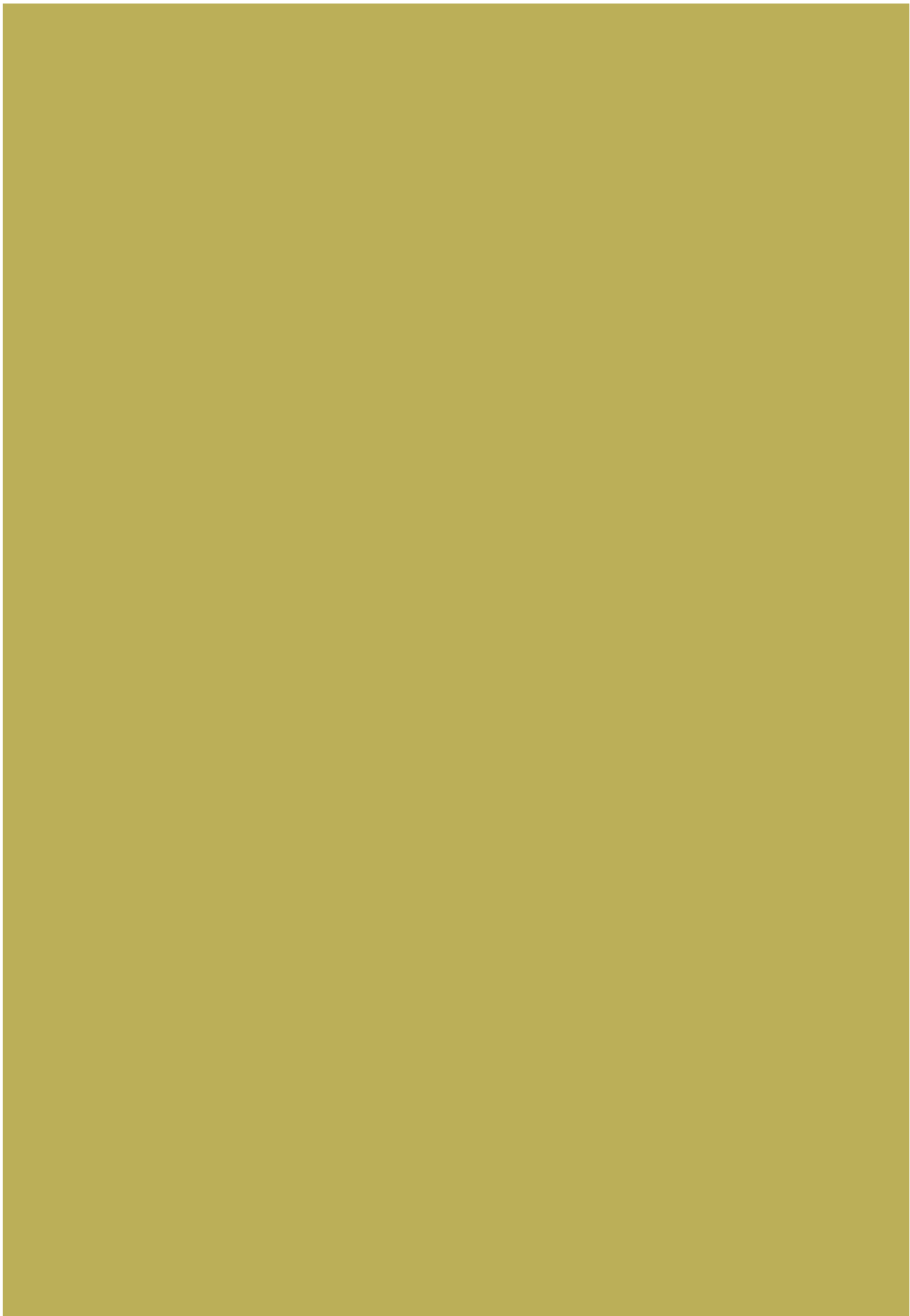


The National Aboriginal and Torres Strait Islander Education Action Plan: 2010-2014



NSW *Delivery and Actions*





© State of NSW through the NSW Department of Education and Communities, Aboriginal Education and Training Directorate 2011.

Images: NSW Public School students welcoming the introduction of the *Aboriginal and Torres Strait Islander Education Action Plan: 2010-2014*

Acknowledgements

The Department of Education and Communities acknowledges:

- Aboriginal and Torres Strait Islander people as the First Peoples of Australia.
- The NSW Aboriginal Education Consultative Group Incorporated as the peak Community advisory body to the Department on Aboriginal education and training at all levels and in all stages of planning and decision making.

