

# ABORIGINAL EDUCATION & COMMUNITY PARTICIPATION PLAN 2008 -2010



Department of Education and Training  
Government of Western Australia



## ***Our Mission***

Leonora District High School will recognise and respect Aboriginal and Torres Strait Islander people. This should be in more than words but by actions. Most local Aboriginal people have a strong spiritual, personal and community attachment to the land. Our Staff and the community will work collaboratively and cooperatively to progress the education and learning of students as well as the school community. As a staff we endeavour to assist our community to impart in their children, principles and values that foster respect, understanding, inclusivity and communal harmony. This will be achieved by strategies that reflect the cultural and educational needs of the Aboriginal community of Newman by developing a partnership and support networks between parents and members of the Aboriginal community to enhance educational outcomes for students.

## ***Our Desired Outcomes***

1. To develop a partnership and support network with parents and members of the Aboriginal community to enhance educational outcomes for students.
2. To encourage parents to become actively involved in the decision, planning and developing in all learning areas.
3. Utilise parents' skills in the education of their children.
4. Achievement of better communication and mutually-supportive relationships between the school & the Aboriginal community.
5. Enhance educational outcomes for Aboriginal students.
6. Collaborate with the wider community to obtain support for the educational success of Aboriginal students.
7. Ensure improved educational outcomes for Aboriginal students.



**To develop a partnership and support network with parents and members of the Aboriginal community to enhance educational outcomes for students.**

- Parent / Caregivers and community members' functions, that are central and culturally appropriate.

PSPI meetings

Cultural Days

NAIDOC week

Meetings to be held not only on school grounds.

- Ongoing visits to parents & strengthening partnerships;

To keep in touch and up to date on school issues we will maintain "up and coming" posters & term planners in Community Health Centre, and Supermarket. Staff welcome parents into the school, to enable them to feel comfortable with the school by open days and class displays.

Home visits: Staff are encouraged to make home visits to further establish links and break down barriers between the school and parents / caregivers.(facilitated by AIEO)

Personally delivered positive messages, by staff, in regards to students achievements both and academically and behavioural (not just negatives).

Home visits to discuss truancy / absenteeism (as there may be cultural reasons or socio – economical reason that impact upon student's attendance).



**To encourage parents to become actively involved in decision making, planning and developing of school initiatives.**

- Extend invitation and assistance to parents until they feel that they are empowered to attend and contribute to meetings and committees (facilitated by AIEO) & Encourage through direct contact Aboriginal caregivers to participate in;

Parents and Citizen / School Council

Parent School Partnership meetings PSPI

Parents encouraged to assist in and out of classroom (i.e. excursion, sports carnivals, movie night etc.,)

Workshops for parents to enable them to assist in enhancing numeracy and literacy skill, at home and school.



**Utilise parents' skills in the education of their children by building on their knowledge and skills and incorporating it into the curriculum.**

- Parents to be encouraged to assist in areas of learning
- Language Development

Tutor students, assist with homework

Excursions

Assist teacher when on excursions (parents should be invited to all excursions)

Traditional art

Aboriginal story tellers and artist are encouraged to perform and demonstrate their skills and encourage students to participate.

Induction & Cultural days

Social activities

- AIEO's conduct a parent and community skills register of skills and knowledge held by Aboriginal community members



**Achievement of better communication and mutually supportive relationships between the school, Aboriginal parents and the wider community**

- Greater and more appropriate communication channels utilised

Home visits conducted by AIEO for reports, recurring excursion notes, camp permission slips, medical information, absenteeism

Term calendar with visual icons for school events

Once a semester / parent invitations held both inside and outside classroom to display student work in a culturally inclusive manner.

Cultural inclusive meetings

PSPI Meetings & Barbecues

Excursions

Culture NAIDOC week

Parental Seminars



**Enhance educational outcomes for Aboriginal students.  
Empower parents by;**

- A welcoming and inclusive environment shown to all parents.

School's commitment to a mutually supportive partnership.

School and teacher invitation to parents requesting assistance in all aspects of education

Classroom assistance

Excursions

Cultural programming

Dress code

Excursion notes

Medical details

- Teachers ensure that class programs are culturally inclusive by;

Awareness and accommodation of Aboriginal learning styles

Ongoing reflection of classroom inclusivity practices

Visual environment culturally appropriate



**Collaborate with the wider community to obtain support for the educational success of Aboriginal students.**

- Networking with other various organisations and other government agencies to develop strategies to assist in educational success of Aboriginal students;

School Interagency meeting  
Community Council meetings  
Department of Community Development (DCD)  
Community Health  
Mining Companies  
DEST (LCP)  
Department of Indigenous Affairs (DIA)  
Investing in Our Community



**Improved educational outcomes for Aboriginal students by**

- Providing relevant and meaningful curriculum appropriate to the individuals learning style and ability.

eLearning platforms  
Equity packages  
Moorditj  
Dare to Lead  
What Works resources

- Networking with the wider community to engage other organisations and government agencies to support and improve the educational outcomes for Aboriginal students.

Police  
Interagency representation  
Sporting Activities  
Community Health  
Adolescent sexual health program  
BBC & CHL program  
Health and Hygiene – health ears

**All planning should be designed to construct programs that emphasise:**

- A highly integrated approach.
- A very flexible approach (including time frames) however cultural inclusive and sensitive
- A very culturally inclusive base philosophy.
- A very varied and 'hands on' program
- A base emphasis in literacy and numeracy through 'relevant' – 'direct link' teaching related to the program activities.
- A big emphasis on recognising the student's cultural base in language and 'making the transition' from that to standard functional English (code switching).
- The building of a class ethos, which is forward looking and positive – values underpins the curriculum
- The moving of students into the wider community through excursions and camps.
- The ongoing aim to involve parents more via parent interaction sessions eg. open class, mothers day lunches, out of class displays.

**Success Outcomes will be measured by:**

- Participation in programs
- Improved engagement and on task behaviours- less suspensions
- Measurable increases in Literacy and Numeracy for consistent attendees
- More positive school ethos & community

**The reasons for our need to act and our need to plan at Leonora DHS**

What works

*“Our people have the right to a good education. Our children need the skills, experiences and qualifications to be able to choose their futures. Our communities need young people coming through with the education and confidence to be effective leaders. We need young people who can be advocates for our people, able to take their place in Australian society and still keep their culture strong.”*

The National Indigenous English Literacy and Numeracy Strategy (NIELNS) 'Ambassadors', a group of well known Indigenous Australians.

There is still a long way to go

- On average, Indigenous Australians in the state and in the Goldfields...
- are less likely to get a preschool education
- are well behind mainstream rates in literacy and numeracy skills development before they leave primary school
- have less access to secondary school in the communities in which they live
- are likely to be absent from school up to two to three times more often than other students
- leave school much younger
- are less than half as likely to go through to Year 12
- are far more likely to be doing bridging and basic entry programmes in universities and vocational education and training institutions
- obtain fewer and lower-level education qualifications.
- These things levels of attendance and engagement must be increased. That's the task.

**We have three general strategies:**

<b>1. Skills</b>	To develop useful academic skills & social skills
<b>2. Participation</b>	To encourage engaged participation
<b>3. Partnerships</b>	knowledgeable and sensitive respect for Aboriginal and Torres Strait Islander people and their cultures — pervades the other two. Genuine partnerships are not easy to foster.

**Focus:**

<b>1. Secondary School entry</b>	Getting used to 'doing secondary school' is harder for some students than others. A good start may not lead to a good finish, but it's much better than a bad start. Our plan therefore encourages and welcomes all students into the secondary school and classes. It is in the early years of secondary school that most Aboriginal and Torres Strait Islander students are 'lost' to formal education. These are the most challenging years for many students. A valued purpose must be found for continuing. Our plan endeavours to assist in this transition with engagement programs to cater for students in these “difficult” years.
<b>2. Transition to employment</b>	Clear pathways are required to ongoing education, training or employment by links to Traineeships, TAFE and Vocations.

**Qualifications needed by all staff, students and parents at Leonora DHS:**

- A commitment to succeeding.
- A certain amount of courage and persistence.
- A willingness to learn.



### A Plan that caters for Learning Styles:

#### Are there such things as Aboriginal or Torres Strait Islander learning styles?

Ways of learning are derived from ways of life and how adults and other people, including peers, in the immediate context 'teach'. These ways of learning develop through a complex interaction between life experiences, habits and formal instruction. Some cultural differences may occur in this regard which you should consider but they cannot be assumed. Culture is shaped by a multitude of circumstances and influences. Children learn best when their diversity of experience in home and community is recognised and built upon in other settings. The diversity of family and cultural contexts means that children bring different experiences to new learning situations. In its paper 'Effective Learning Issues for Indigenous Children Aged 0-8 Years', presented to the July 2001 meeting of the Ministerial Council on Education, Employment, Training and Youth Affairs, the Taskforce on Indigenous Education pointed out (p. 31) that:

*“ To develop more effective learning, some commentators argue that there needs to be a shift away from a view of individual learners to a view of learning as 'participation in a community of practice'. The emphasis then is not on how individual children learn, but on why and how people learn through their culture and how participation in culture shapes identity. To this end, some schools and community groups have sought to develop a greater sense of partnership and collaboration between the school and its community. These schools have generally recognised and valued the language and culture of communities, involved the local community in educational decision-making and sought to acknowledge and respond to their richness and diversity by modifying school curricula and classroom practices.*

*One way to develop more effective curricula is to ensure that students have opportunities to consider the methods and content of the school curriculum from the perspective of their own cultural identity. Rather than aim for a curriculum that avoids discussions of cultural identity, the goal should be to facilitate the process by which students are permitted to discover and explore their cultural connections. This further work needs to be undertaken by exploring more inclusive teaching styles and the impact of Indigenous cultures on classroom interactions and processes, and at the same time avoiding any consideration of 'Indigenous learning styles'. Every child has their own learning style and the Taskforce is of the view that these learning styles are not dependent on whether the child is Indigenous or non-Indigenous. In order to put into place the basic teaching principle of beginning where the student feels comfortable, respecting the home environment of their students is a principle which teachers must put into action every day of their teaching careers. Knowing the cultural background of your students means, among other things, knowing who their caregivers are and the employment status of those caregivers which will in turn give an idea of the economic situation of the family. At the same time as knowing each individual child's home circumstances and his or her individual strengths, needs and aspirations, teachers need to work on ensuring their place as a member of a larger group. It is important that teachers start with their individual students, not with the collective cultural group to which students belong. It is within the living memory of individuals that Aboriginal and Torres Strait Islander men, women and children were forcibly moved to missions and reserves where they were often restricted with regards to everyday activities such as attending school, working, recreation and entertainment, attending church, even shopping. Other ways to begin the process of acknowledging cultural identity include displaying art from the local community and employing custodians of local cultural knowledge who are willing and able to share such knowledge with students. Being aware of and using the local language group's names for particular landmarks shows respect for, knowledge and a willingness to integrate that knowledge into the everyday life of the school. ”*

## Some checkpoints for improving the level of student success at Leonora DHS

### **General (to the teacher, teacher aide and administrator)**

- How aware are you of your Indigenous students?  
How much do you know about their backgrounds, aspirations and needs?
- Are good personal relationships established between you and the students and their families?
- Is there a degree of flexibility, responsible but considerate, applied to arrangements for students' education/training?
- Are processes in place by you to liaising and maintaining regular contact with members of local communities on issues related to education/training?
- Do you have specific targets in place for students' success and have you implemented means for their achievement?

