

ATTACHMENTS

Role Models WA

SUPPORTING DOCUMENTS



KALGOORLIE GIRLS ACADEMY

2009 PLANNED EVENTS

TERM 1

Week 10: Wednesday, 8th April – KGA Reward Day (Period 4/5)

TERM 2

Week 2: Sunday 3rd to Wednesday 6th May – Year 8&9 Esperance Reward Camp

Week 7: Wednesday 10th June – Nickel West Netball Carnival

Week 8: Thursday 18th to 21st June – Clontarf Classic (Basketball Tournament)

Week 9: Wednesday 24th June – KGA Reward Day (Period 4/5)

Week 10: Sunday 28th June to Friday 3rd July – Yr 10 Country Week

TERM 3

Week 7: Monday 31st August – Go For Gold Basketball Classic

Week 10: Wednesday 23rd September – KGA Reward Day (Period 4/5)

TERM 4

Week 2: Friday 23rd October – Academy Breakfast * (**proposed date**)

Week 4: Friday 6th to 9th November – NUARI Program Up-4-it Camp

Week 9: Sunday 6th to Sunday 13th December – KGA High School Nationals (Newcastle)

Week 10: Wednesday 16th December – KGA Reward Day (Period 3/4/5)

*TBA**Week 7: Thursday 26th November **OR** Week 8: Thursday 3rd December –
KGA End of Year Awards Night*

Indigenous Education Agreement

Role Models WA (Kalgoorlie Girls Academy)

Key Outcomes	Current Action	Future Actions	Timeline
<p>A.1 You must deliver the ‘Kalgoorlie Girls Academy’ to selected Indigenous students from Years 8 to 12, particularly those at risk of not completing Year 12 or its vocational equivalent. It will operate from Kalgoorlie-Boulder Community High School and Kalgoorlie Goldfields College in Western Australia.</p>	<ul style="list-style-type: none"> • The Academy delivers programs to indigenous girls from Years 8-12 • The Academy targets those students at risk of not completing Year 12 • The program is delivered at Kalgoorlie-Boulder CHS and Kalgoorlie Goldfields College 		
<p>A.2 You must ensure that the academy program enhances the school curriculum to make school attendance and education more attractive, purposeful and outcomes-focussed for students in the academy.</p>	<ul style="list-style-type: none"> • The Academy enhances school curriculum through a structured Sporting Program delivered in school and out of school hours. • A Rewards Program is in place based on student achievement and attendance to classes. • Strong relationships with students have been established. Students feel safe. • Families are in contact with the Academy over issues and matters that arise and support student sporting activities • There is a focus on the whole student. • The program is integrated with the school curriculum. • The program delivers ITAS Tutoring • Enhancing school curriculum • Developing a PGST Program 	<ul style="list-style-type: none"> • Develop and Implement a stronger career focus and process with the development of a Career Pathway Plan for each student. • Develop a plan to strengthen PGST across the Academy and explore expanding the program Years 11-12 	<ul style="list-style-type: none"> • Build a Career Pathway Plan into the college. To be completed by Week 8 of Term 2. • Undertake consultation with Senior College Executive exploring the introduction of PGST into Year 11 and 12 Curriculum Programs. Explore senior school programs that permit student’s undertaking a school and workplace program (Due: Week 10 Term 2)

<p>A.3 You will deliver the academy in collaboration with sports bodies, local Indigenous organisations and the broader community. You must work with the Academy Advisory Committee as set out in Section 3.7 of the Guidelines.</p>	<ul style="list-style-type: none"> • There is a strong link with local sporting bodies including KBBA – Basketball Association (courts, certificates level programs) • YMCA. • Work is undertaken with the School Netball organization. • Local indigenous community NOODA links (issues) • NTP (Health Organisation) delivers programs on Health Education to students. • Advisory Group meets regularly (monthly). • Links with business organizations Barrack and BHP • School runs own basketball team in KBBA 	<ul style="list-style-type: none"> • Incorporate more health and indigenous organizations. Expand programs to share student knowledge in drug and alcohol education. • Introduce St John’s First Aide Training together with the Bronze Medallion. 	<ul style="list-style-type: none"> • Continue to maintain existing sports and community links.
<p>A.4 At a minimum, 62 Indigenous students must participate in the academy over the 2009 calendar year. You must seek commitments from students to improve certain behaviours including but not limited to school attendance, in order for them to participate in the academy.</p>	<ul style="list-style-type: none"> • Currently there are 64 students involved in the program. • There is a clear focus on improving student behaviours and school attendance. • Rewarding of positive behaviours. • Week by week monitoring of student attendance. • Home visits for at risk students • Implementation of punctuality checks for students • Excellent processes are in place to monitor and check student. • Strategies are employed for at monitoring risk students. 	<ul style="list-style-type: none"> • Continue to monitor and maintain existing processes and structures 	
<p>A.5 In partnership with the school and local Indigenous communities, You must develop and implement student selection and support</p>	<ul style="list-style-type: none"> • Clear selection and support processes are in place. 	<ul style="list-style-type: none"> • Maintain existing processes. 	

