB Sustainable Communities – Tidy Towns and support preparation for hosting the National awards in Santa Teresa / Alice Springs in 2020. • Working with MRC to educate households around environmental issues and recycling. • Pilot School for P & W 'Sustainable Water' use program, which has community applications. • Involve Ltyentye Apurte Rangers in eco-education. 	Principal Deputy Principal CALT IS Co.	<ul style="list-style-type: none"> • Stakeholders continue to cooperate with each other over a range of community development initiatives. • School outcomes improve as a result of healthy community cooperation.
<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • Newsletters emailed to all LA stakeholders every week / two weeks. • AAAC Trad Crafts continued for most of 2020. • Digitised Elder stories did not happen. • Community Working Bees happened three out of four terms. 				

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<ul style="list-style-type: none"> • P & W That's My Water Program incursion v. successful but not sustained as hoped after the event. • LA Rangers eco-ed program did not take place but emphasis to be much ramped up in 2021. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • LA Rangers eco-ed program did not take place but emphasis to be much ramped up in 2021. JC to approach Jo Shand and Elaine Gorey. 				
	Provide opportunities for community engagement in the school through Cooking Program.	<ul style="list-style-type: none"> • Continue AAAC Cooking program for Senior students at school. • Devise Ltyentye Apurte Cook Book (Literacy links). 	Senior Class Teachers AAAC Projects Off Melissa	<ul style="list-style-type: none"> • Senior students and AAAC staff engaged in weekly cookery lessons and development of LA Cook Book.
<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> • Continued for Senior Ladies for much of 2020. Intention to share with Senior Fellas in 2021. Concern about departure of Trent and Malisa from Police and AAAC in 2021. Will program continue? TBA. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> • Consultation between AAAC, LACS leadership and Senior level teachers. Evaluate ongoing programs with view to continuing, improving or departing as necessary. 				

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Finance, Facilities and Resources	<p>Commit to maintaining buildings and grounds in line with five-year maintenance plan developed in 2017.</p> <p>Priority 1: Furnishing new building, landscaping surrounds and Opening Ceremony beginning of Term 2, 2020.</p>	<ul style="list-style-type: none"> Consult and liaise with: <ul style="list-style-type: none"> CENT Infrastructure + Finance OLSH Property Man + ICT Plan, cost, ergonomics, portability and ICT requirements. 	<p>LACS Executive Gary Pollock Ruth Suriyagoda Ian Clarke Dinesh Balawardane</p>	<ul style="list-style-type: none"> Building is complete and furnished by end of Easter Holiday 2020. Grand Opening Ceremony in Wks. 1 or 2 of Term 2, 2020. Teachers and students move in.
	<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> The new building was finished, albeit hugely delayed by pandemic restrictions on travel (impacting on deliveries). Technical readiness and furnishing of new building overseen by Justin Colley, with assistance from Zoe Smithies and consultation with Exec and classroom teachers (furnishing). Grand Opening a very successful day for the school community. Translucent screens subsequently added to all internal glass walls and doors to alleviate visual distraction on students. Paid for via Inclusion budget. Subsequent need for additional tables and chairs. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Buy additional tables and chairs as necessary for student numbers. Paint / decorate external veranda wall with something of Arrernte cultural significance. Remove ¾ circular sofa (place in library). Provision for shared area as an art space. (Allow room for tutoring by Mondo Ireland). 			
	<p>Priority 2: Demolish old three classroom block and establish a food garden in its place.</p>	<ul style="list-style-type: none"> Fence the area, establish a watering system and work with classes on garden design, what to plant, how to care for it and what to do with the produce. 	<p>Principal Grounds Maintenance Class Teachers CCNT Morna Flower</p>	<ul style="list-style-type: none"> A fenced, irrigated, working kitchen / market garden complete with recycled water bottle greenhouse, class zones and 3D art. Produce sold in Santa Teresa.
	<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Still not achieved due to departure of CENT Infrastructure Manager, Gary Pollock. Justin Colley approached Grant Reuther at GO GREEN IRRIGATION for advice on landscaping after demolition. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> JC to approach Go Green Irrigation ASAP in 2021 to remedy problem with prickles in large area of school grounds. CENT to appoint new Infrastructure Manager. Once done, immediate priority is to remove old building – ensuring asbestos safety. 			

