

Aboriginal Education and Training Policy

Turning Policy into Action:

A guide for local planning groups

Acknowledgements

The Department of Education and Training acknowledges:

- Aboriginal and Torres Strait Islander people as the First Peoples of Australia
- Aboriginal Elders past and present who have provided the foundations upon which the *Aboriginal Education and Training Policy* and *Aboriginal Education and Training Strategy 2009-2012* are based
- the significant contributions made to the Policy and the Strategy by the NSW Aboriginal Education Consultative Group Inc., Aboriginal parents and Community members as well as staff in all sectors of the Department.

In referring to Aboriginal people, the *Aboriginal Education and Training Policy* and the *Aboriginal Education and Training Strategy 2009-2012* refer inclusively to all Aboriginal Australians and Torres Strait Islander people.

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Contact: Aboriginal Education and Training Directorate on (02) 9244 5393.



Artworks

Two designs have been created for the Aboriginal Education and Training Directorate by celebrated Aboriginal artist Bronwyn Bancroft. These two powerful designs have been adopted by the Department to support the implementation of the *Aboriginal Education and Training Policy* and the *Aboriginal Education and Training Strategy 2009-2012*.

'I was attempting to create a vibrant visual link that allows the viewer to see clearly that we are here for the interactive, the listening, and the problem solving and for the difference we can all make.' (Bancroft:2007)

Contents

Introduction	2
Decision Making Flowchart	3
Implementing the Policy	4
Step 1: Introducing the Policy	4
Step 2: Reflecting and Planning: Turning Policy into Action	5
Step 3: Integrating the Policy into Everyday Business	6
Appendix One: Aboriginal Education and Training Policy	7
Appendix Two: Key Planning Documents	13
<i>About the Aboriginal Education and Training Strategy 2009-2012.....</i>	<i>13</i>
<i>About the Aboriginal Human Resources Development Plan 2009-2011.....</i>	<i>13</i>
<i>Sections from the Aboriginal Education and Training Strategy 2009-2012.....</i>	<i>14</i>
<i>Reflect > Plan > Act Guide.....</i>	<i>16</i>
<i>Community Partnership Planning Guide.....</i>	<i>20</i>

Introduction

The *Aboriginal Education and Training Policy* was introduced in November 2008.

The Policy:

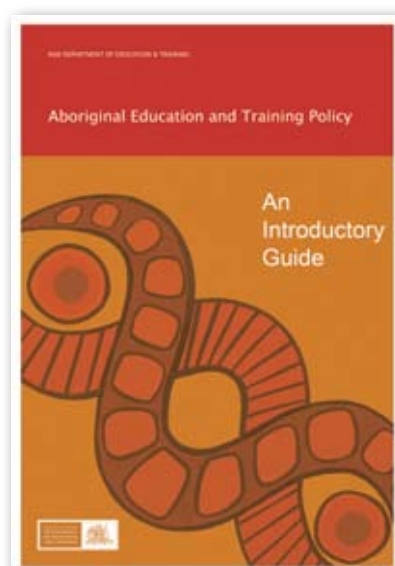
- defines the NSW Department of Education and Training's strong commitments to Aboriginal education and training across all areas of public education in NSW
- sets the goal 'that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population'
- reflects close collaboration with the NSW Aboriginal Education Consultative Group Inc. and Aboriginal communities
- provides policy advice for all employees of the Department
- fulfils a commitment to review the Aboriginal Education Policy 1996 (Schools) made in response to the Aboriginal Education Review (2004).

Policy implementation incorporates the following processes at all levels across the Department:

