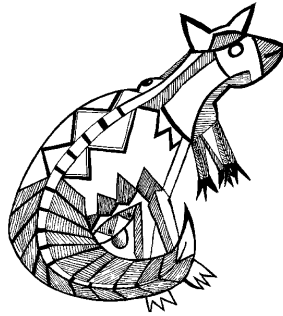
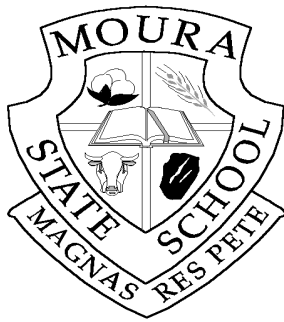


MOURA STATE SCHOOL



PARTNERS FOR SUCCESS - ACTION PLAN -

PARTNERS FOR SUCCESS – KEY INITIATIVES

'Partners for Success' is a state-wide initiative to address the challenge of improving outcomes for Aboriginal and Torres Strait Islander (ATSI) people, whose outcomes are often less favourable than those of the rest of the population. Issues such as economic disadvantage; social marginalisation; health problems; geographic isolation and differences in community expectations have contributed to this educational disadvantage. 'Partners for Success' is the key policy targeting the education and employment needs of Aboriginal and Torres Strait Islander peoples in Queensland.

These issues are wide ranging and Education Queensland cannot resolve them alone. To effectively address these barriers, new solutions and ways of working with Indigenous communities, industry and other government agencies are required. As schools, we need to build and maintain productive and trusting partnerships between educators and Aboriginal and Torres Strait Islander peoples in order to improve the outcomes for Aboriginal and Torres Strait Islander students who attend schools throughout Queensland.

As an organisation, we need to increase the number of Aboriginal and Torres Strait Islander peoples employed by Education Queensland. Indigenous workers are crucial role models for Indigenous students and can help link schools with their Indigenous communities.

KEY COMPONENTS

The Callide Dawson Cluster of Schools' Partners for Success Action Plan focuses on the following elements :

- Priority Action Areas and Targets
- **Attendance** – more students at school, more often
- **Retention and Completion** – from Years 7 to 8; Years 8 to 10 and Years 10 to 12
- **Literacy Attainment** – improved performance in literacy
- **Workforce Composition and Leadership** – creating a culturally responsive workforce and promotion of leadership in Indigenous Culture
- Strategies for Improvement – aligning **Partners for Success** with existing Education Queensland initiatives
- Strategies for celebrating and sharing success
- Partnerships with key stakeholders
- Accountability mechanisms and processes

TARGETS

Statewide Targets have been set in each of the priority areas. Some targets are yet to be developed using baseline data collected throughout 2004. **School Targets** and/or strategies will be negotiated annually by the Principal and Executive Director (Schools) and communicated to the School Community. School Targets and/or strategies will support the achievement of statewide targets.

PRIORITY AREAS	2005 TARGETS	2010 TARGETS
ATTENDANCE	Data to be established with targets set in Term Four	Targets to be determined
LITERACY	Year 2 Net Reading – 58% Year 2 Net Writing – 68% Year 2 Net Number – 59% Year 5 Reading Benchmark – 65%	Year 2 Net Reading – 80% Year 2 Net Writing – 85% Year 2 Net Number – 82% Year Five Reading Benchmark – 85%
RETENTION AND COMPLETION	Year 7/8 Transition – 91% Year 10/11 Transition – 79% Apparent Retention Years 8 to 12 – 57%	Year 7/8 Transition – 91% Year 10/11 Transition – 91% Apparent Retention Years 8 to 12 – 80%
WORKFORCE AND LEADERSHIP	Indigenous Employment – 2.4% Leadership in Indigenous Education – XX% Staff with cross cultural training – 100%	Indigenous Employment – 2.4% Leadership in Indigenous Education – XX% Staff with cross cultural training – 100%

SCHOOL PROFILE

The township of Moura has an approximate population of 2 500 and is situated 168km south west of Rockhampton, 186km west of Gladstone and 66 km from Biloela, which is our nearest larger centre. The major industries in the district are Primary Production and associated Cotton Ginnery and Grain Silos, Coal Mining, Seam Gas and an Ammonia Nitrates plant. Our cluster of schools includes schools within an 80 m radius. Banana, Baralaba, Bauhinia, Moura State High, Theodore and Wowan schools are within our cluster of schools.

Students who attend Moura State School are from a range of socio-economic backgrounds with the majority being from mining and service industries, and rural families. Our current enrolment is 273 in the Primary school and 36 in the Preschool Campus as of August 2004.