### **Acknowledgment, recognition and support of Indigenous cultures (to the administrator)**

- Are provisions in place for non-Indigenous staff to learn about Indigenous cultures in general and local Indigenous cultures in particular?
- Is there a recognisable Indigenous 'presence' in the school in terms of teaching and employed support staff, guests to the school and other support personnel?
- Does the school recognise and express its respect for the cultures of its Indigenous students in ways that are acceptable to and appreciated by students and other members of local communities?
- Are there opportunities for students to learn an Indigenous language or languages?

### **Developing skills (to all staff)**

- Do your students have any hearing or vision impairment?  
Where such impairments exist, are procedures in place to help rectify or alleviate them?  
Have teaching processes been modified to take account of them?
- Is intensive support available for students whose skills in reading and writing Standard Australian English (SAE) and numeracy are below conventional levels?
- Are the features of SAE taught explicitly and, where relevant, its differences from students' dialectal forms of English clearly defined and explained?
- Is regular use made of the life experiences and knowledge of students to make connections with other curricular content?
- Are teaching materials that deal with Indigenous cultures in an accurate and relevant way a conventional part of the content of the curriculum?
- Does the curriculum provide opportunities for cultural reference and expression?

- Are there consistent opportunities available for students to work cooperatively?
- Is a range of types of learning opportunities and media conventionally employed?

**Attendance and participation**

- Has the school worked with key members of the local community to discuss possible strategies that might change the situation?



## **KEY FOCUS AREA 1 – HIGH PRIORITY ACCESS AND PARTICIPATION**

**OUTCOME: ALL ABORIGINAL STUDENTS THROUGH ENROLMENTS HAVE ACCESS TO, AND PARTICIPATE IN, ALL LEVELS OF SCHOOLING AND EDUCATION RELATED PROGRAMS INCLUDING KINDERGARTEN THROUGH THE COMPULSORY AND POST-COMPULSORY SCHOOL YEARS.**

### **BACKGROUND:**

**IT IS GENERALLY ACCEPTED THAT OVERALL ACCESS AND PARTICIPATION RATES FOR ABORIGINALS HAVE IMPROVED CONSIDERABLY OVER THE LAST THREE DECADES, WITH A STRONG GROWTH IN ABORIGINAL SCHOOL ENROLMENTS IN AUSTRALIA WITH A 40% INCREASE FROM 1991 TO 1998.**

**STATISTICS INDICATE THAT IN THE PRE-SCHOOL AND SECONDARY YEARS, THERE IS A CLEAR NEED TO IMPROVE THE ACCESS AND PARTICIPATION LEVELS OF ABORIGINAL STUDENTS, TO ADDRESS THE SLOWER IMPROVEMENT IN AND MUCH LOWER RATES OF PARTICIPATION FOR THESE STUDENTS THAN FOR NON-ABORIGINAL STUDENTS.**

IN THE DISCUSSION PAPER *ACHIEVING EDUCATIONAL EQUALITY FOR AUSTRALIA'S ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES*, COMMENT IS MADE THAT THE USE OF INTENSIVE, EXPLICIT AND STUDENT-FOCUSSED APPROACHES IS CRITICAL TO ACHIEVING SUCCESS IN ADDRESSING THE ISSUE OF 'PARTICIPATION'. CRUCIAL TO THE SUCCESS OF SUCH APPROACHES IS:

- THE LEVEL OF SUPPORT PROVIDED TOGETHER BY TEACHERS, EDUCATION WORKERS AND OTHER ADULTS AND THE PLACEMENT OF THESE PERIODS OF INTENSIVE WORK AT CONSISTENT TIMES DURING THE SCHOOL WEEK; [MORNING BLOCK PRIORITY TEACHING WITH AIDE SUPPORT]
- MORE INTENSIVE INVESTIGATION OF STUDENTS' CULTURAL BACKGROUNDS;
- CONSISTENT AND CLOSE MONITORING OF CHANGE AND PROGRESS. [GIR STRATEGIST, ACTION LEARNING & COLLABORATIVE MEETINGS]

TWO KEY CHARACTERISTICS OF THIS STUDENT-FOCUSSED WORK ARE THEIR ATTENTION TO A WIDE RANGE OF ISSUES AND THE INTENSITY OF THEIR AND FREQUENT USE OF ALTERNATIVE SETTINGS FOR A PART OF THE WEEK.

ABORIGINAL STUDENT PARTICIPATION CAN ALSO BE IMPROVED BY PROMOTING THE MODEL OF 'SHARED RESPONSIBILITY'. THIS CAN BE PROMOTED BY SUPPORTING PARTICIPATION AT, AND PRIOR TO SCHOOL ENTRY, AND SUPPORTING PARTICIPATION AND ATTENDANCE ESPECIALLY DURING THE MIDDLE SECONDARY SCHOOL YEARS WHEN DEPARTURE FROM FORMAL EDUCATION BECOMES MORE PRONOUNCED.

**PRIORITY 1: ACCESS AND PARTICIPATION**

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
<p>1. IMPROVE THE RETENTION OF ABORIGINAL STUDENTS AT THE PRIMARY AND SECONDARY SCHOOL LEVEL.</p> <p>2. IMPROVE THE ACCESS AND PARTICIPATION OF ABORIGINAL STUDENTS THROUGH A VARIETY OF ENROLMENT PROCESSES INCLUDING DISTANCE EDUCATION.</p>	<p>1. THE NUMBER OF ABORIGINAL STUDENTS ENROLLED IN YEARS 8-10 IN SECONDARY SCHOOLS IS MAINTAINED.</p> <p>2. THE ENROLMENT OF ABORIGINAL STUDENTS IN THE SCHOOLS OF ISOLATED AND DISTANCE EDUCATION WHO ARE UNABLE TO ATTEND SCHOOL DUE TO GEOGRAPHIC ISOLATION IS INCREASED AND MAINTAINED.</p>	<p>2-1 IDENTIFY STUDENTS RESIDING IN THE CATCHMENT AREA.</p> <p>2-2 COMMUNICATE WITH ABORIGINAL FAMILIES AND OTHER AGENCIES WHEN STUDENTS ARE NOT ENROLLED TO ASCERTAIN THE REASONS FOR THEIR NON-ENROLMENT AT THE SCHOOL.</p> <p>2-3 ASSIST THE ENROLMENT OF ABORIGINAL STUDENTS THROUGH FLEXIBLE AND CULTURALLY SENSITIVE PROCESSES AND PROCEDURES, THAT RECOGNISE THE NEEDS OF ABORIGINAL FAMILIES AND THEIR MEMBERSHIP IN EXTENDED FAMILIES.</p> <p>2-4 ESTABLISH PROCEDURES AND PROCESSES THAT ARE INCLUSIVE OF ABORIGINAL STUDENTS AND FAMILIES IN RELATION TO TRANSITION BETWEEN PRE-SCHOOL AND YEAR 1, AND YEAR 7 AND 8.</p> <p>3-1 USE THE RESOURCES OF THE SCHOOLS OF ISOLATED AND DISTANCE EDUCATION TO PROVIDE EDUCATIONAL SUPPORT TO ABORIGINAL STUDENTS.</p>

## **KEY FOCUS AREA 2**

### **ATTENDANCE – HIGH PRIORITY**

**OUTCOMES:** ABORIGINAL STUDENTS ATTEND EDUCATIONAL PROGRAMS, WHICH FOCUS ON “TIME ON TASK”, ON A REGULAR BASIS AT ALL LEVELS OF SCHOOLING INCLUDING KINDERGARTEN THROUGH TO YEAR 12.

ABORIGINAL STUDENTS RECEIVE STUDENT SUPPORT SERVICES AT SCHOOL AND SENIOR LEVEL, TO ADDRESS ABSENTEEISM, TRUANCY, AND ALIENATION FROM SCHOOL AND TO IMPROVE AND MAINTAIN REGULAR SCHOOL ATTENDANCE.

ABORIGINAL STUDENTS, THROUGH REGULAR AND IMPROVED ATTENDANCE, PROGRESS THROUGH COMPULSORY SCHOOLING, ATTAIN GRADE PROGRESSION LEVELS THROUGH TO AND COMPLETE AT LEAST YEAR 10, AND ATTAIN SCHOOL TO VOCATION EDUCATION AND TRAINING AND SCHOOL TO WORK PATHWAYS.

ABORIGINAL STUDENTS, THROUGH REGULAR AND IMPROVED ATTENDANCE, PROGRESS FROM COMPULSORY TO POST COMPULSORY SCHOOLING, ATTAIN GRADE PROGRESSION LEVELS THROUGH TO YEAR 12, AND ATTAIN YEAR 12 CERTIFICATES.

#### **BACKGROUND:**

ABORIGINAL STUDENTS ATTEND SCHOOL LESS CONSISTENTLY THAN THEIR NON-ABORIGINAL PEERS AND ARE MORE LIKELY TO DROP OUT OF SCHOOL. ABORIGINAL STUDENTS ATTEND ABOUT 84% OF SCHOOL DAYS AND NON-ABORIGINAL STUDENTS ATTEND FOR ABOUT 93%. THIS GAP WIDENS IN SECONDARY SCHOOL. IN YEAR 10, WHICH IS THE LOWEST POINT IN ATTENDANCE FOR BOTH ABORIGINAL AND NON-ABORIGINAL STUDENTS, ABORIGINAL STUDENTS ARE ABSENT UP TO THREE TIMES MORE OFTEN THAN NON-ABORIGINAL STUDENTS. THERE ARE MANY REASONS FOR THIS SITUATION, AND ‘CULTURAL ALIENATION’ RANKS HIGH ON THE LIST. THIS IS INDICATED BY:

- THE DIFFICULTIES OF FAMILIES AND NEWMAN SENIOR HIGH SCHOOL TO BRIDGE THE DIFFERENCE BETWEEN THE HOME ENVIRONMENT AND THE CLASSROOM;
- THE DIFFERENT CULTURE AND STRUCTURE OF ABORIGINAL FAMILIES;
- THE TENSION BETWEEN DEMANDS OF ABORIGINAL FAMILY LIFE AND SCHOOL LIFE; AND
- ALIENATION OF MANY ABORIGINAL FAMILIES AND STUDENTS PARTICIPATING IN THE WIDER COMMUNITY CHALLENGES FAMILIES.