<p>strategies in relation to student participation in the academy.</p>	<ul style="list-style-type: none"> • Selection is based on try-out • Contracts are established on enrolment. • Support strategies have been implemented for all students in association with the school. 		
<p>A.6 You must note that key indicators of the success of the Project will be:</p> <ul style="list-style-type: none"> • An increase in school attendance; • Improved achievement in student learning; • Students’ strengthened engagement and improved attitudes to schooling; • Increased retention to Year 12 or its vocational equivalent; and • Greater parental and community involvement with the schools and students’ schooling. 	<ul style="list-style-type: none"> • Reporting of success will be against all identified performance indicators. • There are a range of strategies employed to achieve the identified program outcomes. • Compile specific performance data on the identified performance indicators. This will include as follows. • Attendance data on individual student attendance. • Student performance data using student’s reports and indicated levels and standards of achievement. • The use of the above data to highlight engagement and improved attitudes to learning, • Monitor student’s retention rates to achieve program goals. • The Academy uses breakfasts and other activities to encourage contact. These are proving successful. Working toward the achievement of these outcomes. • Monitor student attendance and behaviour • Attitudes to schooling have improved as seen by improved 	<ul style="list-style-type: none"> • Review existing key success indicators • Consider the use of feedback surveys from girls to provide qualitative data and feedback on success indicators. • Consider the use of parental surveys and feedback. This could be undertake through surveys or using a focus group discussion at events that invite parents to Academy events (eg. Morning Tea) • Document parent’s involvement and contacts with the Academy. 	<ul style="list-style-type: none"> • Review key success indicators (Weeks 2-4 Term 2) • Develop Action Plan (Week 4) • Develop Positive Behaviours Proforma Letter to Parents (Week 10 Term 2)

	<p>attendance.</p> <ul style="list-style-type: none"> • There is an improvement in parental involvement. • Students and parents are comfortable with Sarah. 		
A.7 The academy must provide a program that aligns with the curriculum and is delivered by appropriately qualified personnel.	<ul style="list-style-type: none"> • The college and Academy curriculum aligns with the Western Australian curriculum structures that operate in schools/colleges. • Senior School students undertake the WACE as part of the college program. • Selected students can undertake Certificate level studies • All Year 10 students undertake the Endorsed Program “School Trip” in (2009) • Sports Practice (in and out of school hours) • Recording of Attendance and student participation hours • Individual player assessments • All teachers are WACOT accredited. 	<ul style="list-style-type: none"> • Finalise the Endorsed Program (structure and the program) and potential to expand into Year 11 and 12 in 2010 (Due: Week 10 Term 2). • Review existing program and curriculum structures. 	<ul style="list-style-type: none"> • Endorsed Program to be finalised (Week 10 Term 2).
A.8 You must retain and manage Key Personnel as outlined in Section 3.2 of Your Proposal.	<ul style="list-style-type: none"> • Performance Management 	<ul style="list-style-type: none"> • Ongoing professional development for staff 	
A.9 Within a supportive environment, You will assist the students in the Project to remain within mainstream education until they complete Year 12.	<ul style="list-style-type: none"> • Regular meetings with students are undertaken. • Open lines of communication exist between Academy staff, students, parents and college staff. • Careful monitoring of achievement in class is undertaken by college and Academy staff • Reports from teachers. 	<ul style="list-style-type: none"> • IEP to be established when required. 	<ul style="list-style-type: none"> • Establish IEP’s as required.

