<table>
<thead>
<tr>
<th>Output</th>
<th>Performance indicator and data</th>
<th>Local strategies, methods and support</th>
<th>Goals and Targets</th>
</tr>
</thead>
</table>
| Improved engagement of Aboriginal and Torres Strait Islander students in school, and their families and communities in their schooling | • Personalised learning plans  
• School and community partnerships  
• Professional learning of school leaders and teachers | • School based LIFT (one in each school) in consultation with other school and BCE personnel to develop individual learning plans for each environment.  
• Booval to continue participation in Dare to Lead Moving Together project and St Mary’s begin participation in Dare to Lead events from 2013.  
• LIFT and Assistant Principal to organise appropriate PD linked to the Australian Curriculum including General Capabilities and the Cross Curriculum Priorities with an emphasis on Indigenous History and Culture. | • Commence collecting baseline data around engagement  
• Development of PLP’s to commence Term 1 2013 and reviewed each semester  
• Plan targeted staff PL for 2013 and review each semester |
| Locally developed and implemented Attendance strategies to improve Aboriginal and Torres Strait Islander student school attendance | • Attendance rates  
• Local attendance strategy | • Captured with normal school practices. Mapped by LIFT.  
• LIFT to work in with Indigenous liaison officer (St Mary’s) and Dare to Lead Contact (Sacred Heart) in an effort to work with individuals and families to lift and maintain attendance rates.  
• Report tabled to administration each semester mapping progress. | • Commence collecting baseline data around attendance  
• Local attendance strategy developed and distributed  
• Attendance report to be available each semester |
| Introduction or extension of measure that lead to improved academic performance of Aboriginal and Torres Strait Islander students | • Literacy and numeracy achievement  
• Professional learning of school leaders and teachers  
• Classroom teachers utilize ‘high yield’ strategies to enhance literacy and numeracy attainment levels.  
• Local literacy and numeracy strategy | • Data is captured through normal school practices with LIFT, CST, APA and BCE Consultant Indigenous Education – reported each Semester.  
• Professional Learning Program implemented through the LIFT initially, in collaboration with APA, Principal and BCE Consultant Indigenous Education  
• LIFT coaches teachers to develop more effective Literacy/Numeracy classroom programs and practices including cross cultural context for Indigenous learners.  
• LIFT to coordinate through CST/APA, PD for school staff  
• Further strategies to be developed by School based LIFT and cluster | • Academic achievement is identified as a Priority Area for both schools  
• Commence collecting baseline data around academic performance and staff professional learning needs  
• LIFT attends coaching training and utilizes knowledge and skills to build teacher capacity.  
• Local literacy and numeracy strategy developed and reviewed each semester  
• PL for staff to be identified and accessed |