In referring to Aboriginal people, this document refers inclusively to all Aboriginal Australians and Torres Strait Islander people.

Further information

Please visit the Aboriginal Education and Training Directorate's intranet site for more information on the ***Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*** at

<https://detwww.det.nsw.edu.au/lists/directories/aet/index.htm>

or phone **Client and Community Contact Officer** 02 9244 5640.

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The Aboriginal and Torres Strait Islander Education Action Plan 2010-2014: **NSW Delivery and Actions**

Accelerating achievements for Aboriginal students in NSW government schools through quality school planning and effective partnerships

The national *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* (ATSIEAP) has been endorsed by the Council of Australian Governments (COAG) to provide a consistent approach to the delivery and reporting for Aboriginal education. The purpose of the Plan is to assist schools and others involved in education and training to accelerate improvements in the educational outcomes of Aboriginal students. NSW and other jurisdictions have contributed to the Plan.

In partnership with the NSW Aboriginal Education Consultative Group Inc. (NSW AECG Inc.) and Aboriginal communities, the NSW Department of Education and Communities is already actively engaged in implementing actions to achieve significant progress for Aboriginal students.

Actions within the Plan are identified at a national, school system and local level. Some of the actions within the local level apply to 'all schools' and others have particular relevance for 'focus schools'. This group of schools has been identified as having the potential to make real improvements in Aboriginal student outcomes. Focus schools were selected using a nationally consistent methodology based on the number of Aboriginal students enrolled in each school and the proportion of the school's Aboriginal students not meeting the national minimum standard in Year 3 and Year 5 NAPLAN in reading, writing and numeracy.

School plans will need to reflect key priority actions for accelerating improvement in the educational achievements of Aboriginal students. There will be reporting requirements related to actions and outcomes in the six priority domains of the *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*.

In schools, the principal's role is pivotal in making a difference to Aboriginal student achievement. The principal is in a position to see the whole picture for Aboriginal students. The leadership role allows a principal to build a culture of collaboration to add value to the student's experience of schooling.

Through the leadership in the school, teaching practices can be focused and deepened to make a difference. Principals also have the capacity to provide Aboriginal students with opportunities to make meaningful connections in order to support both their educational development and personal well being.

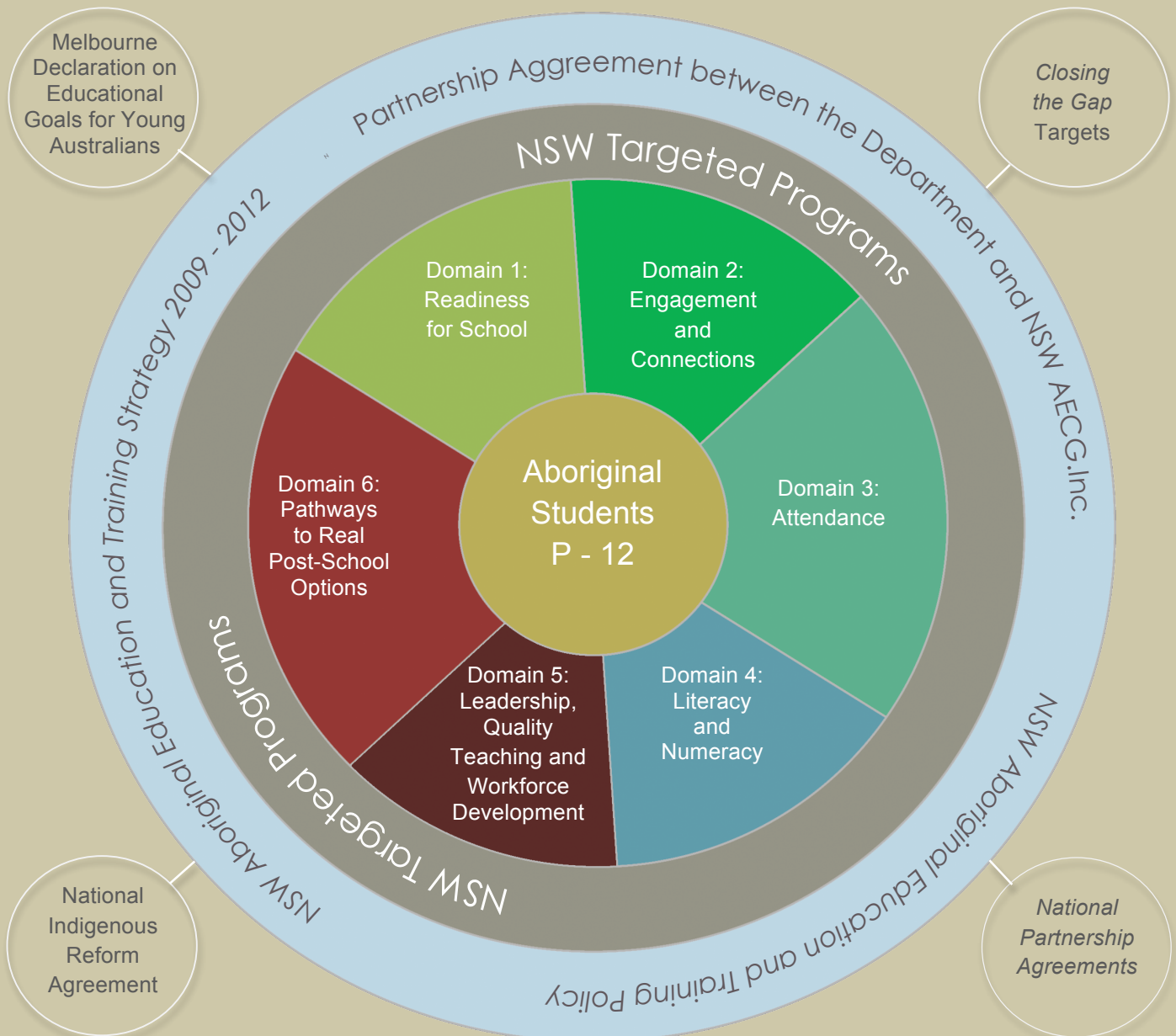
Accelerating Progress for Aboriginal students