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	<p>Priority 3: Review Master Plan to ensure refurbishment of 'tired' teaching environments, notably Arrernte Room, but also Laundry and Outdoor Culture Space outside Senior L.</p> <p>(Provide all necessary resources to support quality teaching and learning).</p>	<ul style="list-style-type: none"> Consult and liaise with: <ul style="list-style-type: none"> CENT Infrastructure + Finance OLSH Property Man + ICT Plan, cost, ergonomics, portability and ICT requirements. 	LACS Executive Gary Pollock Ruth Suriyagoda Dinesh Balawardane	<ul style="list-style-type: none"> Student outcomes are enhanced through creation of a more stimulating and comfortable space. Wasted spaces such as the laundry are used to greater effect. Outdoor Culture Space used by Senior students.
<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Master Plan and other sub-actions listed NOT achieved in 2020 for variety of good reasons. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> In 2021, Justin Colley to approach builders (inc. McMahons Building Services) for quotes on refurbishment of Arrernte Room. JC to approach Deputy Director School Services re. devising a Master Plan. 				
	<p>Priority 3B: Continue to develop the Pre-School playground.</p>	<ul style="list-style-type: none"> Add a covered water and sand pit play area + disk swing. 	Principal Grounds Maintenance CCNT Men's Shed	<ul style="list-style-type: none"> Play area additions are completed
<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> NOT achieved. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> ??? 				
	<p>Priority 3C: Landscaping around the inside of the new fence.</p>	<ul style="list-style-type: none"> Add shrubs, trees and dripper system inside the new fence. 	Property Co. Mgr. Grounds Maintenance	<ul style="list-style-type: none"> Plants established
<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> NOT achieved. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> JC to consult with Go Green Irrigation as necessary. 				
	<p>Continue to enhance WHS practices, record keeping and reporting.</p>	<ul style="list-style-type: none"> Appointment of a new WHS Co. – to be trained accordingly. 	Principal WHS Co. WHS Committee	<ul style="list-style-type: none"> WHS practices, record keeping and reporting are regular and thorough. LACS becomes a SAFE environment on every level.

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<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> In 2020, LACS had three WHS Coordinators: Zoe Smithies, Mickey Fernandes and Mat Parr. Unfortunately, Mat Parr relinquished his role at the school over summer in order to attend of family matters and study as necessary. Members for a WHS Committee identified but committee never met. Too many other priorities, not least the coronavirus pandemic, in 2020. <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Appointment of a new WHS Coordintor, with induction and training as necessary from CENT. Creation of a WHS Committee. 				
	Maintain a balanced budget with extra expenses	<ul style="list-style-type: none"> Replace Toyota LandCruiser (troopy) with Hiace. 	Principal	<ul style="list-style-type: none"> A balanced budget at the end of the year.
<p>END 2020 STATUS:</p> <ul style="list-style-type: none"> Expense of new building massively depleted capital reserves. It was / is a great building but an extravagance too. Staff budget too high for a school of our size. Staff costs account for 75% of total LACS expenditure. This is higher than any other school in CENT. Only 25% of budget available for every other aspect of running and improving the school. No money to pay for other pressing capital projects, such as teacher accommodation, and new vehicles (troopie + mini-bus). <p>NEXT STEP / ACTION:</p> <ul style="list-style-type: none"> Reduce staff allocation and associated costs. If staff retire or leave for other reasons, we do not necessarily replace them. Identify staff that may better be served with 'casual' contracts (which also improves LACS staff budget situation). Focus on creating a surplus by end of 2021 to add to reserves... to pay for necessary capital projects and new vehicles. 				

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GLOSSARY OF TERMS / Acronyms

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