POOR ATTENDANCE, WITH ITS ASSOCIATED KNOWLEDGE GAPS, CREATES CLASSROOM SITUATIONS WHERE ABORIGINAL STUDENTS ARE NOT COPING, BECOME DISRUPTIVE, FACE REDUCED ON-TASK TIME, AND GENERALLY EXPERIENCE GREATER DISCIPLINARY INTERVENTION. DISCIPLINARY ACTION MAKES SCHOOL UNATTRACTIVE AND FURTHER REDUCES THE CHANCES OF SUCCESS FOR ABORIGINAL STUDENTS.

TO ADDRESS THE FACTORS THAT CAN BE BARRIERS FOR ABORIGINAL STUDENTS, IT IS IMPORTANT TO ENSURE THAT EDUCATION ARRANGEMENTS FOR ABORIGINAL CHILDREN SUPPORT THEIR PARENTS AND CAREGIVERS IN THEIR RESPONSIBILITIES TO ASSIST THEIR CHILDREN TO ATTEND SCHOOL REGULARLY. THIS MEANS THAT SCHOOLING ACKNOWLEDGES THE CLOSE RELATIONSHIP BETWEEN THE ATTENDANCE RATES OF ABORIGINAL STUDENTS AND POVERTY, HEALTH, HOUSING AND ACCESS TO GOVERNMENT SERVICES FOR ABORIGINAL FAMILIES.

**PRIORITY 3:**

**ATTENDANCE**

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
<p>1. IMPROVE THE ATTENDANCE OF ABORIGINAL STUDENTS AT THE KINDERGARTEN, PRE-SCHOOL LEVEL, PRIMARY, SECONDARY AND POST COMPULSORY SCHOOL LEVEL.</p> <p>2. IMPROVE THE RETENTION OF ABORIGINAL STUDENTS IN YEARS 8-12.</p> <p>3. IMPROVE THE ATTAINMENT OF YEAR 10 AND YEAR 12 CERTIFICATES OR EQUIVALENTS BY</p>	<p>1. THE ATTENDANCE RATES OF ABORIGINAL AT THE KINDERGARTEN, PRE-SCHOOL LEVEL, PRIMARY, SECONDARY AND POST COMPULSORY SCHOOL LEVEL IS INCREASED AND MAINTAINED, AND ARE COMPARABLE TO NON-ABORIGINAL STUDENTS.</p> <p>2. THE RETENTION RATES OF ABORIGINAL STUDENTS IN YEARS 8-12 IS INCREASED AND MAINTAINED, AND ARE COMPARABLE TO NON-ABORIGINAL STUDENTS.</p> <p>3. THE NUMBER OF ABORIGINAL STUDENTS ATTAINING YEAR 10 AND 12 CERTIFICATES OR EQUIVALENTS IS INCREASED, AND ARE COMPARABLE TO NON-ABORIGINAL STUDENTS.</p>	<p>1-1 PROVIDE WELCOMING, CULTURALLY SENSITIVE AND SUPPORTIVE KINDERGARTEN, PRE-SCHOOL, CLASSROOM AND SCHOOL ENVIRONMENTS FOR ABORIGINAL STUDENTS</p> <p>1-2 IMPLEMENT THE <i>ANTI-RACISM POLICY, RACISM NO WAY</i> STRATEGY AND PROCEDURES IN NEWMAN SENIOR HIGH SCHOOL FOR STUDENTS, STAFF AND SCHOOL COMMUNITIES.</p> <p>1-3 ESTABLISH PROCESSES FOR MORE POSITIVE AND EFFECTIVE RELATIONSHIPS BETWEEN THE STAFF AND ABORIGINAL STUDENTS INCLUDING LEARNING AND TEACHING RELATIONSHIPS.</p> <p>1-4 DEVELOP AND IMPLEMENT LEARNING PROGRAMS IN NEWMAN SENIOR HIGH SCHOOL THAT VALUE AND ARE INCLUSIVE OF THE CULTURAL DIFFERENCES OF ABORIGINAL STUDENTS INCLUDING THROUGH DISTANCE EDUCATION.</p> <p>1-5 DEVELOP ATTENDANCE PLANS FOR ABORIGINAL STUDENTS IN COLLABORATION WITH THEIR FAMILIES, AND PROVIDE REWARDS FOR REGULAR ATTENDEES.</p> <p>1-6 PROVIDE SCHOOL AND SENIOR BASED AND INTER-AGENCY SUPPORT SERVICES FOR ABORIGINAL STUDENTS AND THEIR FAMILIES TO ENCOURAGE AND ASSIST REGULAR ATTENDANCE.</p> <p>1-7 USE STUDENTS AT EDUCATIONAL RISK INITIATIVES SUCH AS <i>RETENTION AND PARTICIPATION</i> AND <i>HEALTH AND WELL-BEING</i>, FOR ABORIGINAL STUDENTS WHO DISPLAY SYMPTOMS OF ALIENATION FROM NEWMAN SENIOR HIGH SCHOOL.</p> <p>1-8 ESTABLISH PROCESSES AND PROCEDURES AT THE SCHOOL AND SENIOR LEVEL TO CATER FOR THE EDUCATIONAL NEEDS OF ABORIGINAL STUDENTS AFFECTED BY EXPLAINED ABSENCES, TRANSIENCY, SUSPENSIONS, EXCLUSIONS, AND DETENTION OR INCARCERATION.</p> <p>2-1 ESTABLISH MENTORING, ROLE MODELLING AND STUDENT CENTRED PROGRAMS AT THE SCHOOL LEVEL TO PROMOTE AND ENCOURAGE THE RETENTION OF ABORIGINAL STUDENTS THROUGHOUT THE SECONDARY YEARS.</p> <p>2-2 PROVIDE QUALITY STRUCTURED WORKPLACE OPPORTUNITIES AND VOCATIONAL EDUCATION PROGRAMS AT THE SCHOOL LEVEL FOR ABORIGINAL STUDENTS</p> <p>3-1 ESTABLISH COMMUNITY AND INDUSTRY EDUCATION COMPACTS TO ENCOURAGE ATTAINMENT OF ABORIGINAL STUDENTS TO YEAR 10 AND YEAR 12 CERTIFICATE LEVELS, TO INCREASE POST-COMPULSORY SCHOOLING OPTIONS, AND TO EFFECTIVELY LINK EDUCATION TO CAREER CHOICES.</p> <p>3-2 IMPLEMENT THE ABORIGINAL AND TORRES STRAIT ISLANDER CAREER ASPIRATIONS PROGRAM (AICAP) WITH ABORIGINAL STUDENTS.</p>

**KEY FOCUS AREA 3**  
**LITERACY – HIGH PRIORITY**

**OUTCOME:**      **ABORIGINAL STUDENTS DEMONSTRATE LITERACY AWARENESS AND UNDERSTANDING IN THE KINDERGARTEN AND PRE-SCHOOL YEARS, AND DEMONSTRATE COMPARABLE PERFORMANCE AND ACHIEVE EQUITABLE OUTCOMES AS NON-ABORIGINAL STUDENTS IN LITERACY IN THE PRIMARY AND SECONDARY YEARS.**

**BACKGROUND:**

PROFICIENCY IN LITERACY PROVIDES THE FOUNDATION FOR STUDENTS TO LEARN, ACCESS AND USE INFORMATION EFFECTIVELY ACROSS ALL LEARNING AREAS AND IN DIFFERENT ENVIRONMENTS. THE FAILURE TO DEVELOP EFFECTIVE LITERACY SKILLS USUALLY MEANS STUDENTS NEVER ACHIEVE THEIR FULL POTENTIAL IN SCHOOL AND IN OTHER ASPECTS OF THEIR LIFE.

IN RELATION TO THE ACHIEVEMENT OF SATISFACTORY LEVELS FOR ABORIGINAL STUDENTS IN ENGLISH, THERE ARE A RANGE OF IMPEDING ISSUES WHICH NEED TO BE ADDRESSED, SUCH AS LOW TEACHER, STUDENT AND PARENT EXPECTATIONS OF SUCCESS IN EDUCATION, LOW LEVELS OF ACADEMIC ACTIVITY IN THE CLASSROOM, A FOCUS ON BEHAVIOUR MANAGEMENT RATHER THAN TEACHING, DIFFICULTIES IN ACCOMMODATING THE DIVERSITY OF STUDENT LEARNING NEEDS, AND IRREGULAR ATTENDANCE BY STUDENTS.

AS WELL, STANDARD MAINSTREAM LITERACY PRACTICES ASSUME DOMINANT CULTURALLY-EMBEDDED LITERACY UNDERSTANDINGS, THAT DO NOT ADEQUATELY SUPPORT ABORIGINAL STUDENTS TO BECOME EFFECTIVE READERS AND WRITERS. IN ADDITION, HEARING IMPAIRMENTS PRESENT A SEVERE IMPEDIMENT TO THE DEVELOPMENT OF ENGLISH LITERACY PARTICULARLY FOR MANY ABORIGINAL STUDENTS FOR WHOM STANDARD AUSTRALIAN ENGLISH MAY NOT BE A FIRST OR EVEN A SECOND LANGUAGE.

**RELATED MCEETYA PRIORITY:**

TO ENSURE PARTICIPATION OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS IN EDUCATION AND TRAINING.

TO ENSURE EQUITABLE AND APPROPRIATE EDUCATIONAL ACHIEVEMENT FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS.