The diagram, 'Accelerating Progress for Aboriginal students in NSW government schools', on page 3, is designed to assist government schools in New South Wales to understand the connections between the *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* and their current strategies.

Actions at the school level will focus on:

- Prior to school and transition to school strategies
- Whole school literacy and numeracy programs
- Attendance plans
- Personalised Learning Plans
- School-Community partnerships
- Leadership courses for principals.

Accelerating Progress for Aboriginal students in NSW government schools



NSW Targeted Programs and Initiatives that relate to the ATSIEAP

- Partnership Agreement between the Department and the NSW AECG Inc.
- *Schools in Partnership* (SiP)
- Office of Schools Plan
- Schools as Community Centres
- Personalised Learning Plans
- *Kids Excel and Youth Excel*
- *Aboriginal Languages Program*
- *Norta Norta* Program
- ESL for Aboriginal Students
- *Connecting to Country* Project
- Literacy Programs
- Numeracy Programs
- Aboriginal content in the curriculum
- Aboriginal Studies
- *Aboriginal Human Resource Development Plan 2009-2011*
- Scholarships: *Galuwa* and *Two Ways Together*

National Partnership Agreements

- Literacy and Numeracy National Partnership
- Low SES School Communities National Partnership
- Improving Teacher Quality National Partnership
- National Partnership Agreement on Youth Attainment and Transitions
- National Partnership Agreement on Early Childhood Education



Children who attend preschool for more than a year show a statistically significant advantage in later school achievement than those without preschool attendance (OECD, 2004).

Why is this important for NSW government schools?

Participation in culturally inclusive, high quality education programs and childcare can assist Aboriginal children.

We need to build upon the rich cultural, linguistic and conceptual skills that Aboriginal children bring to early childhood education through:

- promoting early learning and engagement;
- providing a strong foundation for future educational achievement;
- encouraging the social, emotional, physical and cognitive development of children from birth;
- supporting access to universal and targeted child and family services; and
- supporting children in their transition to school.

One of the most important strategies early childhood and school teachers can employ to support the academic success and developmental progress of children, is to work with families to prepare for the needs of each child.

The Australian Early Development Index (AEDI) and the Best Start Initiatives will be invaluable tools to assist school planning.

What are the related outcomes from the *Aboriginal and Torres Strait Islander Education Action Plan*?

