The goals we wish to achieve and how we will achieve them are outlined in the following sections.

We want students to receive a quality education, to feel supported at school and at home and to be proud of their identity and culture(s).

We will work together so that Aboriginal and Torres Strait Islander students have the best start in life. Students’ talents and abilities should be fully developed so that they achieve their best at school.

Language/cultural centre and any further recommended parties by parents/carers/families.

This agreement is between staff at Millchester State School and the parents/carers/families of Aboriginal and Torres Strait Islander students enrolled at the school. Other parties can be involved in here if agreed to. If there are community members or organisations such as the local health clinic or outside cultural centre, and any further recommended parties by parents/carers/families.

Purpose of the School and Community Partnership Agreement

Exceed their overall literacy and numeracy achievement.

Community expectations for Millchester. Ensure our Aboriginal and Torres Strait Islander students meet basic literacy and numeracy standards and

Our Torres Strait Islander students and communities to promote their identity, culture and languages. Developing and strengthening our

Millchester will strive to encourage all compulsory school-aged Aboriginal and Torres Strait Islander children and young people to be

School Vision and Focus

The national action plan outlines actions that will be undertaken at the national, state and local level to close the gap between the educational outcomes of indigenous and non-indigenous students.

Millchester State School is a focus school under the Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014, released by the Ministerial Council for Education, Early Childhood Development and Youth Affairs.

Millchester State School.

For

School and Community Partnership Agreement
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<th>WORKING</th>
<th>HOW WE WILL KNOW IT'S WORKING</th>
<th>THE SCHOOL COMMUNITIES TO:</th>
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| Absence of the or risk students reduced by the end of term 2, 2013. | - Provide a simple educational program during long periods of absence.  
- Setting up case management of families of transition officer.  
- Establishing positive relationships between staff and the Aboriginal and Torres Strait Islander families.  
- Encouraging and affecting on student attendance.  
- Connecting families on a regular basis to support. | - Communicating family and cultural expectations.  
- Communicate to improve Indigenous students and Torres Strait Islander elder student school attendance.  
- Communicate to staff if long periods of absence.  
- Supporting the Indigenous assistant community. |

2.1 Locally developed and implemented attendance strategies to improve Aboriginal and Torres Strait Islander student school attendance, and progressing through schooling at the same rates as non-Indigenous students.  

Goal: Attendance - All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school.
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<td>Engaged and active school and community partnerships, agreements, sustained through measures such as Family Conferences</td>
<td>4.1. Form and active school and community partnership agreements, agreements sustained through measures such as family conferences, promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.</td>
<td>Goal 2. Engagement and Conferences - Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in partnerships with schools, early childhood services and other providers.</td>
<td>4.2. Engaged and active school and community partnerships, agreements, sustained through measures such as Family Conferences.</td>
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<td><strong>How Milliken's 55 Standard Data</strong></td>
<td>Pedagogy: successful implementation of Yukkla Deadly Math's Purchase mathemathical resources to support indigenous students Purchase reading resources appropriate for Yukkla Deadly Math's pedagogy All leaders beginning to implement strategies of the indigenous parent workshops (participation in 1st prep -3) through support of community agency on how to support their children's literacy and numeracy development. Provide support to increase parent and perspectives in their planning. Framework and understand about inclusive EAITIP. All teachers can articulate pedagogical trends in their planning. Coaching support especially around support for reading and mathematics classrooms professional development to create more collaborative teaching and learning.</td>
<td><strong>Goal 3:</strong> Literacy and Numeracy - Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards. Participating and supporting on Aboriginal and Torres Strait Islander Parent Group. Workshops through attendance at the indigenous Parent development (participation in 1st prep - 3) Support their child's literacy and numeracy.</td>
<td></td>
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</tbody>
</table>
This agreement is endorsed by the following parties who believe they can work together to make a difference in education and the lives of Aboriginal and Torres Strait Islander children and young people:

- Principal:
- P & C President:
- Aboriginal and Torres Strait Islander

This agreement is formalised by the following information:

- We will send a copy to the Queensland Indigenous Education Consultative Committee (QIECC) and North Queensland Region Townsville office of the Department of Education, Training and Employment for their information.
- Regularly reviewing our commitment to the agreement and reviewing it and renegotiate the goals when our needs and circumstances change.
- This agreement will remain in place in the event that a new principal is appointed.

We agree that:

FINISATION AND ENDORSEMENT