**PRIORITY 3:**

**LITERACY**

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
<p>1. IMPROVE THE LEVELS OF LITERACY AWARENESS AND UNDERSTANDING OF ABORIGINAL STUDENTS NEEDS IN THE KINDERGARTEN, PRE-SCHOOL, AND THE LITERACY LEVELS OF ABORIGINAL STUDENTS IN THE PRIMARY AND SECONDARY YEARS.</p>	<p>1. INCREASE IN THE NUMBER OF ABORIGINAL PRE-SCHOOL STUDENTS WHO DEMONSTRATE LITERACY AWARENESS AND UNDERSTANDING OF A LEVEL APPROPRIATE FOR SCHOOL ENTRY OR THEIR AGE.</p> <p>INCREASE IN THE NUMBER OF ABORIGINAL STUDENTS WHO DEMONSTRATE IMPROVEMENT IN LITERACY LEVELS IN PARTICULAR READING, WRITING AND SPELLING.</p>	<p>1-1 PROMOTE AND DEMONSTRATE AT SCHOOL AND SENIOR LEVEL A RECOGNITION AND VALUING OF ABORIGINAL WAYS OF LEARNING, AND ABORIGINAL CULTURAL DIFFERENCES AS STRENGTHS.</p> <p>1-2 ESTABLISH IN COLLABORATION WITH ABORIGINAL STAFF, PARENTS, COMMUNITY AND OTHER AGENCIES, AT SCHOOL AND SENIOR LEVEL PROCESSES TO ADDRESS FACTORS THAT PREVENT SUCCESSFUL LANGUAGE AND LITERACY LEARNING BY ABORIGINAL STUDENTS.</p> <p>1-3 DEVELOP AND IMPLEMENT IN COLLABORATION WITH ABORIGINAL STAFF, PARENTS AND COMMUNITY MEMBERS, MORE CULTURALLY SENSITIVE PROCESSES, CONTENT AND RESOURCES FOR LANGUAGE AND LITERACY DEVELOPMENT ACROSS THE CURRICULUM FOR ABORIGINAL STUDENTS. REFER TO <i>THE IESIP STRATEGIC RESULTS PROJECTS</i> FOR EXAMPLES.</p> <p>1-4 USE SUPPORT PROGRAMS TO ASSIST THE ACHIEVEMENT OF LANGUAGE AND LITERACY OUTCOMES FOR ABORIGINAL STUDENTS SUCH AS ELAN (EARLY LITERACY AND NUMERACY LEARNING), LITERACY NET, ILSS, <i>SOLID ENGLISH</i> AND <i>DEADLY WAYS TO LEARN, STEPPING OUT</i>, AND DISTANCE LEARNING MATERIALS FOR REMOTE COMMUNITIES.</p> <p>1-5 ESTABLISH PROCESSES AND PROCEDURES TO IDENTIFY AND CATER FOR ABORIGINAL STUDENTS NOT ACHIEVING EQUITABLE OUTCOMES IN LITERACY.</p> <p>1-6 PROVIDE INDIVIDUALISED LEARNING PROGRAMS FOR ABORIGINAL STUDENTS WITH A HISTORY OF CONDUCTIVE HEARING LOSS TO ASSIST THEIR LANGUAGE AND LITERACY SKILLS DEVELOPMENT.</p> <p>1-7 ESTABLISH LANGUAGE PROGRAMS THAT ENCOURAGE AND ASSIST ABORIGINAL STUDENTS TO ACHIEVE PROFICIENCY IN STANDARD AUSTRALIAN ENGLISH, AND ARE INCLUSIVE OF THE STUDENT'S HOME LANGUAGE.</p> <p>1-8 DEVELOP LANGUAGE AND LITERACY PERFORMANCE MEASURES AND ASSESSMENT METHODS AT THE SCHOOL LEVEL THAT ARE MORE CULTURALLY SENSITIVE FOR ABORIGINAL STUDENTS.</p> <p>1-9 DEVELOP AND IMPLEMENT AT THE SCHOOL AND SENIOR LEVEL A FRAMEWORK, INCLUDING THE COLLECTION OF BASELINE DATA, FOR REPORTING ON ABORIGINAL STUDENT PROGRESS AND ACHIEVEMENT IN LITERACY AND STANDARD AUSTRALIAN ENGLISH.</p>

**KEY FOCUS AREA 4**  
**NUMERACY – HIGH PRIORITY**

**OUTCOME :** ABORIGINAL STUDENTS DEMONSTRATE NUMERACY AWARENESS AND UNDERSTANDING IN THE KINDERGARTEN AND PRE-SCHOOL YEARS, AND DEMONSTRATE COMPARABLE PERFORMANCE AND ACHIEVE EQUITABLE OUTCOMES AS NON-ABORIGINAL STUDENTS IN NUMERACY IN THE PRIMARY AND SECONDARY YEARS.

**BACKGROUND:**

LIKE IN LITERACY, PROFICIENCY IN NUMERACY PROVIDES THE FOUNDATION FOR STUDENTS TO LEARN, ACCESS AND USE INFORMATION EFFECTIVELY ACROSS ALL LEARNING AREAS AND IN DIFFERENT ENVIRONMENTS. THE FAILURE TO DEVELOP EFFECTIVE LITERACY SKILLS USUALLY MEANS STUDENTS NEVER ACHIEVE THEIR FULL POTENTIAL IN SCHOOL AND IN OTHER ASPECTS OF THEIR LIFE.

IN RELATION TO THE ACHIEVEMENT OF SATISFACTORY LEVELS FOR ABORIGINAL STUDENTS IN NUMERACY, THERE ARE A SIMILAR RANGE OF IMPEDING ISSUES WHICH NEED TO BE ADDRESSED, SUCH AS LOW TEACHER, STUDENT AND PARENT EXPECTATIONS OF SUCCESS IN EDUCATION, LOW LEVELS OF ACADEMIC ACTIVITY IN THE CLASSROOM, A FOCUS ON BEHAVIOUR MANAGEMENT RATHER THAN TEACHING, DIFFICULTIES IN ACCOMMODATING THE DIVERSITY OF STUDENT LEARNING NEEDS, AND IRREGULAR ATTENDANCE BY STUDENTS.

THE ISSUES RELATING TO LITERACY ALSO NEED TO BE ADDRESSED TO IMPROVE LEVELS OF ACHIEVEMENT IN NUMERACY FOR ABORIGINAL STUDENTS. THE DEVELOPMENT OF ABORIGINAL STUDENTS' UNDERSTANDING IN AND THE USE OF STANDARD AUSTRALIAN ENGLISH AS THE LANGUAGE OF MATHEMATICS IS CRUCIAL FOR ACHIEVING PROFICIENCY. HOWEVER, LITERACY ALONE WILL NOT ENSURE NUMERACY. MATHEMATICAL CONCEPTS AND PRACTICES APPEAR TO BE MORE DOMINANT CULTURALLY EMBEDDED, COMPARED TO LITERACY, AND SOME APPEAR TO BE ALIEN TO ABORIGINAL WORLD VIEWS.

**RELATED MCEETYA PRIORITY:**

TO ENSURE PARTICIPATION OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS IN EDUCATION AND TRAINING.

TO ENSURE EQUITABLE AND APPROPRIATE EDUCATIONAL ACHIEVEMENT FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS.

**PRIORITY 5:**

**NUMERACY**

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
<p><b>1. <i>IMPROVE THE LEVELS OF MATHEMATICS AND NUMERACY AWARENESS AND UNDERSTANDING OF ABORIGINAL STUDENTS NEEDS IN THE KINDERGARTEN AND PRE-SCHOOL YEARS, AND THE NUMERACY LEVELS AND MATHEMATICS OUTCOMES OF ABORIGINAL STUDENTS IN THE PRIMARY AND SECONDARY YEARS.</i></b></p>	<p>1. INCREASE IN THE NUMBER OF ABORIGINAL PRE-SCHOOL STUDENTS WHO DEMONSTRATE NUMERACY AWARENESS AND UNDERSTANDING OF A LEVEL APPROPRIATE FOR SCHOOL ENTRY OR THEIR AGE.</p> <p>INCREASE IN THE NUMBER OF ABORIGINAL STUDENTS WHO DEMONSTRATE IMPROVEMENT IN MATHEMATICS AND NUMERACY.</p>	<p>1-1 PROMOTE AND DEMONSTRATE AT SCHOOL AND SENIOR LEVEL A RECOGNITION AND VALUING OF ABORIGINAL WAYS OF LEARNING, AND ABORIGINAL CULTURAL DIFFERENCES AS STRENGTHS.</p> <p>1-2 ESTABLISH IN COLLABORATION WITH ABORIGINAL STAFF, PARENTS, COMMUNITY AND OTHER AGENCIES, AT SCHOOL AND SENIOR LEVEL PROCESSES TO ADDRESS FACTORS THAT PREVENT SUCCESSFUL MATHEMATICS AND NUMERACY LEARNING BY ABORIGINAL STUDENTS.</p> <p>1-3 DEVELOP AND IMPLEMENT IN COLLABORATION WITH ABORIGINAL STAFF, PARENTS AND COMMUNITY MEMBERS, MORE CULTURALLY SENSITIVE PROCESSES, CONTENT AND RESOURCES FOR MATHEMATICS AND NUMERACY DEVELOPMENT ACROSS THE CURRICULUM FOR ABORIGINAL STUDENTS.</p> <p>1-4 USE SUPPORT PROGRAMS TO ASSIST THE ACHIEVEMENT OF MATHEMATICS AND NUMERACY OUTCOMES FOR ABORIGINAL STUDENTS SUCH AS EARLY LITERACY AND NUMERACY TEACHERS, MATHEMATICS LITERACY NET, ABORIGINAL NUMERACY PROJECT, AND NUMERACY ACROSS THE CURRICULUM.</p> <p>1-5 ESTABLISH PROCESSES AND PROCEDURES TO IDENTIFY AND CATER FOR ABORIGINAL STUDENTS NOT ACHIEVING EQUITABLE OUTCOMES IN MATHEMATICS AND NUMERACY.</p> <p>1-6 PROVIDE INDIVIDUALISED LEARNING PROGRAMS FOR ABORIGINAL STUDENTS WITH A HISTORY OF CONDUCTIVE HEARING LOSS TO ASSIST THEIR MATHEMATICS AND NUMERACY SKILLS DEVELOPMENT.</p> <p>1-7 DEVELOP MATHEMATICS AND NUMERACY PERFORMANCE MEASURES AND ASSESSMENT METHODS AT THE SCHOOL LEVEL THAT ARE MORE CULTURALLY SENSITIVE FOR ABORIGINAL STUDENTS.</p> <p>1-8 DEVELOP AND IMPLEMENT AT THE SCHOOL AND SENIOR LEVEL A FRAMEWORK, INCLUDING THE COLLECTION OF BASELINE DATA, FOR REPORTING ON ABORIGINAL STUDENT PROGRESS AND ACHIEVEMENT IN MATHEMATICS AND NUMERACY.</p>