Step 1: Introducing the Policy

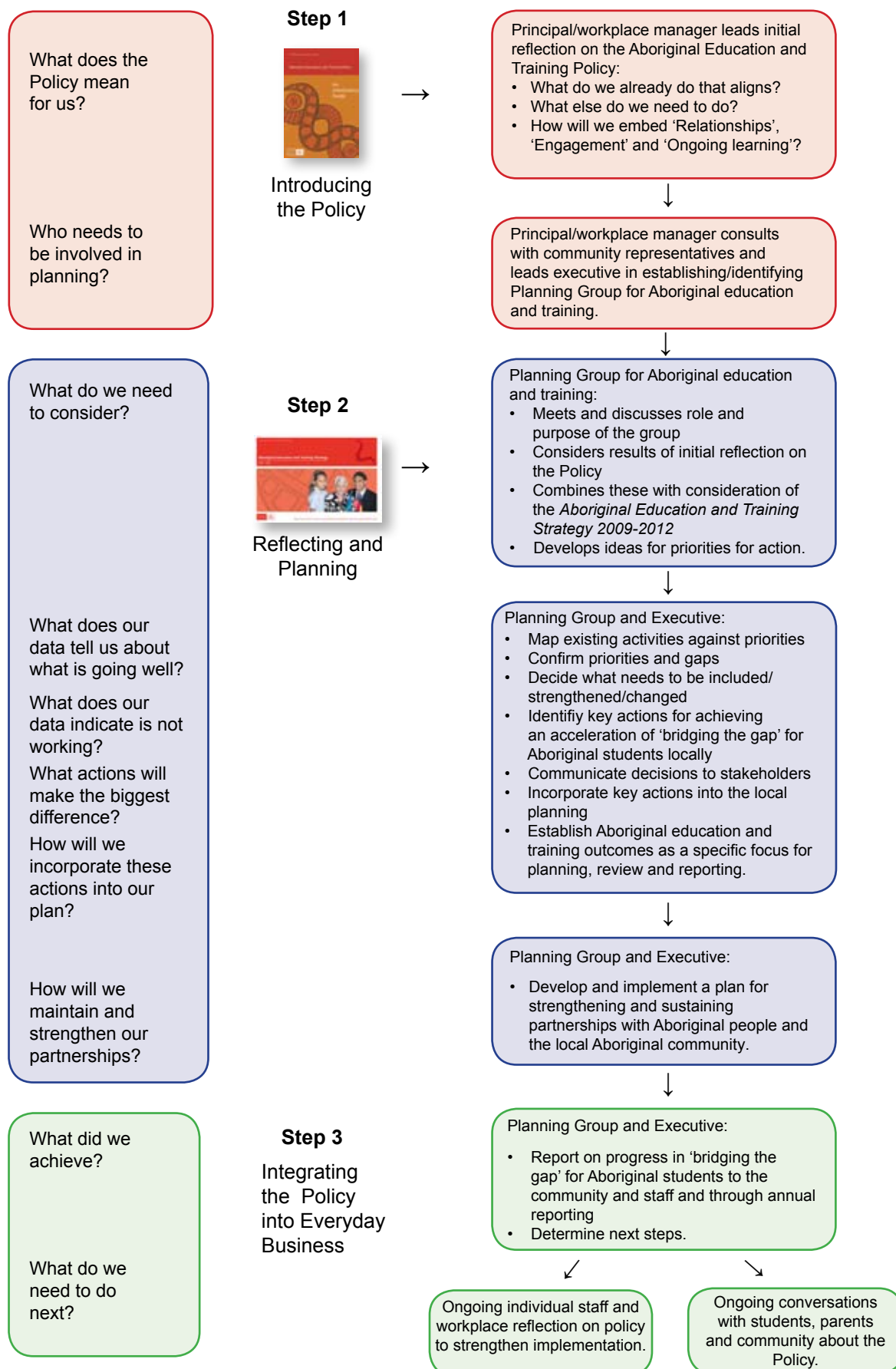
Step 2: Reflecting and Planning – Turning Policy into Action

Step 3: Integrating the Policy into Everyday Business



Decision Making Flow Chart

Reflecting and Planning to implement the *Aboriginal Education and Training Policy*



Implementing the Policy

Step 1: Introducing the Policy

An *Introductory Guide* was prepared for principals and workplace managers as an overview to assist with Introducing the Policy. The guide is available to staff and community members from the Department's policy site at https://www.det.nsw.edu.au/policies/students/access_equity/aborig_edu/PD20080385.shtml.

Further support materials are available to staff from the Department's intranet site at <https://detwww.det.nsw.edu.au/lists/directoratesaz/aet/index.htm>

Community members can access these with the assistance of staff members, through local schools, TAFE colleges and other departmental offices.

Suggested actions for *Introducing the Policy* include:

Principals and workplace managers:

- identifying or establishing a Planning Group/Committee/Team¹ for Aboriginal education and training to guide the implementation of the Policy
- facilitating initial reflections on the alignment of the Policy with current practices
- sharing information about the Policy with all staff and local Aboriginal and non-Aboriginal community members and distributing it. (It is important to make contact with the NSW AECG Inc.² through Local or Regional AECGs as well as local organisations such as Land Councils).

All staff:

- having access to a copy of the Policy
- reading the Policy and having opportunities to discuss its implications in the context of their role, their local workplace, their program of work and the local community.

Community members:

- becoming aware of the Policy and increasingly having opportunities to read and discuss how it can be useful and how they can contribute to its implementation.

¹ For ease of reading, the group responsible for oversight of the planning of Aboriginal education and training in each location will be referred to in this guide as 'the Planning Group'.

² The Department recognises the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc) 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.

Step 2: Reflecting and Planning: Turning Policy into Action

The Aboriginal education and training Planning Group should have representation from executive, teaching and support staff and the AECG (at a regional or local level), Aboriginal community organisations or Aboriginal community members as relevant to the local context.

The Planning Group will lead the process of identifying and coordinating the implementation of local actions that will make a difference in Aboriginal education and training.