Moura State School offers a curriculum, which covers all key learning areas across the Preschool to Year Seven range. An integrated curriculum is planned and implemented where possible. Student progress is reported to parents each semester, with written reports and interviews as parents/teachers identify a need or at reporting time. A major focus continues to be the integration of information and communication technology into the curricula and improvement of Literacy and Numeracy skills through Teacher Aide support, voluntary helpers, a Reading Recovery and an Intervention Program. An Intervention Program has been implemented to support those children identified through the continua and external testing data in year 5 and 7. A Key Teacher supports and advises the class teachers and an Intervention Committee monitors implementation of this program.

Moura State School caters for students in the Preschool to Year Seven range with a Preschool and Special Needs Class attached and HPE, Music, French and Visiting Special Needs teachers based at the school servicing cluster schools of Bauhinia, Banana, Baralaba, Theodore and Wowan, within an 88 kilometre radius. Our Languages Other Than English is French and we have a French Teacher based at the school who services our cluster schools through visits and teleconferencing arrangements.

A range of visiting Guidance Officers and Advisory Visiting Teachers and Therapists based in Biloela or Gladstone service this school. Visiting specialist staff for Guidance, Impairment and Disability needs are accessed through District Office and integrate intellectually impaired and physically impaired children within an Inclusive Curriculum. The school's focus is to meet the needs of every child and improve learning outcomes.

A Supportive School Environment has been developed to cater for the needs of all students including Special Needs and Gifted and Talented. Assessment of students is carried out on a "continual" basis with added data gleaned from the Year 2 Net and continua, External Testing and outside agencies where required. Moura State School has an effective Behaviour Management Policy and continues to create a supportive environment for all children, staff and parents.

Students are involved in the decision making process through classroom and Student Council forums and School and House Captains as a part of Active Informed Citizenship curriculum.

ESTABLISHED PARTNERSHIPS

A very active and supportive Parents and Citizens Committee allows for a collaborative decision making process through a Management Committee and a range of relevant forums.

An active combined campus A.S.S.P.A. Committee supports funding for projects within the school including Indigenous Education Strategic Initiative Program goals. We employ a casual Teacher Aide with our IESIP funds to help ATSI children with extra intervention support as well as aides employed and trained to support the intervention program.

There are well-established links with community agencies in Moura who meet monthly as an Interagency Group.

UNDERLYING PRINCIPLES

The Callide Dawson Cluster of Schools is committed to a quality education for all students regardless of their background that recognises difference. Learning experiences aim to engage all learners in an intellectually challenging and relevant curriculum within a range of supportive learning environments. To achieve this agenda and address targets identified in Partners for Success, elements of the Productive Pedagogy Framework will be used as key drivers, strategies and ongoing frames of reference.

A focus on **INTELLECTUAL QUALITY** will be maintained by engaging students in learning experiences that . . .

- Communicate high expectations that students will learn and apply a deep knowledge and understanding within a range of real life contexts within and beyond the school
- Promote a deep exploration of a range of concepts
- Promote problem solving and elements of risk taking
- Scaffold and promote elaborate and substantive conversation and dialogue
- Ensure language is explicit and easily understood

RECOGNISING DIFFERENCE will be evidenced by . . .

- Quality learning experiences that represent, appreciate and value a range of cultural and social identities
- A range of learning experiences that promote cultural and social awareness
- Extra curricular activities that enhance and build on the range of cultures present within the school and community
- Deliberate attempts to ensure students from diverse backgrounds are actively engaged in their learning
- Opportunities for students to engage in quality conversations that reinforce concepts and enhance the teaching/learning process
- Learning experiences are tailored to build a sense of classroom and community identity
- Opportunities that allow all students to become active citizens within their classroom, school and community
- Democratic processes are modelled and employed across a range of contexts to ensure the rights and responsibilities of groups and individuals are adhered to

PROMOTING CONNECTEDNESS will be promoted when . . .

- Curriculum offerings that integrate knowledge, concepts and skills across a range of key learning areas
- Learning experiences explicitly link the background knowledge, experiences, interests and abilities of all students
- Connections are made to the community in which students live incorporating personal experiences and a range of relevant and meaningful real world problems
- Skills and processes are taught and promoted that are directly relevant to student needs
- Opportunities are provided to identify, explore and solve a range of real world problems that are meaningful
- Students go beyond the school and make real world connections to reinforce learning
- A range of resources from the students' immediate and wider community are directly incorporated within classroom and school based curriculum offerings

Providing a **SUPPORTIVE CLASSROOM ENVIRONMENT** will be achieved by ...