<p>A.10 The academy programs will be delivered during school and non-school periods to maintain contact with participating students and encourage continued school enrolment. Average contact hours for students in the academy will be 3.5 to 4 hours per week.</p>	<ul style="list-style-type: none"> • 2 periods of sport in school time • 1 period of personal development in school program • 1 period of team activities and interpersonal development • Before school training on Wednesdays (higher skill basketball) • Local competition after school (Oct-Feb) • In the Senior School -Wednesday (activities in morning, Tutoring, etc) • The program delivers approximately 7 hours of educational programs. 	<ul style="list-style-type: none"> • The current program is consistent with program objectives. 	
<p>A.11 In partnership with the schools, You will support students in Your academy to set goals and undertake career planning including school-based accreditation and work experience placements.</p>	<ul style="list-style-type: none"> • Involved in career expos • Goals are set with Year 11-12 • Career awareness and other elements of a formal career education program through mainstream curriculum and personal development time. • ASBT (Year 10 work experience) 7 students. 	<ul style="list-style-type: none"> • Formalise Career Pathway Plans (Year 8-12). Develop and maintain a profile for the student. • Explore the concept of a Student Portfolio • All Year 11/12 to have opportunities to undertake work place learning (Traineeships, etc). • Professional development for Academy staff in career education. • Need to focus on the development of the School based Traineeship Program and opportunities for SWL and Certificate level studies. 	<ul style="list-style-type: none"> • Implement Career Pathway Plans by Week 8 of Term 2. • Investigate the introduction of a Student Portfolio (through sponsorship). • Develop a plan to expand students undertaking ASBT's, Certificate Level studies and SWL.
<p>A.12 In partnership with the schools, You will manage personalised learning plans for each student and appropriate recording of assessment and acknowledgement of achievement to ensure that students gain maximum benefit.</p>	<ul style="list-style-type: none"> • School processes are in place. • Semester reporting through school • Class time is assessed through HPE strands (Skills for Physical Activity, Self management skills 	<ul style="list-style-type: none"> • Personalised Learning Plans to be incorporated into Career Portfolio • Need to incorporate a Personal Learning Plan into the Plan. This plan will identify strengths, 	<p>Implement personal learning plans (as a component of Career Pathways Plans) for all students (Week 10 Term 2)</p>

	Interpersonal Skills	<p>weaknesses, career and education goals, career and education aspirations, areas of focus and improvement, and career planning.</p> <ul style="list-style-type: none"> • Copies of student reports, certificates, etc to be retained by the Academy 	
A.13 You will include in the Project, strategies for students to improve their health, self-development, life skills and self esteem.	<ul style="list-style-type: none"> • Personal Development Program • Guest Speakers • 1 Period self-development period. • Strategies for health are addressed through sport and supported with sessions on cooking and healthy eating. • General health education programs are provided as part of Academy Time. • Sexual health, drug and alcohol workshops are delivered in conjunctions with the college. 	<ul style="list-style-type: none"> • Greater community involvement and linking with outside agencies. • Once kitchen is completed cooking will be expanded. 	<ul style="list-style-type: none"> • Academy Program and Overview 2009 to be developed by Week 5 of Term 2
A.14 You will develop the academy's operational framework and program (in conjunction with the school and the Academy Advisory Committee), manage and conduct the project, and produce, monitor and maintain accurate data and reports on the operations of the Academy.	<ul style="list-style-type: none"> • Currently there is a broad operational and program structure in place. • The Operational Program is led by the CEO, Program Director and Program Manager. • The project is conducted in accordance with agreements though aspects of agreements need development. • The Academy produces reports as required. • The Academy maintains accurate attendance data on the operation of the Academy. 	<ul style="list-style-type: none"> • Securing staff at the senior college. 	<ul style="list-style-type: none"> • Academy Program and Overview 2009 to be developed by Week 5 of Term 2