**KEY FOCUS AREA 5**  
**CULTURALLY INCLUSIVE CURRICULA – HIGH PRIORITY**

*OUTCOME: ABORIGINAL STUDENTS RETAIN AND BUILD UPON THEIR ABORIGINAL CULTURAL CAPITAL IN THE KINDERGARTEN AND PRE-SCHOOL YEARS THROUGH ENGAGEMENT IN AN ONGOING, STRUCTURED ABORIGINAL STUDIES AND LANGUAGE PROGRAM, AND ENGAGEMENT IN ACTIVITIES TO ADDRESS ABORIGINAL PERSPECTIVES ACROSS THE CURRICULUM, IN ABORIGINAL STUDIES WITHIN THE CURRICULUM, AND FOR LEARNING AN ABORIGINAL LANGUAGE, IN THE PRIMARY AND SECONDARY YEARS.*

*BACKGROUND:*

FOR DECADES, EDUCATION SYSTEMS HAVE BEEN CONDUCTING COMPENSATORY PROGRAMS FOR ABORIGINAL STUDENTS TO PROVIDE ADDITIONAL SUPPORT. WHILE THESE PROGRAMS HAVE BEEN RESPONSIBLE FOR THE CONSIDERABLE PROGRESS MADE IN ABORIGINAL EDUCATIONAL ACHIEVEMENTS, THEY OFTEN HAD TWO UNINTENDED SIDE EFFECTS. FIRST, THEY MARGINALISE THE TARGET GROUP AND THE PERSONNEL WHO IMPLEMENT THE PROGRAMS, AND SECOND, THEY BECOME THE FOCUS OF PERCEPTIONS ABOUT UNFAIR ACCESS TO ADDITIONAL RESOURCES.

THESE SIDE EFFECTS HAVE LED TO THE DEVELOPMENT OF A MYSTIQUE ABOUT THE PEDAGOGY AND THE POLICY AND GOALS ON WHICH THE ABORIGINAL PROGRAMS ARE BASED, WHICH PLACES THEM OUTSIDE THE GENERAL MAINSTREAM DOMAIN AND REINFORCES THE SEPARATENESS AND MARGINALISATION. THE RESULT IS THAT WHILE THERE IS OFTEN CONSIDERABLE ACTIVITY AND PROGRESS AND SUCCESSFUL OUTCOMES WITHIN THE COMPENSATORY PROGRAMME, THERE IS LITTLE MOVEMENT IN BUILDING ON THESE PROGRAMME OUTCOMES IN THE MAINSTREAM DOMAIN, AND THE CORE AREAS OF COMMITMENT WITHIN THE EDUCATION SYSTEM. THIS MARGINALISATION IS SOMETIMES EXACERBATED BY THE LACK OF ALIGNMENT BETWEEN THE OUTCOMES OF ABORIGINAL AND MAINSTREAM PROGRAMS.

FOR EXAMPLE, INITIATIVES THAT DEVELOP MORE EFFECTIVE MODELS OF EDUCATION WHICH BUILD ON, REPLICATE AND SUSTAIN PROGRESS IN THE ACHIEVEMENT OF EQUITABLE AND APPROPRIATE EDUCATIONAL OUTCOMES FOR ABORIGINAL STUDENTS OFTEN FAIL TO BE IMPLEMENTED SYSTEMICALLY AND/OR AT THE LOCAL LEVEL. AS WELL, INITIATIVES TO DEVELOP A CULTURALLY INCLUSIVE CURRICULUM OFTEN FAIL TO ADDRESS LEVELS OF RACIAL HARASSMENT AND VIOLENCE, THE DIVERSITY OF STUDENT LEARNING NEEDS, THE DIFFERENT PERSPECTIVES THAT ABORIGINAL PEOPLE HAVE ABOUT THE NATURE AND PURPOSE OF EDUCATION, AND THE DIFFERENT VIEWS AND CHOICES THAT ABORIGINAL STUDENTS MAKE IN MAINSTREAM EDUCATION.

TO BE CULTURALLY INCLUSIVE IT IS ESSENTIAL THAT CURRICULUM ALLOWS ABORIGINAL STUDENTS TO SHARE IN THE SAME EDUCATIONAL OPPORTUNITIES EXPERIENCED BY OTHER AUSTRALIAN STUDENTS AND AT THE SAME TIME ALLOWS THEM TO BE STRONG IN THEIR OWN CULTURE AND LANGUAGE AND REPOSITION THEIR CULTURES, LANGUAGES, HISTORIES, BELIEFS AND LIFESTYLES IN A WAY WHICH AFFIRMS IDENTITY AND THE ABILITY TO OPERATE IN CROSS-CULTURAL SITUATIONS. IT IS ALSO IMPORTANT FOR THE DEVELOPMENT OF CURRICULA TO ADDRESS THE EDUCATIONAL NEEDS OF ABORIGINAL STUDENTS, AND TO INCLUDE TEACHING METHODS AND TECHNIQUES THAT ARE SUITED TO THE LEARNING STYLES OF ABORIGINAL STUDENTS.

**PRIORITY 5: CULTURALLY INCLUSIVE CURRICULA**

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
<p>1. IMPROVE THE PROVISION OF CULTURALLY INCLUSIVE CURRICULA FOR ABORIGINAL STUDENTS IN THE KINDERGARTEN, PRE-SCHOOL, PRIMARY AND SECONDARY YEARS, INCLUDING THROUGH DISTANCE EDUCATION.</p>	<p>1. THE ENGAGEMENT OF ABORIGINAL STUDENTS IN THE KINDERGARTEN AND PRE-SCHOOL YEARS, IN AN ONGOING, STRUCTURED ABORIGINAL STUDIES AND LANGUAGE PROGRAM IS INCREASED AND MAINTAINED.</p> <p>THE ENGAGEMENT OF ABORIGINAL STUDENTS IN THE PRIMARY AND SECONDARY YEARS IN ACTIVITIES THAT ARE CULTURALLY INCLUSIVE IN TERMS OF ABORIGINAL PERSPECTIVES ACROSS THE CURRICULUM, ABORIGINAL STUDIES PROGRAM, AND PROMOTION AND PRESERVATION OF ABORIGINAL LANGUAGES, IS INCREASED AND MAINTAINED.</p>	<p>1-1 PROMOTE THE IMPLEMENTATION OF CULTURALLY APPROPRIATE PROGRAMS AND PACKAGES TO ASSIST THE PROVISION OF CURRICULA THAT IS MORE INCLUSIVE OF ABORIGINAL PERSPECTIVES SUCH AS:</p> <ul style="list-style-type: none"> <li>• <i>ABC OF TWO-WAY LITERACY AND LEARNING</i></li> <li>• <i>ABORIGINAL PERSPECTIVES ACROSS THE CURRICULUM</i> PACKAGE</li> <li>• <i>ABORIGINAL SPEAKERS PROGRAM</i></li> <li>• <i>ABORIGINAL STUDIES</i> PACKAGE</li> <li>• ANTI-RACISM AWARENESS AND PREVENTION</li> <li>• <i>DEADLY WAYS TO LEARN</i></li> <li>• EDUCATIONAL AND PASTORAL CARE STRATEGIES FOR ABORIGINAL STUDENTS</li> <li>• NATIONAL RECONCILIATION STRATEGY</li> <li>• <i>NIDJI NOONGAR BOODJA NOONOOK NYININY</i> PACKAGE</li> <li>• <i>OUR STORY</i> CROSS-CULTURAL AWARENESS PROGRAM – 7 MODULES</li> <li>• <i>REMOTE COMMUNITY EDUCATION</i> PACKAGE</li> <li>• <i>STAYING HEALTHY</i> PACKAGE</li> <li>• <i>THE FIRST NATIONAL SORRY DAY</i></li> <li>• <i>TIME TO TALK</i> PACKAGE</li> <li>• <i>TOWARDS RECONCILIATION</i> PACKAGE</li> <li>• <i>DO YOU HEAR WHAT I HEAR CD ROM</i></li> </ul> <p>1-2 ESTABLISH PROCESSES AND PROCEDURES AT THE SCHOOL AND SENIOR LEVEL TO EFFECT THE ADAPTATION OF THE CURRICULUM FRAMEWORK AND THE EIGHT KEY LEARNING AREAS TO CATER FOR THE CULTURAL ORIENTATIONS OF ABORIGINAL STUDENTS.</p> <p>1-3 INCORPORATE THE ABORIGINAL STUDIES PACKAGE ACROSS THE CURRICULUM FRAMEWORK AND WITHIN CURRICULUM IMPROVEMENT PLANS.</p> <p>1-4 DEVELOP AND IMPLEMENT CURRICULUM IMPROVEMENT PLANS AT SENIOR AND SCHOOL LEVEL THAT ARE INCLUSIVE OF ABORIGINAL STUDENTS, SUPPORT ALL STUDENTS TO UNDERSTAND AND ACKNOWLEDGE THE VALUE OF ABORIGINAL AND TORRES STRAIT ISLANDER CULTURES TO AUSTRALIAN SOCIETY, AND TO DEVELOP THE KNOWLEDGE, SKILLS AND UNDERSTANDING TO CONTRIBUTE TO, AND BENEFIT FROM, RECONCILIATION BETWEEN ABORIGINAL AND NON-ABORIGINALS.</p>

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
		<p>1-5 DEVELOP AND IMPLEMENT LEARNING PROGRAMS AND EXPERIENCES THAT ARE BASED ON CULTURALLY INCLUSIVE PEDAGOGY, AND ALLOWS ABORIGINAL STUDENTS TO BE STRONG IN THEIR OWN CULTURE AND LANGUAGE, AND REPOSITION THEIR CULTURES, LANGUAGES, HISTORIES, BELIEFS AND LIFESTYLES IN A WAY WHICH AFFIRMS IDENTITY AND THE ABILITY TO OPERATE IN CROSS-CULTURAL SITUATIONS.</p> <p>1-6 INCLUDE AND IMPLEMENT THE ABORIGINAL LANGUAGES PROGRAMS AS PART OF THE LANGUAGES OTHER THAN ENGLISH (LOTE) PROGRAM AT SCHOOL AND SENIOR LEVEL.</p>