Suggested action for the Planning Group includes:

- build on the initial reflections related to the *Aboriginal Education and Training Policy* in the school/workplace
- consider the *Aboriginal Education and Training Strategy 2009-2012*
- develop priorities for actions to achieve an acceleration in bridging the gap for Aboriginal students in each education setting (whether the setting has direct responsibility for Aboriginal students/learners or not)
- identify a process through which the Planning Group can work with the local executive to:
 - check the alignment of the current planning with the Policy and the Strategy
 - review the current planning to strengthen its focus on accelerating progress for Aboriginal children in government preschools in NSW public schools, Aboriginal school students and Aboriginal learners in TAFE NSW and community education
 - monitor progress in implementing plans related to Aboriginal education and training and report to the Department and the community against outcomes and targets
 - implement the agreed process.

The following are included as Appendices to assist the Planning Group:

- The *Aboriginal Education and Training Policy*
- Information about the *Aboriginal Education and Training Strategy 2009-2012* and key sections from the Strategy
- Information the *Aboriginal Human Resource Development Plan 2009-2011*
- *Reflect > Plan > Act Guide*
- *Community Partnerships Planning Guide*

There are many different approaches to planning and many ways of documenting plans to suit local needs. The *Decision Making Flow Chart* and *Reflect > Plan > Act Guide* that follow, are intended to prompt reflections and planning on key issues which can be incorporated into local processes and formats.

Step 3: Integrating the Policy into Everyday Business

Key Questions:

- What is our rationale for Aboriginal education and training?
- What have we achieved to date?
- How do we learn from and celebrate our achievements?
- What is our plan for sustaining our partnerships with our community?
- How are relationships, engagement and ongoing learning embedded in our practices?
- How will we use our learnings to sustain and, where relevant, strengthen what we are doing and/or change our efforts to increase our impact?

Suggestions for other excellent resources to assist with general reflection and planning are also included on the Department's intranet site <https://detwww.det.nsw.edu.au/lists/directoratesaz/aet/policystrategy/index.htm>

These include a checklist for Introducing the Policy, which may be found under related information on the above web page.

Building Competencies in Aboriginal Cultures

The *Aboriginal Education and Training Policy* mandates 'Aboriginal cultural education through professional learning and career development experiences' for all staff of the Department. This learning has the potential to make a significant contribution to the Department's goal of improved educational outcomes for Aboriginal students.

Initial information about the Pathways to Building Competencies in Aboriginal Cultures is included on pages 9 and 10 of the *Introductory Guide for the Aboriginal Education and Training Policy*. https://detwww.det.nsw.edu.au/policies/students/access_equity/aborig_edu/PD20080385_i.shtml

An *Information sheet: Mandatory Aboriginal Cultural Education: What does it mean?* is also available. <https://detwww.det.nsw.edu.au/lists/directoratesaz/aet/policystrategy/index.htm>

Building Competencies in Aboriginal Cultures will support professional learning that:

- values prior learning; and
- is built into each staff member's ongoing professional learning and career development experiences.

Appendix One

Aboriginal Education and Training Policy

1 Policy statement

1.1 Commitments

- 1.1.1 The NSW Department of Education and Training including schools, TAFE NSW and community education settings (The Department), is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.
- 1.1.2 It is the goal of the Department that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- 1.1.3 The Department is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people as the First Peoples of Australia.
- 1.1.4 The Department will provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business.
- 1.1.5 The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.
- 1.1.6 The Department is committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.
- 1.1.7 The Department recognises the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc) 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.
- 1.1.8 These commitments affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential.
- 1.1.9 Aboriginal education and training is core business for all staff.

1.2 Aboriginal education and training involves continuous, life long learning. It includes:

- 1.2.1 delivery of quality education and training to Aboriginal students in schools (including where relevant preschools), TAFE Institutes and community education settings
- 1.2.2 education about Aboriginal Australia for all students

- 1.2.3 mandatory Aboriginal cultural education through professional learning and career development experiences for all staff
- 1.2.4 identifying and engaging the NSW AECG Inc and Aboriginal communities as partners in Aboriginal education and training.

1.3 The Department values the skills, experiences and knowledge of Aboriginal people and will:

- 1.3.1 increase the participation and retention of Aboriginal students in schools, TAFE Institutes and community education settings
- 1.3.2 increase employment, promotional opportunities and retention of Aboriginal people in a broad range of positions across all areas of the Department
- 1.3.3 engage the NSW AECG Inc and Aboriginal communities as partners in Aboriginal education and training.

1.4 The Department will improve lifelong learning pathways for Aboriginal learners. This will include transitions:

- 1.4.1 from home to school
- 1.4.2 through primary and secondary education
- 1.4.3 from school into further study and employment
- 1.4.4 through vocational education and training and other pathways into further study or sustainable employment.