<p>A.15 You will enhance post-schooling options for students by providing them with as many opportunities as possible to gain accreditation and qualifications which will enhance their post-school options.</p>	<ul style="list-style-type: none"> • ASBT in Year 10 • First Aide through St John's • Bronze Medallion 	<ul style="list-style-type: none"> • The focus is on expanding School Trip into Year 11/12 • Certificate Level courses in Year 11/12 and opportunities for workplace learning. 	<ul style="list-style-type: none"> • Build post-school option plans into Career Pathway Plans. • Investigate expansion of School Trip program into Year 11 and 12.
<p>A.16 You will develop with each participant a Personal Development Plan which will include short and long term goals related to education, attendance, behaviour and employment.</p>	<ul style="list-style-type: none"> • Currently they are being addressed as part of existing processes and procedures. 	<ul style="list-style-type: none"> • Develop a Personal and Career Plan 	<ul style="list-style-type: none"> • To be implemented by Week 8 of Term 2
<p>A.17 You will use sport, Personal Development activities, career seminars, mentoring and tutoring sessions and other extracurricular activities, depending on the needs and interests of the students, as incentives to keep participants engaged in education and also to develop their leadership and teamwork skills.</p>	<ul style="list-style-type: none"> • This is the basis of the program with its focus on Sport, academic achievement and personal development. • Leadership Camp incentives • Mentoring Sessions are conducted • ITAS is provided • A range of extra-curricular activities are provided. 	<ul style="list-style-type: none"> • Maintain existing programs 	
<p>A.18 You will work towards incorporating the Personal Development Endorsed Program (PGST School Trip) in association with the Western Australian Certificate of Education (WACE) and the Curriculum Council as outlined in Section 3.3 of Your Proposal.</p>	<ul style="list-style-type: none"> • Implemented in Year 10 	<ul style="list-style-type: none"> • Expand into Year 11/12 	<ul style="list-style-type: none"> • Explore expansion into Years 11 and 12 with Principal of College.
<p>A.19 Additional key indicators of the success of the Project will that the academy is able to:</p> <ul style="list-style-type: none"> • Develop and maintain strong partnerships with key stakeholders and organisations as outlined in Section 4.2 of Your Proposal. 	<ul style="list-style-type: none"> • There is a range of local, sporting and community stakeholders as part of the Academy Program. • Work is undertaken with sponsors, TAFE representatives and other representatives of the Kalgoorlie Advisory Committee. 	<ul style="list-style-type: none"> • Strategically these partnerships need to be nurtured by all Academy staff 	<ul style="list-style-type: none"> • Continue to maintain and explore potential to expand partnerships with key stakeholders and organisations.
<p>A.20 You are required to provide to Us de-identified student and staff/Advisory Committee membership information (Guidelines Section</p>	<ul style="list-style-type: none"> • Advisory Committee staffing information is available in electronic form. 	<ul style="list-style-type: none"> • This data is not available online due to school capabilities. 	

<p>5.4). You will arrange for the school to provide performance data related to student attendance, semester to semester retention and an indication of progress in their schooling. You will need to enter to an online data base, aggregated data for the schools. Details of access to the database, and instruction if necessary, will be provided to You by Us.</p>	<ul style="list-style-type: none"> • The Academy can provide all student data (attendance and performance) in electronic form. 		
<p>A.21 In addition to Funds provided under this Agreement, You will source and allocate other funds and/or in-kind support to the value of \$420,000 (GST exclusive) in 2009 towards the operation of the academy, as outlined in Your Proposal. This must be clearly documented in budget information provided in the reports.</p>	<ul style="list-style-type: none"> • Currently Role Models WA has initiated funds and in-kind support to the value of • \$420 000. 	<ul style="list-style-type: none"> • Achieved 	
<p>A.22 You are required to submit data and reports in accordance with Item L of this schedule.</p>	<ul style="list-style-type: none"> • Data is currently submitted in accordance with the schedule. 	<ul style="list-style-type: none"> • To be submitted 	
<p>A.23 You must develop and implement an Indigenous Employment Strategy (IES), a copy of which must be made available to DEEWR on request. The Strategy must be developed by 30 June 2009.</p>	<ul style="list-style-type: none"> • Under development 	<ul style="list-style-type: none"> • Indigenous Employment Strategy (IES) to be developed in consultation with College Careers staff and Adelina Romano from AES. 	<ul style="list-style-type: none"> • The Indigenous Employment Strategy to be developed in collaboration with Career Education Plan Template. Week 10 of Term 2.