**KEY FOCUS AREA 6**  
**INDIGENOUS EMPLOYMENT AND PROFESSIONAL DEVELOPMENT**

*OUTCOME: THE TOTAL NUMBER AND FULL TIME EQUIVALENTS (FTEs) OF ABORIGINAL STAFF EMPLOYED ON A PERMANENT OR CONTINUING BASIS AND IN CATEGORIES OF POSITIONS, INCLUDING MAINSTREAM AND DESIGNATED UNDER CLAUSE 50D OF THE EQUAL OPPORTUNITY ACT, IS INCREASED.*

*ABORIGINAL EMPLOYEES HAVE INCREASED ACCESS AND PARTICIPATION IN PROFESSIONAL DEVELOPMENT OR TRAINING SPECIFICALLY RELATED TO THEIR ROLE REGARDING THE EDUCATION OF ABORIGINAL STUDENTS, DELIVERY OF ABORIGINAL STUDIES AND CROSS CULTURAL AWARENESS PROGRAMS, AND DEALING WITH ABORIGINAL ISSUES WITHIN THE SCHOOLING AND EDUCATIONAL CONTEXT.*

**BACKGROUND:**

ABORIGINAL PEOPLE EXPERIENCE DISPROPORTIONATELY HIGH LEVELS OF UNEMPLOYMENT AND SEVERE DISADVANTAGE IN ACCESSING EMPLOYMENT OPPORTUNITIES. THEY TEND TO BE EMPLOYED IN LOWER SKILLED AND LOWER PAYING POSITIONS THAT ARE FREQUENTLY CASUAL, TEMPORARY OR ON A CONTRACT BASIS. MOST OF THE POSITIONS IN EDUCATION HELD BY ABORIGINALES ARE IDENTIFIED AND THEY TEND TO BE EMPLOYED IN THE LOWER LEVELS OF THE HIERARCHICAL SCALE WITH MORE THAN HALF OCCUPYING TEMPORARY OR CONTRACT POSITIONS. A SIGNIFICANT PROPORTION OF THESE POSITIONS ARE IDENTIFIED UNDER SECTION 50D OF THE EQUAL OPPORTUNITY ACT 1984.

TO ADDRESS THE EMPLOYMENT DISADVANTAGE FOR ABORIGINAL PEOPLE, THE DEPARTMENT OF EDUCATION HAS DEVELOPED AN ABORIGINAL EMPLOYMENT AND CAREER ACTION PLAN. THIS REFLECTS THE DEPARTMENT'S COMMITMENT TO INCREASING THE NUMBER OF ABORIGINAL EMPLOYEES AND THEIR REPRESENTATION THROUGHOUT ALL LEVELS. THE KEY STRATEGIES OF THE PLAN RELATE TO THE INCREASED RECRUITMENT AND RETENTION OF ABORIGINAL STAFF, AND THE PROVISION OF A SUPPORTIVE AND WELCOMING WORK ENVIRONMENT.

THE ABORIGINAL EMPLOYMENT AND CAREER ACTION PLAN IS SUPPORTED BY THE DEPARTMENT'S DOCUMENT SUPPORTING DIVERSITY IN THE WORKPLACE WHICH IS A GUIDE FOR LINE MANAGERS TOWARDS IMPROVING DIVERSITY MANAGEMENT.

IN RELATION TO RECRUITMENT AND SELECTION, AND CREATING A WORKING ENVIRONMENT THAT IS SUPPORTIVE, WELCOMING AND EQUITABLE FOR ABORIGINAL PEOPLE THE GUIDE STATES:

TO IMPROVE THE PARTICIPATION OF ABORIGINAL PEOPLE IN THE DEPARTMENT OF EDUCATION'S WORK FORCE, LINE MANAGERS NEED TO ADOPT RECRUITMENT PROCEDURES THAT ENCOURAGE ABORIGINAL PEOPLE TO APPLY FOR POSITIONS. ABORIGINAL PEOPLE ARE OFTEN EXCLUDED FROM JOB APPLICATION POOLS FOR VARIOUS REASONS.

RAISING AWARENESS OF ABORIGINAL CULTURE IS ONE WAY THAT CAN ASSIST IN ACHIEVING THIS GOAL. ALL STAFF SHOULD BE AWARE OF THE CULTURAL AND BEHAVIOURAL DIFFERENCES THAT MAY ARISE WHEN INTERACTING WITH PEOPLE WHO BELONG TO CULTURALLY AND LINGUISTICALLY DIVERSE CULTURES.

**PRIORITY 6: ABORIGINAL EMPLOYMENT AND PROFESSIONAL DEVELOPMENT**

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
<p>1. IMPROVE THE EMPLOYMENT AND CAREER DEVELOPMENT OPPORTUNITIES OF ABORIGINAL STAFF IN KINDERGARTENS, PRE-SCHOOLS, PRIMARY AND SECONDARY SCHOOLS, SENIOR OFFICES AND CENTRAL OFFICE.</p> <p>2. IMPROVE THE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ABORIGINAL STAFF IN THE KINDERGARTEN, PRE-SCHOOL, PRIMARY AND SECONDARY YEARS.</p>	<p>1. THE NUMBER OF FULL TIME EQUIVALENTS (FTEs) OF ABORIGINAL STAFF ON A PERMANENT OR CONTINUING BASIS IN MAINSTREAM AND DESIGNATED 50D POSITIONS THE KINDERGARTEN, PRE-SCHOOL PRIMARY AND SECONDARY YEARS IS INCREASED AND MAINTAINED.</p> <p>THE NUMBER OF FULL TIME EQUIVALENTS (FTEs) OF ABORIGINAL STAFF ON A PERMANENT OR CONTINUING BASIS IN MAINSTREAM AND DESIGNATED 50D POSITIONS IN SENIOR OFFICES AND CENTRAL OFFICE IS INCREASED AND MAINTAINED.</p> <p>2. THE NUMBER OF ABORIGINAL STAFF ACCESSING AND PARTICIPATING IN PROFESSIONAL DEVELOPMENT SPECIFICALLY RELATED TO THEIR ROLE REGARDING THE EDUCATION OF ABORIGINAL STUDENTS, DELIVERY OF ABORIGINAL STUDIES AND CROSS CULTURAL AWARENESS PROGRAMS, AND DEALING WITH ABORIGINAL ISSUES WITHIN THE SCHOOLING AND EDUCATIONAL CONTEXT, IS INCREASED AND MAINTAINED.</p>	<p>1-1 PROVIDE TRAINING FOR ALL STAFF IN RELATION TO:</p> <ul style="list-style-type: none"> <li>• <i>EEO DIVERSITY PLAN</i></li> <li>• <i>ANTI-RACISM POLICY</i></li> <li>• <i>PERFORMANCE MANAGEMENT</i></li> </ul> <p>1-2 ESTABLISH, MAINTAIN AND UPDATE A DATABASE OF ABORIGINAL EMPLOYEES WHO CAN PROVIDE RELIEF SUPPORT IN NEWMAN SENIOR HIGH SCHOOL.</p> <p>1-3 PROMOTE AND ENCOURAGE THE EMPLOYMENT OF ABORIGINAL PEOPLE IN PROFESSIONAL, PARA-PROFESSIONAL, AND ANCILLARY POSITIONS, AND MIDDLE AND SENIOR MANAGEMENT POSITIONS IN DEPARTMENT OF EDUCATION'S WORK SITES.</p> <p>1-4 PROMOTE AND ENCOURAGE THE PLACEMENT OF ABORIGINAL PEOPLE IN TRAINEESHIP AND CADETSHIP POSITIONS IN DEPARTMENT OF EDUCATION'S WORK SITES.</p> <p>1-5 PROVIDE ORIENTATION AND SUPPORT STRUCTURES, INCLUDING MENTORING PROGRAMS, PERFORMANCE MANAGEMENT PROCESSES AND APPROPRIATE GRIEVANCE PROCEDURES, FOR ABORIGINAL EMPLOYEES.</p> <p>1-6 ESTABLISH AND PROVIDE SUPPORTIVE AND WELCOMING WORKING ENVIRONMENTS FOR ALL ABORIGINAL EMPLOYEES IN DEPARTMENT OF EDUCATION'S WORK SITES THAT ARE FREE OF RACIST AND DISCRIMINATORY PRACTICES.</p> <p>2-1 INFORM ALL ABORIGINAL STAFF OF TRAINING AND CAREER OPPORTUNITIES.</p> <p>2-2 INFORM ABORIGINAL EMPLOYEES WITHOUT TEACHING QUALIFICATIONS OF SCHOLARSHIP PROGRAMME AND ENCOURAGE THEM TO APPLY FOR A SCHOLARSHIP.</p>

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
		<p>2-3 PROVIDE INFORMATION, THROUGH THE ABORIGINAL EDUCATION DIRECTORATE WEBSITE, AND PROFESSIONAL DEVELOPMENT FOR ALL ABORIGINAL EMPLOYEES ON DEPARTMENT OF EDUCATION'S DOCUMENTATION RELATING TO ISSUES EFFECTING ABORIGINAL EDUCATION, EMPLOYMENT AND TRAINING SUCH AS:</p> <ul style="list-style-type: none"> <li>• <i>ABORIGINAL EDUCATION STRATEGIC AND OPERATIONAL PLAN</i></li> <li>• <i>ABORIGINAL EMPLOYMENT AND CAREER ACTION PLAN 2001-2005</i></li> <li>• <i>ABORIGINAL MENTORING PROGRAM</i></li> <li>• <i>COMMONWEALTH-STATE TESIP AGREEMENTS</i></li> <li>• <i>PLAN FOR GOVERNMENT SCHOOL EDUCATION</i></li> <li>• <i>SCHOOL EDUCATION ACT 1999</i> AND RELATED POLICIES AND PROCEDURES</li> <li>• <i>STUDENTS AT EDUCATIONAL RISK STRATEGY</i></li> </ul> <p>PROVIDE PROFESSIONAL DEVELOPMENT FOR ALL ABORIGINAL EMPLOYEES ON CROSS-CULTURAL AWARENESS AND CULTURALLY INCLUSIVE CURRICULA PACKAGES, DEPARTMENT OF EDUCATION AND DETYA PROGRAMS FOR ABORIGINAL STUDENTS AND FAMILIES.</p>

**KEY FOCUS AREA 7 – HIGH PRIORITY  
INVOLVEMENT OF ABORIGINAL PARENTS AND COMMUNITY  
IN EDUCATIONAL DECISION MAKING**

**OUTCOME:** THERE IS AN INCREASE IN THE TOTAL NUMBER OF ABORIGINAL PEOPLE, INCLUDING PARENTS, CAREGIVERS, COMMUNITY MEMBERS EMPLOYEES, STUDENTS, INVOLVED IN ADVISORY, REFERENCE AND MANAGEMENT COMMITTEES, THAT DEAL SPECIFICALLY WITH ABORIGINAL ISSUES AND WITH ISSUES RELATING TO ALL STUDENTS WITHIN THE SCHOOLING AND EDUCATIONAL CONTEXT AT LOCAL, SENIOR, REGIONAL AND STATE LEVELS.