1.5 The Department in partnership with the NSW AECG Inc and Aboriginal communities and organisations will:

- 1.5.1 value and acknowledge the identities of Aboriginal students
- 1.5.2 provide supportive and culturally inclusive learning environments for Aboriginal students
- 1.5.3 assist Aboriginal students to access educational opportunities in a range of settings
- 1.5.4 implement:
 - Aboriginal studies programs
 - Aboriginal languages programs
 - Aboriginal cross-curriculum content within schools
 - Aboriginal perspectives in relevant further/alternative education and training programs.
- 1.5.5 incorporate the cultural contexts, values and practices of local Aboriginal communities into the mainstream delivery of education and training.

1.6 The Department, will consult with local Aboriginal communities and support teachers to:

- 1.6.1 develop and demonstrate their high expectations of all Aboriginal students
- 1.6.2 engage and motivate Aboriginal students for successful participation in education and training
- 1.6.3 encourage Aboriginal students to pursue personal excellence, including a commitment to learning

- 1.6.4 use quality teaching and assessment practices and resources that are culturally inclusive
- 1.6.5 enable Aboriginal students to achieve age appropriate syllabus outcomes in schools and module and course completions in vocational education and training
- 1.6.6 provide all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through:
 - Aboriginal studies
 - Aboriginal languages
 - Aboriginal cross-curriculum content in schools
 - relevant studies in TAFE and community education.

1.7 Working together to build capacity within Aboriginal communities

- 1.7.1 The Department will work with other government agencies and non-government organisations to build capacity within Aboriginal communities to ensure that Aboriginal people participate as equal partners in education and training.

1.8 Training and assistance

- 1.8.1 The Department will provide appropriate and relevant training and resources to assist with the implementation of this policy in line with the key focus of achieving improved educational outcomes in Aboriginal education and training.

2 Audience and applicability

- 2.1 The policy applies to all employees of the Department.
- 2.2 Programs funded by the Department are expected to operate in line with the policy.

3 Context

- 3.1 The [*NSW Aboriginal Education and Training Strategy 2009 -2012*](#) is the Department's plan to improve the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. The Strategy incorporates a shared responsibility for planning and targeted support for Aboriginal and Torres Strait Islander students.
- 3.2 The [*NSW Government's Aboriginal Affairs Plan 2003-2012: Two Ways Together*](#) within the context of [*The State Plan: A New Direction for New South Wales*](#), provides the New South Wales context for priority actions within the [*NSW Aboriginal Education and Training Strategy 2009 -2012*](#)
- 3.3 [*Securing a Collaborative Partnership into the Future*](#) provides the philosophy of, and commitment to, the partnership between the NSW AECG Inc and the Department.
- 3.4 [*The Report of the Aboriginal Education Review Yanigurra Muya: Ganggurrinyrna Yaarri Guurulaw Yirringin.gurray Freeing the Spirit: Dreaming an Equal Future 2004*](#) details the findings and recommendations from the Aboriginal Education Review.
- 3.5 [*Australian Directions in Indigenous Education 2005 - 2008 \(under review\)*](#) provides the national directions for Aboriginal Education and Training.

- 3.6 [The Technical and Further Education Commission Act \(1990\)](#) requires that TAFE NSW provide Aboriginal people with access to technical and further education services, including a range of appropriate specialised services.
- 3.7 [The NSW Anti-Discrimination Act \(1977\)](#) along with the [Commonwealth Racial Discrimination Act \(1975\)](#) make racial discrimination and vilification illegal in New South Wales.

4 Responsibilities and delegations

- 4.1 The Director-General is responsible for ensuring the implementation and monitoring of the policy and reporting to the Minister, the NSW AECG Inc and the broader NSW community on the implementation of the policy and achievements within Aboriginal education and training.

4.2 Regional, Institute and state office directors are responsible for:

- 4.2.1 consulting with the NSW AECG Inc and communities
- 4.2.2 implementing the policy
- 4.2.3 developing plans that comply with the policy
- 4.2.4 monitoring the effectiveness of their plans
- 4.2.5 reporting on achievements in Aboriginal education and training against outcomes and targets.

4.3 School principals are responsible for:

- 4.3.1 consulting with the NSW AECG Inc Local and Regional levels and Aboriginal communities
- 4.3.2 implementing the policy
- 4.3.3 incorporating strategies within the school plan that comply with the policy
- 4.3.4 monitoring the effectiveness of their plans
- 4.3.5 reporting on achievements in Aboriginal education and training against outcomes and targets.

4.4 Institute managers are responsible for:

- 4.4.1 consulting with the NSW AECG Inc Local and Regional levels and Aboriginal communities
- 4.4.2 implementing the policy
- 4.4.3 developing plans that comply with the policy
- 4.4.4 monitoring the effectiveness of their plans
- 4.4.5 reporting on achievements in Aboriginal education and training against outcomes and targets.

