

**LEAP Action Learning Report 2012**

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| Topic area(The What) | Leading in an Equity Environment with particular emphasis on First Nations. |
| Context(The Where and When) | Thorold Secondary School and Port Erie Secondary School, Niagara School Board District, Ontario, Canada23 September 2012 – 5 October 2012 |
| Research methods(The How) | Online research paper searchProfessional learning activitiesFocused discussionPISA reports |
| Initial major findings(preferably in dot-point form) | * Enrolment boundaries are strongly supported
* Differentiation between public schools are minimised: no selective or sports high schools, for example
* Individual schools develop intervention programs to maximise graduation rates
* Attendance at school and progress is closely monitored
* High expectations of student participation in school community building activities is promoted

Two programs were observed:“Success” at Thorold Secondary School intervenes with students who are identified and have a personal plan established. The program is conducted in a church hall and students work individually and in pairs to complete work for credit towards graduation. This caters for reluctant school attenders, students with mental health issues particularly anxiety, students who are unable to work in a large group due to unacceptable behaviours. One teacher is designated for 10 students who attend for 90 minutes per day.At Port Erie Secondary School the program is for First Nation students. There is also a focus on attaining credits for graduation, supported by a program of culture building. Staff are all First Nation people and traditions and practices are a significant and integral part of day to day activity. Students are also supported through the presence of an on site day care centre. |
| The authorFor further information contact: | Name: Sue FrenchSchool/work place: St Johns Park High SchoolEmail: susan.french@det.nsw.edu.auPhone: 96108035 |