- Ensuring all curriculum offerings are student centred with opportunities to negotiate aspects of core content
- Maintaining a classroom and school based atmosphere characterised by mutual respect and support
- Providing a learning environment that supports and challenges all students to take risks
- Learning experiences promote active engagement and on task behaviour
- Communicating expectations to students regarding explicit performance and of assessment criteria
- Maintaining a positive classroom atmosphere where students assume responsibility and self regulate their academic and social behaviours

ENROLMENT BREAKDOWN OF ATSI STUDNETS

YEAR LEVEL	2004		2005		2006	
	TOTAL	ATSI	TOTAL	ATSI	TOTAL	ATSI
Preschool	35	1	38	2		
Year One	38	3	34	1		
Year Two	46	4	37	3		
Year Three	40	5	40	5		
Year Four	31	2	41	4		
Year Five	35	2	33	2		
Year Six	38	3	34	0		
Year Seven	41	3	39	3		
Total	304	23	296	20		

YEAR SEVEN ATSI STUDENT TRANSITION AND DESTINATION SCHOOLS

	EQ		CATHOLIC		INDEPENDENT		OTHER	
	2003	2004	2003	2004	2003	2004	2003	2004
Total	4	3						

'PARTNERS FOR SUCCESS' ACTION PLAN

DISCOVERY



What is happening ?

What does the data indicate ?

	2003	2004	2005	→ 2010
ATTENDANCE	XX%			
LITERACY				
Year 2 Net Reading	97.8%			
Year 2 Net Writing	97.8%			
Year 2 Net Number	97.8%			
Year 5 Reading	XX%			
RETENTION AND COMPLETION				
Year 7/8 Transition	XX%			
WORKFORCE AND LEADERSHIP				
Indigenous Employment	XX%			
Indigenous Leadership	XX%			
Staff with Cross Cultural Training	XX%			
ACHIEVEMENTS AND SUCCESSES				



DREAMING

What could be ?

What is EQ's Vision ?

Where do **we** want to be ?

2005

→ 2010

Data to be established

ATTENDANCE

LITERACY

Year 2 Net Reading

58%

Year 2 Net Writing

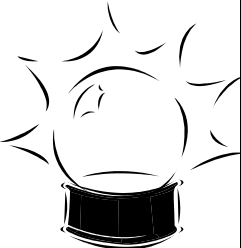
68%

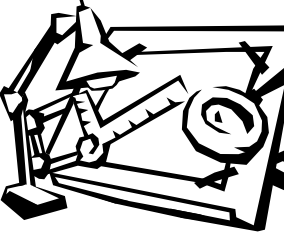
Year 2 Net Number

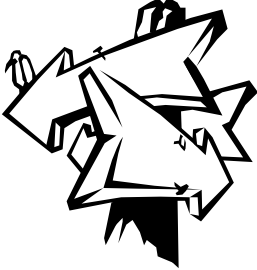
59%

Year 5 Reading

65%

	2004 →	2005 →	2010
<p>DREAMING</p>  <p>What could be ? What is EQ's Vision ? Where do <u>we</u> want to be ?</p>		<p><u>ATTENDANCE</u></p> <ul style="list-style-type: none"> • <p><u>RETENTION AND COMPLETION</u></p> <ul style="list-style-type: none"> • Year 7/8 Transition - 91% <p><u>WORKFORCE AND LEADERSHIP</u></p> <ul style="list-style-type: none"> • Indigenous employment 2.4% • Indigenous Leadership – XX% • Staff with Cross Cultural Training – 100% 	<p><u>ATTENDANCE</u></p> <p>Targets yet to be determined</p> <p><u>LITERACY</u></p> <ul style="list-style-type: none"> • Year 2 Net Reading 80% • Year 2 Net Writing 85% • Year 2 Net Number 82% • Year 5 Reading – 85% <p><u>RETENTION AND COMPLETION</u></p> <ul style="list-style-type: none"> • Year 7/8 Transition - 91% <p><u>WORKFORCE AND LEADERSHIP</u></p> <ul style="list-style-type: none"> • Indigenous employment 2.4% • Indigenous Leadership – XX% • Staff with Cross Cultural Training – 100%

	KEY STRATEGIES AND PROCESSES	TIME FRAME	MEASURING SUCCESS
<p>DESIGNING</p>  <p>How will we get there ? What planning needs to be done ? What strategies will we employ ?</p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DESTINY</p>  <p>What will we commit to ? How will we know it's working ?</p>			
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Achievements

- Cultural activities – Dancers, Art
- Combined Cluster NAIDOC Week art show
- Classroom Naidoc Week activities
- Indigenous Learning contexts within Curriculum Plan
- Promoting connectedness through Excursions/Visits and invitations to guest speakers from the immediate, surrounding and wider community