4.5 All staff

- 4.5.1 All staff in schools, TAFE Institutes, regional offices, state offices and Adult Community Education (ACE) are responsible for implementing the policy and ensuring their actions comply with it.

4.6 The Director, Aboriginal Education and Training

- 4.6.1 is responsible for publication and currency of the policy and coordination of support material through consultation with, and endorsement from, the NSW AECG Inc.

5 Monitoring, evaluation and reporting requirements

- 5.1 The Department will report on outcomes for Aboriginal students in the Department's Annual Report.
- 5.2 The Director, Aboriginal Education and Training will monitor progress on the implementation of this policy and report to the Director-General.
- 5.3 In honouring the [*Securing a Collaborative Partnership into the Future*](#) partnership agreement, the Department will collaborate with the NSW AECG Inc in the monitoring and evaluation of strategies and will report on progress in implementing this policy against outcomes and targets for Aboriginal education and training. The Department will also consult with NSW AECG Inc on future policy directions.
- 5.4 Regions and Institutes will report annually through their regional and Institute reports.
- 5.5 Schools will report through their annual school reports.

6 Contact

Director, Aboriginal Education and Training (02) 9244 5790

Implementation document

- Aboriginal Education and Training Policy: An Introductory Guide

Related information

- [*Aboriginal Education and Training Strategy 2009-2012*](#)
- [*Aboriginal Human Resource Development Plan 2009-2011*](#)
- [*Welcome to Country and Acknowledgement of Country: Guidelines and Protocols for NSW Public schools and TAFE Institutes*](#)

Document history and details

Policy title

Aboriginal Education and Training Policy

Implementation date

18/11/2008

Web publication date

07/08/2009

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PD/2008/0385/V02

Approval date

03/11/2008

Approving officer

Director-General of Education and Training and Managing Director of TAFE NSW

Superseded documents

Aboriginal Education Policy..PD/2005/0209/V03

Document history

The first *Aboriginal Education Policy* released in 1982 focused on the advancement of Aboriginal communities and an appreciation of Aboriginal cultures and societies by other Australians.

A decade later, this landmark policy was reviewed to make the policy relevant to schools with small numbers of Aboriginal students.

The 1996 *Aboriginal Education Policy* had three focus areas:

- Aboriginal students
- Aboriginal communities
- All staff, students and schools.

Many Aboriginal communities and a range of staff made significant contributions to the development and implementation of this policy.

In October 2003, the NSW Government announced a review of the effectiveness of the provision of Aboriginal education and training for Aboriginal students in New South Wales. The Aboriginal Education Review raised concerns about the consistency with which the *Aboriginal Education Policy* had been implemented and recommended that the *Aboriginal Education Policy* be updated in partnership with the NSW AECG Inc.

As a result, the Aboriginal Education Policy was updated as an action within the *Aboriginal Education and Training Strategy 2006-2008*. Extensive consultations and feedback on the draft were supported by the Department and the NSW AECG Inc. Feedback was received from 189 group and individual submissions. More than 1000 people were involved.

Main changes since previous version

- 1 This policy applies to all sectors of public education and training and all Departmental employees, not just to the school sector.
- 2 The policy articulates the Department's commitments to Aboriginal education and training in response to the Aboriginal Education Review.
- 3 Specific actions to be undertaken to respond to the 71 recommendations of the Aboriginal Education Review were specified in the *Aboriginal Education and Training Strategy 2006-2008*.
- 4 Specific responsibilities for staff are included.
- 5 Monitoring occurs through the Director, Aboriginal Education and Training.
- 6 The policy complies with the format now required for all Departmental policies.

Appendix Two: Key Planning Documents

About the *Aboriginal Education and Training Strategy 2009-2012*

The *Aboriginal Education and Training Strategy 2009-2012* is the Department's plan to improve the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students.

The Strategy incorporates a shared responsibility for planning and targeted support for Aboriginal students.

Actions in the Strategy are grouped into four focus areas:

- Leadership, planning and accountability
- Ongoing learning for staff and students
- Relationships and pathways
- Teaching and training.

The Strategy builds on what we know works, such as:

- focusing on the early years of schooling and making strong connections with Aboriginal families and Aboriginal communities, particularly prior to school;
- developing relationships with key partners so that Aboriginal students are offered relevant learning that leads to employment or further study;
- keeping people engaged in building success to accelerate progress in bridging the achievement gap; and
- most importantly, working with Aboriginal people as equal partners in education and training.

The Strategy and information sheets for staff and community can be downloaded from https://www.det.nsw.edu.au/strat_direction/corporate/index.htm. A *Monitoring and Reporting Framework* will coordinate transparent processes for monitoring and reporting on progress towards meeting the targets and outcomes in the *Aboriginal Education and Training Strategy 2009-2012*.