- Aboriginal children under five years of age benefit from interagency actions to improve their social, physical and cognitive development.
- Aboriginal students are developmentally ready to benefit from schooling (e.g. in their physical health, social competence, emotional maturity, language and cognitive skills, communication skills and general knowledge).

What local level actions are specified in the *Aboriginal and Torres Strait Islander Education Action Plan*?

Focus schools will:

- Identify what strategies can be implemented to address readiness for school, including outreach strategies to connect with early childhood education and childcare, health, family support and community services locally.
- Commence implementation as early as possible.
- Publish strategies and resources in school plans or other public documents.

All schools are encouraged to implement the same actions specified for focus schools.

When Aboriginal people participate in decisions about the education of their children there is a positive impact on educational outcomes.

Why is this area important for NSW government schools?

Schools that work in partnership with families and communities can better support the education of Aboriginal students.

A two-way approach to community engagement that results in interaction of school and community, in locations both in and out of school, will build social capital in the school community to enable authentic engagement and connection. These partnerships can establish a collective commitment to hold high expectations for Aboriginal students and foster learning environments that are culturally safe* and supportive.

A sense of cultural and linguistic identity, and the active recognition and validation of Aboriginal cultures and languages by schools, are critical to student wellbeing and success at school. The involvement of Aboriginal people at all levels of educational decision-making and the participation of Aboriginal principals, teachers, education workers or community members in schools and classrooms, provides strong role models and builds connections, contributing to a positive impact on educational outcomes.

Similarly, non-Aboriginal school leaders and staff must go beyond the classroom and school in seeking to engage with communities. Increasing the involvement of principals, leaders and staff in cultural and community activities signals a valuing of cultural identity and community assets.

What are the related outcomes from the Aboriginal and Torres Strait Islander Education Action Plan?

- Aboriginal students are engaged in and benefiting from schooling.

- Aboriginal students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.

What local level actions are specified in the Aboriginal and Torres Strait Islander Education Action Plan?

Focus schools will:

- Negotiate a formal school community partnership agreement between the school, families and Aboriginal communities that sets out the respective responsibilities of each party and the ways in which they will work together to create a culture of high expectations for Aboriginal students and support improvements in their engagement, wellbeing and educational outcomes.
- Establish Aboriginal family forums through school and community partnership agreements, with terms of reference and operating guidelines jointly developed by schools, staff and families.
- Involve Aboriginal families, teachers and Aboriginal education workers in the development of personalised learning strategies for students, from the first year of formal schooling to Year 10, to support improved educational outcomes. Issues relating to health and wellbeing that impact on education will be considered in this process through the cooperation of health services with the assistance of education providers.

All schools:

- Will develop Personalised Learning Plans (PLPs) for all Aboriginal students in Kindergarten to Year 12.
- Will develop a Partnership Agreement with their Local AECG.

*Definition for **culturally safe** can be found on the back inside cover.

Attending school and engaging with learning is fundamentally important in helping young Australians to acquire the skills they need for life.

Why is this area important for NSW government schools?

Schools need to embrace diversity and explicitly value Aboriginal languages and cultures to enable students to feel culturally safe* at school.

Increased engagement between the school, community and parents is a key factor in supporting regular attendance.

A curriculum and pedagogy that embed Aboriginal content and Aboriginal perspectives will support attendance and retention.

We need to increase our understanding of the factors influencing the attendance of each of our Aboriginal students and gather improved data as a basis for planning effective and sustainable strategies to support their attendance.

With this information, and a better picture of what strategies are working, we will be in a stronger position to implement effective and sustainable measures to support the regular attendance of Aboriginal students.

What is the related outcome from the *Aboriginal and Torres Strait Islander Education Action Plan*?

All compulsorily school-aged Aboriginal children and young people are enrolled in school and progressing through schooling at the same rate as non-Aboriginal students.

What local level actions are specified in the *Aboriginal and Torres Strait Islander Education Action Plan*?

Focus schools will:

- Commence developing an evidence-based attendance strategy in consultation with parents and the Aboriginal community, which includes targets for improved attendance and reflects how the school responds to and seeks to enhance the linguistic, cultural and conceptual resources that students bring to their schooling.
- Evaluate and monitor the success of their attendance strategy and report annually on progress towards meeting their targets.
- Publish the strategy and resources in school plans or other public documents.

All schools are encouraged to implement the same actions specified for focus schools.

Mastering the basics of English literacy and numeracy is essential to participation in contemporary Australian society.

Why is this area important for NSW government schools?