**BACKGROUND:**

IT IS GENERALLY AGREED THAT A STRONG PARTNERSHIP BETWEEN THE EDUCATION SYSTEM AND ABORIGINAL PEOPLE WILL SEE THIS GROUP CLOSELY INVOLVED IN THE DECISION-MAKING PROCESSES AND PLANNING FOR THE INTRODUCTION, DEVELOPMENT AND IMPLEMENTATION OF NEW POLICIES AND PROGRAMS.

ABORIGINAL PEOPLE WHO HAVE A COMMON UNDERSTANDING ABOUT WHY DECISIONS HAVE BEEN TAKEN AND HOW DECISIONS ARE TO BE IMPLEMENTED ARE MORE LIKELY TO PROMOTE CHANGES PROPOSED, AND ACCEPT THE ACCOUNTABILITY REQUIREMENTS INVOLVED, INCLUDING MONITORING AND REPORTING BACK TO THE COMMUNITY.

THIS STRONGER PARTNERSHIP WILL BE REFLECTED IN IMPROVEMENTS IN MORE REGULAR ATTENDANCE AND EDUCATIONAL OUTCOMES, INCLUDING ACADEMIC ACHIEVEMENT, FOR ABORIGINALS STUDENTS.

IN ORDER TO GAIN THE SUPPORT AND INVOLVEMENT OF ABORIGINAL PEOPLE TO SET HIGH EXPECTATIONS FOR STUDENTS AND SCHOOLS, ARRANGEMENTS FOR EFFECTIVE PARTICIPATION TO ENABLE ALL ABORIGINALS TO WORK TOGETHER AND CREATE PARTNERSHIPS WITHIN THE EDUCATIONAL CONTEXT, NEED TO BE IN PLACE.

THERE IS ALSO A NEED TO DEVELOP BETTER OPPORTUNITIES FOR A “MORE INCLUSIVE” INVOLVEMENT OF ABORIGINAL PEOPLE IN EDUCATIONAL DECISION MAKING AT SCHOOL, SENIOR, CENTRAL, REGIONAL AND STATE LEVELS.

**RELATED MCEETA PRIORITY:**

TO ESTABLISH EFFECTIVE ARRANGEMENTS FOR THE PARTICIPATION OF ABORIGINAL AND TORRES ISLANDER PEOPLES IN EDUCATIONAL DECISION-MAKING.

**PRIORITY 7: INVOLVEMENT OF ABORIGINAL PARENTS AND COMMUNITY IN EDUCATIONAL DECISION MAKING**

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
<p><b>1. IMPROVE THE OPPORTUNITIES FOR INVOLVEMENT OF ABORIGINAL PEOPLE ON EDUCATIONAL ADVISORY, REFERENCE AND MANAGEMENT COMMITTEES IN KINDERGARTENS, PRE-SCHOOLS, PRIMARY AND SECONDARY SCHOOLS, SENIOR OFFICES, AND CENTRAL OFFICE.</b></p>		<p>1-1 PROVIDE A CLIMATE IN KINDERGARTENS, PRE-SCHOOLS, NEWMAN SENIOR HIGH SCHOOL AND SENIOR OFFICES THAT WELCOMES ABORIGINAL PEOPLE AS VALUABLE MEMBERS OF THE EDUCATION COMMUNITY.</p> <p>1-2 ESTABLISH AND IMPLEMENT PROGRAMS AND PROCESSES IN KINDERGARTENS, PRE-SCHOOLS, PRIMARY AND SECONDARY SCHOOLS, IN COLLABORATION WITH ABORIGINAL PARENTS, CAREGIVERS, COMMUNITY MEMBERS AND EMPLOYEES THAT PROVIDE SUPPORT TO ENSURE ABORIGINAL STUDENTS REGULAR ATTENDANCE AND PARTICIPATION.</p> <p>1-3 PLAN FOR AND USE ABORIGINAL PEOPLE AS SPECIAL TEACHERS OF THE CULTURE, HISTORY, CONTEMPORARY SOCIETY AND LANGUAGES OF ABORIGINAL PEOPLE IN KINDERGARTENS, PRE-SCHOOLS, PRIMARY AND SECONDARY SCHOOLS THROUGH PROGRAMS SUCH AS THE ABORIGINAL SPEAKERS PROGRAM.</p> <p>1-4 ESTABLISH PROCESSES TO ENABLE EFFECTIVE PARTICIPATION OF ABORIGINAL PARENTS, CAREGIVERS, COMMUNITY MEMBERS, AND EMPLOYEES IN DECISIONS CONCERNING THE PLANNING, DELIVERY AND EVALUATION OF KINDERGARTEN, PRE-SCHOOL, PRIMARY AND SECONDARY EDUCATION FOR ABORIGINAL STUDENTS, SUCH AS:</p> <ul style="list-style-type: none"> <li>• ASSPA COMMITTEES</li> <li>• ABORIGINAL EDUCATION SENIOR COUNCILS</li> <li>• ABORIGINAL EDUCATION NETWORKS.</li> <li>• ABORIGINAL REPRESENTATIVES ON SCHOOL COUNCILS</li> </ul>
		<p>1-5 PROVIDE PROFESSIONAL DEVELOPMENT FOR PARENTS, CAREGIVERS, COMMUNITY MEMBERS, AND EMPLOYEES TO DEVELOP SKILLS THAT ARE RELEVANT TO THEIR INVOLVEMENT IN THE EDUCATION SYSTEM, AND THEIR PARTICIPATION IN THE MAKING OF DECISIONS CONCERNING EDUCATION, SUCH AS</p>

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
		<ul style="list-style-type: none"> <li>• <i>ANTI-RACISM POLICY</i></li> <li>• <i>ABORIGINAL EDUCATION STRATEGIC AND OPERATIONAL PLAN</i></li> <li>• <i>ABORIGINAL EMPLOYMENT AND CAREER ACTION PLAN 2001-2005</i></li> <li>• <i>ABORIGINAL MENTORING PROGRAM</i></li> <li>• <i>COMMONWEALTH-STATE IESIP AGREEMENTS</i></li> <li>• <i>PLAN FOR GOVERNMENT SCHOOL EDUCATION</i></li> <li>• <i>SCHOOL EDUCATION ACT 1999</i> AND RELATED POLICIES AND PROCEDURES</li> <li>• <i>STUDENTS AT EDUCATIONAL RISK STRATEGY</i></li> <li>• <i>TRACKING YOUR RIGHTS WA</i></li> <li>• <i>RACISM NO WAY STRATEGY</i></li> </ul> <p>1-6 PROVIDE PROFESSIONAL DEVELOPMENT FOR ABORIGINAL PARENTS, CAREGIVERS AND COMMUNITY MEMBERS ON CROSS CULTURAL AWARENESS AND CULTURALLY INCLUSIVE CURRICULA PACKAGES, DEPARTMENT OF EDUCATION AND DETYA PROGRAMS FOR ABORIGINAL STUDENT AND FAMILIES.</p>

## **KEY FOCUS AREA 8**

### **CROSS PORTFOLIO INITIATIVES AND INTERSECTORAL COLLABORATION**

#### **OUTCOME SOUGHT:**

THE DEVELOPMENT, ESTABLISHMENT AND IMPLEMENTATION OF A NEW CROSS-PORTFOLIO PARTNERSHIP MODEL BETWEEN EDUCATION SYSTEMS, STATE AND COMMONWEALTH GOVERNMENTS AGENCIES, ABORIGINAL COMMUNITIES AND ORGANISATIONS TO ADDRESS THE NEED FOR NEW AND BETTER APPROACHES TO IMPROVING EDUCATIONAL OUTCOMES FOR ABORIGINAL AUSTRALIANS, AND TO DELIVER A MODEL FOR "EDUCATION FOR ALL" WITHIN THE DIVERSE GEOGRAPHIC LOCATIONS OF WA SUCH AS URBAN, RURAL AND REMOTE SETTINGS.

#### **PREAMBLE:**

THERE IS A CLOSE RELATIONSHIP BETWEEN LOW LEVELS OF EDUCATIONAL OUTCOMES AND ISSUES IN OTHER PORTFOLIO AREAS SUCH AS POOR HEALTH, OVERCROWDED HOUSING AND POOR ACCESS TO GOVERNMENT SERVICES AND INFRASTRUCTURE, SUCH AS TRANSPORT AND INFORMATION AND COMMUNICATION TECHNOLOGY, THAT OTHER AUSTRALIANS TAKE FOR GRANTED. ANY IMPROVEMENT IN THESE OTHER PORTFOLIO AREAS IS LIKELY TO GENERATE BETTER EDUCATIONAL OUTCOMES.

FOR EXAMPLE, THERE IS A CLOSE RELATIONSHIP BETWEEN POOR HEALTH OUTCOMES AND LOW LEVELS OF EDUCATIONAL ACHIEVEMENT. THERE IS SOME EVIDENCE THAT THE INFANT MORTALITY RATE DROPS BY BETWEEN 7% AND 10% WITH THE ADDITION OF A SINGLE EXTRA YEAR OF EDUCATION IN A POPULATION. THOUGH THE ABORIGINAL INFANT MORTALITY RATE HAS REDUCED OVER THE LAST TWO DECADES, IT IS STILL THREE TIMES THAT OF THE AUSTRALIAN POPULATION AS A WHOLE, AND THERE ARE SOME COMMUNITIES WITH HIGHER INFANT MORTALITY RATES. ON THE WHOLE, ABORIGINAL PEOPLE ARE MORE LIKELY TO BE SICK AND LESS LIKELY TO BE ABLE TO TAKE ACTION IN RELATION TO THE HEALTH OF THEIR CHILDREN, THE LESS EDUCATION THEY HAVE RELATIVE TO THE AUSTRALIAN POPULATION AS A WHOLE.