About the *Aboriginal Human Resource Development Plan 2009-2011*

The *Aboriginal Human Resource Development Plan 2009-2011* is a commitment by the Department to improve employment and professional development opportunities for Aboriginal people. Under the previous plan, representation of Aboriginal staff increased from 1.7% of our workforce to 2.3%, exceeding the State Government's benchmark.

Aboriginal people are now employed in a wide range of positions including directors, principals, school executive, consultants, teachers, front office staff, support officers, community liaison officers, development managers, policy and project officers and administrative staff.

But still more work needs to be done to support the career and leadership development of Aboriginal staff, including recruiting more Aboriginal staff to positions of influence and decision making across the department.

In implementing the previous plan we found that schools, TAFE NSW Institutes and regional and state offices used a variety of initiatives to increase the number of Aboriginal staff. There was not a 'one-size fits all' approach. The 2009-2011 plan adopts the learnings and approaches from the previous plan to continue to improve the recruitment, development and retention of Aboriginal staff across the Department. The plan can be downloaded from https://www.det.nsw.edu.au/media/downloads/strat_direction/ahrdplan0911.pdf

Sections from the *Aboriginal Education and Training Strategy 2009-2012*



Aboriginal Education and Training Policy Goal

That Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.

NSW Targets

- All four year olds, including those in remote communities, have access to a preschool program by 2013.
- The 2008 achievement gap in reading and numeracy between Aboriginal and non-Aboriginal students is reduced by 50 percent by 2012 and eliminated by 2016.
- The 2008 gap in the completion of Year 12 or an equivalent Vocational Education and Training qualification for Aboriginal students is reduced by 25 percent by 2012 and by 50 percent by 2020.
- More Aboriginal people are participating in and completing Vocational Education and Training courses at higher qualification levels.
- The 2008 gap in Vocational Education and Training unit completion rates for Aboriginal students is reduced by 25 percent by 2012 and by 50 percent by 2020.

Focus Areas

Leadership, planning and accountability

Planning for success for all Aboriginal students.

Collaborating with Aboriginal people in decision making at all levels.

Ensuring Aboriginal education and training is core business for all staff.

Ongoing learning for staff and students

Increasing competencies in Aboriginal Cultures for all staff.

Valuing and developing the strengths and capabilities of Aboriginal staff and Aboriginal students.

Educating all students about Aboriginal Australia.

Relationships and pathways

Connecting people through partnerships that make a difference.

Strengthening whole of government approaches.

Teaching and training

Accelerating progress in bridging the achievement gap between Aboriginal and non-Aboriginal students.

Strengthening learning opportunities through research, innovation and collaboration.

Strategies

Enable leaders*, managers and supervisors to lead staff in implementing the *Aboriginal Education and Training Policy* and the *Aboriginal Education and Training Strategy 2009-2012*.

Include a specific focus on bridging the gap in outcomes between Aboriginal and non-Aboriginal students in planning, target setting and reporting.

Drive innovation in Aboriginal education and training through the implementation of National Partnerships.

Manage corporate and Aboriginal specific resources effectively to improve outcomes for Aboriginal students.

Ensure the NSW Aboriginal Education Consultative Group Inc., Aboriginal communities and Aboriginal staff participate as equal partners in planning and decision making for Aboriginal education and training.

Work in partnership with the NSW Aboriginal Education Consultative Group Inc. as the peak Community advisory body on Aboriginal education and training.

Strengthen connections with Aboriginal communities and Aboriginal parents as partners in education and training.

Engage the corporate sector, industry, universities, key agencies and Aboriginal communities to support innovation and flexibility in state-wide, regional and local initiatives.

Work with key partners to build social inclusion for Aboriginal students in educational settings.

Advance interagency approaches to Aboriginal education and training issues through the implementation of COAG, State Plan and *Two Ways Together* priorities and targets.

Provide opportunities for Aboriginal community members to complete courses in leadership and governance.

Use current evidence based research and student achievement data to inform quality teaching and assessment.

Embed Aboriginal knowledge, cultural values and practices within curriculum frameworks and the delivery of education and training.

Strengthen student engagement by encouraging the use of digital learning pedagogies that encourage collaboration, interactive learning and knowledge creation.

Identify and disseminate innovative programs that redress educational disadvantage and promote learning and wellbeing for Aboriginal students.

Increase access and pathways for Aboriginal people to participate in education and training to meet skills shortages.

Form sustainable partnerships with universities to connect teaching practice with research including strengthening links between TAFE NSW and universities.