Ensuring that young Aboriginal Australians achieve and go beyond the basics of English literacy and numeracy is one of the most effective ways of enabling their participation in education and broadening their life choices and options.

Some Aboriginal students do not speak Standard Australian English as their first language. Their home language may be Aboriginal English, a creole, or one or more Aboriginal or Torres Strait Islander languages, or any combination of these.

Schools need to:

- Support the use and development of pedagogies that are sensitive to and engage with Aboriginal students' languages and cultures.
- Implement reforms under the National Partnership on Literacy and Numeracy to promote strong school leadership and whole school engagement with literacy and numeracy and effective evidence-based teaching.
- Monitor student and school literacy and numeracy performance to identify where support is needed.

What is the related outcome from the *Aboriginal and Torres Strait Islander Education Action Plan*?

Aboriginal students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.

What local level actions are specified in the *Aboriginal and Torres Strait Islander Education Action Plan*?

Focus schools will:

- Have in place a whole-of-school approach to the teaching and learning of Standard Australian English literacy and numeracy which builds from students' home language(s) where Standard Australian English is a second or further language.
- In literacy, in the first three years of school (and beyond if necessary), use an integrated and balanced approach to reading that includes explicit teaching of phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension.
- In numeracy, in the first three years of school (and beyond if necessary), use an integrated approach to numbers that includes explicit teaching of their purpose, representations, use and application, and interpretation in context (including comprehension).
- In both literacy and numeracy, use data to monitor individual student performance and to drive whole-of-school improvement.
- Participate in appropriate professional learning to support a whole-of-school approach to the teaching of Standard Australian English literacy and numeracy and use of data on student performance to drive individual and whole-of-school improvement.
- Participate in professional learning in ESL strategies and assessment strategies.

All schools are encouraged to implement the same actions specified for focus schools.

LEADERSHIP, QUALITY TEACHING AND WORKFORCE DEVELOPMENT

A key focus for improving the achievements of Aboriginal students is to strengthen the capacity of principals and teachers to deliver quality, culturally inclusive education. Increasing the number of Aboriginal staff across the full range of positions in the Department is also essential.

Why is this area important for NSW government schools?

Educational leadership that acknowledges and embraces Aboriginal leadership is central to establishing productive relationships with Aboriginal students and their families.

We require a highly skilled teaching workforce with a strong understanding and knowledge of quality teaching to deliver culturally inclusive education for Aboriginal students.

It is important that the curriculum values and incorporates Aboriginal content and perspectives to successfully engage Aboriginal students in their learning.

Leaders and researchers agree that increasing the number of Aboriginal staff is a key factor in fostering student engagement and improving education outcomes. In hard-to-staff areas, the employment of Aboriginal staff can contribute to a sustainable workforce that is often 'home grown' and linked to local communities.

What are the related outcomes from the *Aboriginal and Torres Strait Islander Education Action Plan*?

- High performing principals and teachers are effective in supporting Aboriginal students to become successful learners, confident and creative individuals, and active and informed citizens.

- Aboriginal students benefit from school leaders who have a strong understanding of their students' cultural and linguistic backgrounds.

What local level actions are specified in the *Aboriginal and Torres Strait Islander Education Action Plan*?

- Every principal of a focus school will be required to participate in a leadership program to assist them to lead improvement in the learning outcomes of Aboriginal students. In NSW, this will occur within the *Connecting to Country* project. This five day professional learning experience consists of a three day in-the-field cultural immersion program conducted by the Regional/Local AECG. This will be followed by two days of professional learning with opportunities for participants to translate their cultural learning into quality school leadership and quality teaching practices.
- School principals will have the flexibility to tailor operations to meet the needs of their local school. This might include extending operating hours and providing onsite or co-located services such as health care, after hours' study support, multilingual and English as a Second Language programs, sporting programs, child care, and family support programs.
- Principals might also partner with other schools to share resources and facilities, develop joint initiatives and provide peer mentoring and support.

All schools are encouraged to implement the same actions specified for focus schools.

Evidence shows that young Australians who do not complete Year 12 or equivalent are less likely to have the same opportunities as those that do.

Why is this area important for NSW government schools?

Completing Year 12 or equivalent is important in gaining employment and economic independence and provides individuals with the skills to participate fully in society and determine their own futures.

Employment is central to achieving positive social and economic outcomes for individuals and their families.