IMPROVEMENTS IN ABORIGINAL EDUCATIONAL OUTCOMES HAS A POSITIVE EFFECT ON THE HEALTH OF ABORIGINAL ADULTS AS WELL AS THEIR CHILDREN, AND ALSO IMPACTS ON OTHER PORTFOLIO AREAS AND ON THE TOTAL WELL-BEING OF THE ABORIGINAL AND NATIONAL COMMUNITY. CONVERSELY, THE FAILURE TO ACHIEVE EDUCATIONAL EQUALITY FOR ABORIGINAL PEOPLE CAN BE ATTRIBUTED TO ISSUES SUCH AS POOR HEALTH, POVERTY, HOUSING, EMPLOYMENT, LOW COMMUNITY PARTICIPATION, LACK OF COMMUNICATION, HIGH LEVELS OF DETENTION, AND LACK OF MAINSTREAM SERVICES.

TO ADDRESS THESE ISSUES, THE COMMUNITY, GOVERNMENTS AND SERVICE PROVIDERS NEED TO WORK TOGETHER WITH MORE EFFECTIVE CROSS-PORTFOLIO MECHANISMS TO DELIVER A MODEL FOR "EDUCATION FOR ALL" WITHIN THE DIVERSE GEOGRAPHIC REGIONS OF AUSTRALIA. THEY NEED TO LOOK AT NEW WAYS OF WORKING WITH EACH OTHER AND WITH ABORIGINAL COMMUNITIES TOWARDS A COMMON GOAL – ACCELERATING THE ACHIEVEMENT OF EDUCATIONAL EQUALITY FOR ABORIGINAL PEOPLE.

**NEWMAN SHS PERSPECTIVE:** PRINCIPAL TO SIT ON NEWMAN'S INTERAGENCY DECISION MAKING BODY, "INVESTING IN OUR COMMUNITY", AND A SCHOOL REPRESENTATIVE TO BE PART OF SUBCOMMITTEES – YOUTH DIVERSION AND CHILD PROTECTION.

## **KEY FOCUS AREA 9 CONDUCTIVE HEARING LOSS**

**OUTCOME: ABORIGINAL STUDENTS EXPERIENCING EPISODES OF CONDUCTIVE HEARING LOSS ARE IDENTIFIED, AND SCHOOLS IMPLEMENT APPROPRIATE PROGRAMS TO ENSURE ACCESS TO IMPROVED STUDENT LEARNING.**

### **BACKGROUND:**

CONDUCTIVE HEARING LOSS CAN RESULT FROM OTITIS MEDIA OR MIDDLE EAR INFECTION, WHICH IS PREVALENT IN YOUNG ABORIGINAL CHILDREN. IT IS ESTIMATED THAT 75% OF ALL ABORIGINAL CHILDREN WILL EXPERIENCE AT LEAST ONE EPISODE OF OTITIS MEDIA BY THE AGE OF 3 YEARS (NATIONAL ABORIGINAL HEALTH STRATEGY 1989). THE INCIDENCE OF OTITIS MEDIA WITH EFFUSION (OME) AMONG ABORIGINAL CHILDREN LIVING IN REMOTE COMMUNITIES HAS BEEN FOUND TO RANGE FROM 40-70%.

OTITIS MEDIA REDUCES HEARING, AND THIS TYPE OF LOSS MAY BE FOR A PERIOD OF A FEW DAYS OR AS MUCH AS THREE MONTHS FROM ONE EPISODE. IN CHRONIC CASES HEARING MAY NEVER RETURN TO NORMAL. YOUNGER CHILDREN EXPERIENCE MORE FREQUENT INFECTIOUS EPISODES AND EARDRUM RUPTURES, WHICH TYPICALLY BEGIN WITHIN THE FIRST THREE MONTHS OF LIFE. WITH REPEATED RAPTURES, HEALING AND RE-RUPTURES, THE EARDRUMS BECOME SCARRED AND THICKENED. IN MANY CASES THE RUPTURES BECOME TOO LARGE TO HEAL AND WOULD REQUIRE RECONSTRUCTIVE SURGERY TO REPAIR.

OTITIS MEDIA AND ITS RESULTANT CONDUCTIVE HEARING LOSS IS ONE OF THE MOST PREVALENT AND YET MISUNDERSTOOD HEALTH PROBLEMS WHICH HAS THE GREATEST IMPACT ON A CHILD'S ACQUISITION OF LANGUAGE. CURRENTLY, THE IMPACT OF MIDDLE EAR DISEASE ON CHILDREN'S LITERACY, OR FAILURE TO ACQUIRE LANGUAGE AND THE ASSOCIATED LITERACY SKILLS IS NOT ADEQUATELY RECOGNISED.

THE PROGNOSIS FOR ABORIGINAL CHILDREN WITH CHRONIC MIDDLE EAR DISEASE IS VERY POOR. MANY OF THEM WILL NOT HAVE THE LINGUISTIC OR EARLY LITERACY SKILLS REQUIRED TO PROVIDE A SOUND FOUNDATION FOR SCHOOLWORK IN THE LATER PRIMARY AND EARLY SECONDARY YEARS. THIS IS LIKELY TO HAVE A SIGNIFICANT IMPACT ON THEIR SOCIAL, EMOTIONAL, PHYSICAL AND EDUCATIONAL DEVELOPMENT.

### **RELATED MCEETYA PRIORITY:**

TO ENSURE EQUITABLE ACCESS FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS TO EDUCATION AND TRAINING SERVICES.

TO ENSURE PARTICIPATION OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS IN EDUCATION AND TRAINING.

OBJECTIVES	PERFORMANCE POINTERS	SUGGESTED ACTIONS
<p>1. ADDRESS THE CONDITION OF OTITIS MEDIA AND CONDUCTIVE HEARING LOSS IN ABORIGINAL STUDENTS AT THE KINDERGARTEN, PRE-SCHOOL AND PRIMARY SCHOOL YEARS.</p> <p><b>2. BUILD PARTNERSHIPS WITH HEALTH ORGANISATIONS TO ASSIST STUDENTS WITH OTITIS MEDIA AND CONDUCTIVE HEARING LOSS.</b></p> <p>3. EDUCATE ABORIGINAL AND NON-ABORIGINAL SENIOR AND SCHOOL STAFF ON THE CONDITION AND EFFECTS OF OTITIS MEDIA AND CONDUCTIVE HEARING LOSS.</p> <p>4. EDUCATE ABORIGINAL PARENTS AND SCHOOL COMMUNITY ON THE CONDITION AND EFFECTS OF OTITIS MEDIA AND CONDUCTIVE HEARING LOSS.</p>	<p>1. ABORIGINAL STUDENTS IN KINDERGARTENS, PRE-SCHOOLS AND NEWMAN SENIOR HIGH SCHOOL ARE IDENTIFIED AND SCREENED FOR OTITIS MEDIA AND CONDUCTIVE HEARING LOSS.</p> <p>IMPACT OF OTITIS MEDIA AND CONDUCTIVE HEARING LOSS IS RECOGNISED AND CATERED FOR BY NEWMAN SENIOR HIGH SCHOOL.</p> <p>NEWMAN SENIOR HIGH SCHOOL DEMONSTRATE PLANNING FOR IMPROVED LEARNING IN ABORIGINAL STUDENTS WITH CONDUCTIVE HEARING LOSS.</p> <p>2. INTERVENTION AND SUPPORT STRATEGIES FOR ABORIGINAL STUDENTS WITH CONDUCTIVE HEARING LOSS ARE IMPLEMENTED IN COLLABORATION WITH HEALTH COMMUNITIES.</p> <p>3. INCREASED NUMBER OF PROFESSIONAL DEVELOPMENT SESSIONS FOR ABORIGINAL AND NON-ABORIGINAL SENIOR AND SCHOOL STAFF OF OTITIS MEDIA AND CONDUCTIVE HEARING LOSS AND THE IMPACT ON ABORIGINAL STUDENTS AND THEIR LEARNING.</p> <p>4. INCREASED NUMBER OF TRAINING SESSIONS FOR ABORIGINAL PARENTS AND SCHOOL COMMUNITY OF OTITIS MEDIA AND CONDUCTIVE HEARING LOSS AND THE IMPACT ON ABORIGINAL STUDENTS AND THEIR LEARNING.</p>	<p>1-1 IDENTIFY AND SCREEN, IN COLLABORATION WITH HEALTH WORKERS AND PERSONNEL, ABORIGINAL STUDENTS SUFFERING FROM OTITIS MEDIA AND CONDUCTIVE HEARING LOSS.</p> <p>1-2 PROVIDE SOUND FIELD AMPLIFICATION, WHERE FUNDS ARE AVAILABLE, AND OTHER INTERVENTION PROCESSES AND SUPPORT SERVICES TO IMPROVE THE CLASSROOM ENVIRONMENT FOR ABORIGINAL STUDENTS EXPERIENCING CONDUCTIVE HEARING LOSS.</p> <p>1-3 DEVELOP HOLISTIC INDIVIDUAL EDUCATION PLANS FOR STUDENTS WITH A HISTORY OF CONDUCTIVE HEARING LOSS.</p> <p>2-1 ESTABLISH WORKING RELATIONSHIPS WITH HEALTH WORKERS AND PERSONNEL, AND ABORIGINAL COMMUNITY CONTROLLED HEALTH SERVICES FOR REGULAR ASSESSMENT AND REFERRALS OF ABORIGINALS WITH SUSPECTED OR A HISTORY OF CONDUCTIVE HEARING LOSS.</p> <p>3-1 PROVIDE PROFESSIONAL DEVELOPMENT FOR ABORIGINAL AND NON-ABORIGINAL SENIOR AND SCHOOL STAFF ON OTITIS MEDIA AND CONDUCTIVE HEARING LOSS, AND ITS IMPACT ON STUDENTS' HEALTH AND LEARNING.</p> <p>3-2 PROMOTE THE USE OF OTITIS MEDIA AND CONDUCTIVE HEARING INFORMATION AND RESOURCES INCLUDING THE CD ROM <i>Do You Hear What I Hear?</i> AT SCHOOL AND SENIOR LEVEL.</p> <p>4-1 IN PARTNERSHIP WITH HEALTH WORKERS AND PERSONNEL, ASSPA COMMITTEES, ABORIGINAL EDUCATION SENIOR COUNCILS, AND ABORIGINAL ORGANISATIONS, PROVIDE AN AWARENESS PROGRAM USING INFORMATION AND RESOURCES ON OTITIS MEDIA AND CONDUCTIVE HEARING LOSS, FOR ABORIGINAL PARENTS, CAREGIVERS AND COMMUNITY AT SCHOOL AND SENIOR LEVEL.</p>