Participation and attainment in preschools and schools

- Increased proportion of Aboriginal 4 year olds participating in preschool.
- Increased number of Aboriginal children enrolled in government preschools in NSW Public Schools.
- Increased proportion of Aboriginal students at Years 3, 5, 7 and 9 achieving at or above the national minimum standards in reading and numeracy.
- Increased proportion of Aboriginal students at Years 3, 5, 7 and 9 achieving at or above the proficient standards (in the top two bands) in reading and numeracy.
- Increased attendance rates for Aboriginal students.
- Increased apparent retention rates from Years 7 to 10, Years 10 to 12 and Years 7 to 12 for Aboriginal students.
- Increased proportion of Aboriginal students completing Year 12 or an equivalent Vocational Education and Training qualification at AQF II or above.
- Increased proportion of Aboriginal students eligible for tertiary entrance.
- Increased number of Aboriginal students making the transition from school to Vocational Education and Training.

Participation and attainment in TAFE NSW and ACE

- Increased number of Aboriginal student enrolments in TAFE NSW and Adult and Community Education.
- Increased number of Aboriginal student enrolments in TAFE NSW and Adult and Community Education courses at AQF III or above.
- Increased number of Vocational Education and Training course completions by Aboriginal students in TAFE NSW and Adult and Community Education.
- Increased number of Vocational Education and Training course completions at AQF III or above by Aboriginal students in TAFE NSW and Adult and Community Education.
- Increased unit completion rates by Aboriginal students in TAFE NSW and Adult and Community Education.
- Increased proportion of Aboriginal graduates in TAFE NSW who are employed or participating in further education and training.

Apprenticeships and traineeships

- Increased number of Aboriginal students commencing an apprenticeship or a traineeship.
- Increased number of apprenticeship and traineeship completions by Aboriginal students.

Professional learning and leadership development for staff

- Representation of Aboriginal people across all salary levels is maintained or exceeds the department's 2008 benchmark of 2.3 percent.
- Increased representation of Aboriginal staff in supervisory, managerial and leadership roles across the department.
- Aboriginal staff retention at all levels of the organisation is equal to non-Aboriginal staff retention.
- Increased number of Aboriginal people represented on key planning and decision making committees.
- 3,000 departmental staff have commenced a pathway to build competencies in Aboriginal Cultures per year.

In referring to Aboriginal people, this Strategy refers inclusively to all Aboriginal Australians and Torres Strait Islander people. This Strategy includes Aboriginal children in government preschools in NSW Public Schools, Aboriginal students in NSW Public Schools and Aboriginal learners in TAFE NSW campuses and colleges and Adult and Community Education community colleges. The NSW Aboriginal Education Consultative Group Inc. refers to the State level of the AECG. Local and regional AECGs refer to AECGs at a regional or local level. *In referring to leaders, this Strategy refers to the Director-General and other senior staff including Senior Executive Service Officers, Senior Officers and Principals.



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Reflect > Plan > Act Guide

Leadership, planning and accountability - Planning for success for all Aboriginal students. **Collaborating** with Aboriginal people in decision making at all levels. **Ensuring** Aboriginal education and training is core business for all staff.

Actions* related to the Policy and Strategy	What do we already do?	What are we going to do?
Establish an Aboriginal education and training planning group with representation from executive, teaching and support staff and the AECG (at a regional or local level), Aboriginal community organisations and Aboriginal community members as relevant to the local context. Identify a staff member to act as a 'key' contact person to provide information on Aboriginal education and training to staff.		
Undertake planning to ensure an integrated approach to planning, implementation and reporting for actions in the Aboriginal Education and Training Policy and the Aboriginal Education and Training Strategy 2009-2012. Identify key roles across the Policy and Strategy for groups of staff including: leaders, executive, teachers, support staff, Aboriginal education workers.		
Discuss relevant information on Aboriginal students. Identify cohorts of students and monitor their participation in programs and initiatives. Develop service delivery/ Aboriginal education plans based on analysis of Aboriginal student performance using SMART data for school students and Community Training Profiles for TAFE students. Plan to accelerate progress for every Aboriginal student.		
Include specific items related to Aboriginal student achievement in assessment and review schedules for teaching staff in schools, campuses and colleges with Aboriginal students.		
Review and report on progress towards achieving targets and outcomes for Aboriginal students to key stakeholders and client groups.		
Integrate the Aboriginal Human Resource Development Plan 2009-2011 into school/ institute/region/state office area a business planning process to ensure the outcomes of the plan are achieved.		

* These are sample actions to support your planning journey. You need to consider all actions in the Strategy in your context. The *Reflect > Plan > Act Guide* can be downloaded from: <https://detwww.det.nsw.edu.au/lists/directoratesaz/aet/index.htm>

Ongoing learning for staff and students - Increasing competencies in Aboriginal Cultures for all staff. Valuing and developing the strengths and capabilities of Aboriginal staff and Aboriginal students. Educating all students about Aboriginal Australia.

