

OUR AIMS

- To promote the educational achievements of Aboriginal students.
- To educate all students about Aboriginal Australia.

A STATEMENT

“Being Aboriginal has nothing to do with the colour of your skin or the shape of your nose. It is a spiritual feeling, an identity you know in your heart. It is a unique feeling that may be difficult for non- Aboriginal people to understand.”

Linda Burney, 1994

“Aboriginality is not just a physical manifestation of Aboriginal identity, but includes a combination of cultural heritage, spirituality and an intrinsic link with the land.”

Years 7-10 Aboriginal Studies syllabus

RATIONALE

This policy statement reflects the views and values of Aboriginal people on education and is designed to promote educational achievements for Aboriginal students and to educate all students about Aboriginal Australia.

The Aboriginal Education Policy is also informed by developments in state and national education and training policies and reports on Aboriginal issues. These highlight the importance of literacy skills for Aboriginal students in gaining the necessary foundation for their continuing education and training, and for knowledge of Aboriginal Australia to be integrated into all school curricula.

Monitoring the delivery and outcomes of Aboriginal education programs and educational services to Aboriginal students is fundamental to the achievement of equity and social justice.

The Aboriginal Education Policy provides a framework for taking up this challenge. The focus of this policy will be the delivery of quality teaching and learning programs in schools for Aboriginal and non-Aboriginal students alike, and the development of strategic initiatives.

PRINCIPLES

The following basic principles underpin the Aboriginal Education Policy:

- Aboriginal students have an entitlement to appropriate and adequate resources, recognising the effects of past inequities, to enable them to achieve educational outcomes from schooling that are comparable with those of the rest of the student population.
- Aboriginal communities are entitled to negotiate the decisions that affect their children's schooling through active partnership with the Department of Education and Training (DET) at all levels.
- Aboriginal students are entitled to high quality; culturally appropriate education and training programs as a foundation for lifelong learning.
- All students are entitled to learn about Aboriginal Australia, understanding that Aboriginal communities are the custodians of knowledge about their own cultures and history.
- Aboriginal students are entitled to feel safe and secure in expressing and developing their own identity as Indigenous people within schools and the wider society.
- Aboriginal students are entitled to participate in a system, which is free of racism and prejudice.

FOCUS AREAS

The policy has four focus areas:

- To improve numeracy & literacy outcomes for Aboriginal students
- To increase Aboriginal community engagement with the school
- To increase staff understanding of Contemporary and historic Aboriginal Culture & Identity
- To fortify the sense of identity of Aboriginal students

Focus Area: To improve numeracy & literacy outcomes for Aboriginal students

Aim: That curriculum, teaching and assessment programs will be suitable and culturally appropriate.

Goal	Strategies
To increase student engagement with the curriculum	<ul style="list-style-type: none">• Use effective literacy programs across the school, with high expectations, rich use of language and exploration of background and themes of texts• Develop specific criteria in numeracy & literacy, directly related to stage appropriate Board of Studies syllabus outcomes• Explicitly teach metalanguage related to concepts in numeracy & literacy• Use dynamic learning strategies that involve substantive communication, problem solving, the manipulation of concrete materials when exploring mathematics
To maximise the opportunities for students to experience success	<ul style="list-style-type: none">• Providing intensive numeracy and/or literacy support for students who are not achieving at stage appropriate levels• Ensure all students who recognise their Aboriginality are provided with negotiated Individual Learning Plans (ILP)• Communicate these Learning Plans with the school's Learning Support Team
To ensure that the Planning, Teaching & Learning Cycle is effective by the regular collection of data to Inform planning Confirm program effectiveness Identify individual learning needs	<ul style="list-style-type: none">• Use of Programming & Strategies• Analysis of NAPLAN results• Daybooks referenced to QTF• Review each student's ILP throughout the year• Ensure that ILPs are passed onto teachers each scholastic year

Focus Area: To increase Aboriginal community engagement with the school

Aim: That Aboriginal communities and the school will become closer partners in the education process.

Goal	Strategies
Make the school a place where Aboriginal community members feel comfortable	<ul style="list-style-type: none"> • Provide a friendly and appropriate gathering place for formal meetings and informal interactions • Offer a choice of meeting place for formal & informal interactions • Have tea, coffee & biscuits available to offer community members
Encourage Aboriginal community members to participate in school activities	<ul style="list-style-type: none"> • Have regular school activities that community members can plan to attend i.e. Sports Days, Food Sharing, Living in Harmony Day, NAIDOC celebrations (at least one per term) • Follow up written invitations • Invite community members to share experiences, skills, opinions in class
Encourage Aboriginal community members to become partners in planning & whole school decision making processes	<ul style="list-style-type: none"> • Co-operatively planning behaviour management strategies if required • Make home visits if required • Documenting and following up agreements • Encouraging participation in the P&C
Establish and maintain links to Aboriginal Community organisations and support services.	<ul style="list-style-type: none"> • Attend AECG meetings throughout the year • Liaise with Local Elders as required

Focus Area: Increase staff understanding of Contemporary and historic Aboriginal Culture & Identity

Aim: To ensure that all staff have knowledge, understanding of and respect for Aboriginal culture.

Goal	Strategies
Ensure that staff have current perspectives on Indigenous issues	<ul style="list-style-type: none"> • Staff meetings to explicitly address Indigenous issues in Weeks ? & ? each term • Koori mail to be available in staffroom • Discuss indigenous issues when planning COGS units, Literacy & Numeracy overviews
Develop orientation program for new staff	<ul style="list-style-type: none"> • What Works Quiz • Meeting with local elders • View “Rabbit Proof Fence” & “The Tracker” • Issue “What Works” materials
Staff representative to attend Professional Development Activities	<ul style="list-style-type: none"> • Investigate participation in “Dare to Lead” • Investigate participation in “What Works”

Focus Area: Fortifying Identity

Aim: For all students to recognise and celebrate the unique cultural identity of Aboriginal Australians.

Goal	Strategies
The school community will observe protocols identified in the joint statement from DET & AECG	<ul style="list-style-type: none"> • The Aboriginal flag, Australian flag & NSW flag will be flown together at all appropriate times • Special events will be opened with a “Welcome to Country” if a local elder is available, alternatively SRC or staff will use the “Acknowledgement of Country” • Weekly Assemblies will open with an “Acknowledgement of Country”
The school will participate in special events celebrating Indigenous culture & diversity	<ul style="list-style-type: none"> • Harmony Day • NAIDOC Celebrations