Young Australians need to have:

- *capabilities*: the skills and abilities needed to take up opportunities;
- *opportunities*: the options that are available and the choices that a person has;
- *resources*: the assets needed to support participation; and
- *responsibilities*: the formal and informal duties we owe to each other.

What is the related outcome from the *Aboriginal and Torres Strait Islander Education Action Plan*?

Aboriginal students make a successful transition from school to work and/or further study.

What local level actions are specified in the *Aboriginal and Torres Strait Islander Education Action Plan*?

Secondary schools will:

- Provide innovative and tailored learning opportunities, mentoring and targeted case management strategies to increase the retention of Aboriginal students to Year 12.
- Provide pathways and improved access to school-based accredited training, including traineeships and apprenticeships, for Aboriginal students in Years 10-12.
- Provide case management for Aboriginal students undertaking school-based traineeships and link them to employment services.
- Provide access to career services for Aboriginal students and their families to support informed career and study choices.
- Maximise opportunities for Aboriginal students under School Business Community Partnerships to extend learning beyond the classroom, increase student engagement, deepen learning experiences and improve educational outcomes.

NSW government ATSIEAP focus schools by school region

Hunter/Central Coast

Budgewoi Public School
Kanwal Public School
Windale Public School
Woodberry Public School

Illawarra and South East

Albion Park Rail Public School
Batemans Bay Public School
Bermagui Public School
Koonawarra Public School
Mogo Public School
Mount Warrigal Public School
Nowra East Public School

New England

Boggabilla Central School
Collarenebri Central School
Drummond Memorial Public
School
Gunnedah Public School
Hillvue Public School
Inverell Public School
Moree East Public School
Narrabri West Public School
Newling Public School
Ross Hill Public School
The Sir Henry Parkes Memorial
Public School
Tingha Public School
Toomelah Public School
Wee Waa Public School

North Coast

Ballina Public School
Casino Public School
Casino West Public School
Coffs Harbour Public School
Coraki Public School
Gillwinga Public School
Grafton Public School
Kempsey West Public School
Lismore Heights Public School
Macksville Public School
Manning Gardens Public School
Port Macquarie Public School
South Grafton Public School
Taree Public School
Toormina Public School
Tweed Heads South Public
School
Westlawn Public School
Westport Public School
William Bayldon Public School
Woodenbong Central School

Riverina

Ashmont Public School
Mount Austin Public School
Parkview Public School
Sturt Public School
Tolland Public School

South Western Sydney

Curran Public School
Tahmoor Public School

Western NSW

Alma Public School
Baradine Central School
Bathurst West Public School
Bourke Public School
Bowen Public School
Brewarrina Central School
Broken Hill North Public School
Buninyong Public School
Cobar Public School
Condobolin Public School
Coonamble Public School
Cowra Public School
Dareton Public School
Dubbo West Public School
Glenroi Heights Public School
Kelso Public School
Lightning Ridge Central School
Menindee Central School
Middleton Public School
Mudgee Public School
Narromine Public School
Nyngan Public School
Walgett Community College -
Primary School
Warren Central School
Wellington Public School
Wilcannia Central School

Western Sydney

Blackett Public School
Braddock Public School
Crawford Public School
Doonside Public School
Lethbridge Park Public School
Marayong Public School
Mount Druitt Public School
Shalvey Public School
Tregear Public School
Whalan Public School

*The term culturally safe is used in this document on pages 7 and 8. A culturally safe environment has been described as *one which is safe for people; where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together with dignity, and truly listening.* (IH Ramsden in Williams R. Cultural Safety-what does it mean for our work practice? Australian and New Zealand Journal of Public Health 1999,23: 213-214)

Jessica Ball describes five principles necessary for cultural safety which have been adapted here for the school setting:

Protocols: respect for cultural forms of engagement.

Personal knowledge: understanding one's own cultural identity and sharing information about oneself to create a sense of equity and trust.

Process: engaging in mutual learning, checking on the cultural safety of Aboriginal students, families and community members.

Positive purpose: ensuring the process yields the right outcome for every Aboriginal student according to that student's and family's values, preferences and lifestyle.

Partnerships: promoting collaborative practice.

Jessica Ball MPH, Ph.D. School of Child and Youth Care, University of Victoria. PowerPoint Presentation: *Creating cultural safety in speech-language and audiology services.* Presented at the Annual Conference of the B.C. Association of Speech-Language Pathologists and Audiologists, Whistler October 25, 2007.

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