Actions* related to the Policy and Strategy	What do we already do?	What do we need to do?
Support building competencies in Aboriginal cultures for all staff in partnership with Elders, local AECGs and community members.		
Ensure all students have opportunities to develop deeper understandings of Aboriginal Australia.		
Implement professional learning plans that include Aboriginal education and training in key leadership and professional development programs.		
In partnership with the local Aboriginal community, develop guidelines for respecting valuing and promoting local Aboriginal cultures and protocols.		
Incorporate ongoing professional learning so that staff can support Aboriginal students' culture and identity.		
Ensure that induction programs for all staff include content about Aboriginal students and local Aboriginal communities and that local Aboriginal people participate in the planning and delivery of programs.		
Provide opportunities for Aboriginal and non-Aboriginal staff to share effective practice, engage in professional discussions and mentor each other.		
Support teachers in their first year of teaching and teachers new to teaching Aboriginal students by supporting their development of relationships with Elders, community members, local AECGs and local Aboriginal organisations.		
Commit resources to support career and leadership development opportunities for Aboriginal staff.		

* These are sample actions to support your planning journey. You need to consider all actions in the Strategy in your context. The *Reflect > Plan > Act Guide* can be downloaded from: <https://det.nsw.edu.au/lists/directoratesaz/act/index.htm>

Relationships and pathways - Connecting people through partnerships that make a difference. Strengthening whole of government approaches.

Actions* related to the Policy and Strategy	What do we already do?	What do we need to do?
Establish strong relationships with Aboriginal students, Aboriginal learners, families, Elders, and community members that value Aboriginal people as partners in education and training.		
Work with government and non-government agencies, local AECGs and Aboriginal community organisations to ensure Aboriginal students and Aboriginal learners are supported through key transition points.		
Build partnerships with key local stakeholders so that opportunities and resources can be identified to provide timely support for individuals and families.		
Lead community and interagency initiatives to support effective transitions for Aboriginal children to pre-school and into school.		
Develop career pathway plans for Aboriginal students in high school that provide opportunities for work experience, Vocational Education and Training, school-based cadetships and career path planning.		
Coordinate employment and training opportunities to build pathways to employment for Aboriginal students and Aboriginal learners.		
Maintain effective engagement between local AECGs, Aboriginal communities, schools, TAFE NSW campuses and colleges and community colleges.		

* These are sample actions to support your planning journey. You need to consider all actions in the Strategy in your context. The *Reflect > Plan > Act Guide* can be downloaded from: <https://detwww.det.nsw.edu.au/lists/directories/aet/index.htm>

Teaching and Training - Accelerating progress in bridging the achievement gap between Aboriginal and non-Aboriginal students. Strengthening learning opportunities through research, innovation and collaboration.		
Actions* related to the Policy and Strategy	What do we already do?	What do we need to do?
Create learning environments that reflect high teacher expectations for Aboriginal students.		
Improve literacy and numeracy achievement for Aboriginal students in schools, TAFE NSW campuses and colleges and community colleges.		
Provide literacy and numeracy support for Aboriginal learners in TAFE NSW through tutor support.		
Engage Aboriginal students through practices supported by the Quality Teaching Framework, connect students to learning through Information Communication and Technology (ICT) and prepare students for work through Vocational Education and Training and School based Apprenticeships.		
Identify and promote school practices that focus on student welfare, student wellbeing and addressing racism to support the full participation and achievement of Aboriginal students and to reduce suspension rates.		
Explore expansion of curriculum options to better meet the needs of Aboriginal students.		
Focus on attendance strategies that connect Aboriginal students to an engaging curriculum and quality teaching.		
Work with Aboriginal staff, students and Aboriginal communities to provide culturally inclusive learning environments for Aboriginal students.		
Increase the involvement of local Aboriginal communities in the delivery and assessment of curriculum.		
Build Vocational Education and Training pathways for Aboriginal students.		
Deliver flexible and relevant training that meets the needs of industry, individuals and community.		
Improve completion rates for Aboriginal students including increased participation in Certificate III courses or above in areas of skill shortage.		

* These are sample actions to support your planning journey. You need to consider all actions in the Strategy in your context. The *Reflect > Plan > Act Guide* can be downloaded from: <https://det.nsw.edu.au/lists/directorates/aeet/index.htm>

Community Partnerships Planning Guide

How are we going to work with the local AECG, Aboriginal people, Aboriginal organisations and Aboriginal Communities to:

- ensure Aboriginal education is core business for all staff and to plan for success for all Aboriginal students;
- increase competencies in Aboriginal Cultures for all staff and educate all students about Aboriginal Australia; and
- connect people through partnerships that make a difference to accelerate progress in bridging the achievement gap between Aboriginal and non-Aboriginal students?

Find out more about the NSW Aboriginal Education Consultative Group Inc. from their website: www.aecg.nsw.edu.au

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