

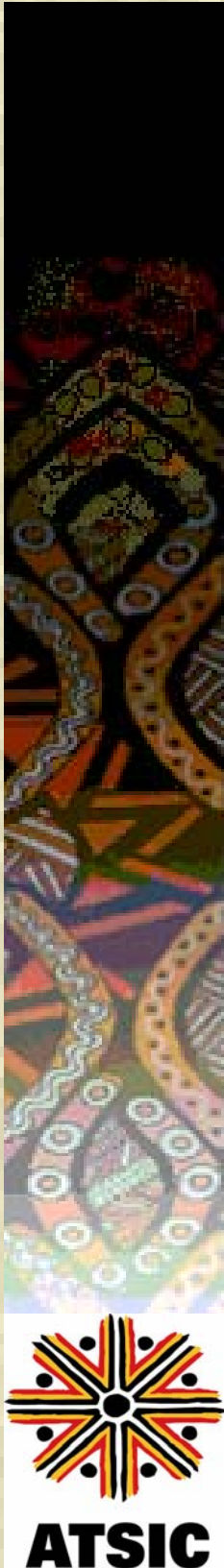


**Aboriginal and Torres Strait Islander Commission**

**EDUCATION POLICY STATEMENT**

**2004-2006**

*Endorsed by the ATSIC Board of Commissioners on 11 March 2004*



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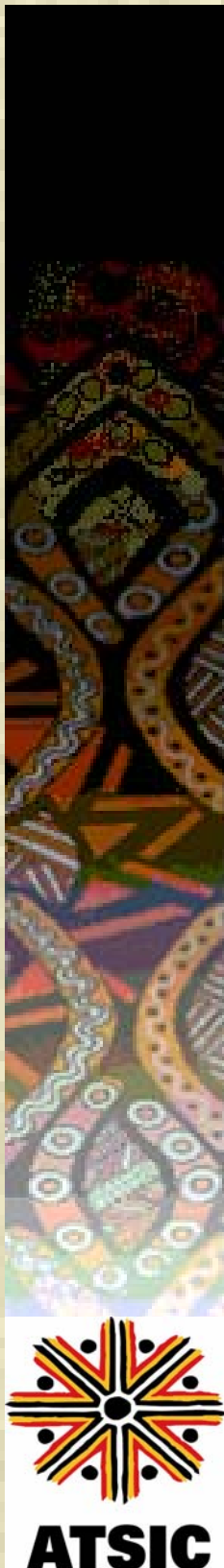
# EXECUTIVE SUMMARY

ATSIC's Education Policy is defined by the following four key statements:

1. Aboriginal and Torres Strait Islander peoples should be able to participate in education and achieve educational outcomes on a basis equal to other Australians;
2. What Aboriginal and Torres Strait Islander people learn and how they learn it should be relevant to where they live and respect their distinctive cultures;
3. Aboriginal and Torres Strait Islander involvement in education decision-making; and
4. Education is a shared responsibility of families and government.

The strategies and actions outlined in the policy will be achieved by ATSIC through advocacy to stakeholders, the development of strategic partnerships, appropriate research, performance monitoring, public reporting and critical evaluation.





# INTRODUCTION

Education is critically important to the empowerment of Aboriginal and Torres Strait Islander people. Passing on knowledge is the most valued of Aboriginal and Torres Strait Islander traditions.

As the peak democratically elected national Aboriginal and Torres Strait Islander organisation in Australia, ATSIC represents the Aboriginal and Torres Strait Islander clients of education.

The ATSIC Board of Commissioners acknowledge that the educational outcomes of Aboriginal and Torres Strait Islander people are not satisfactory, in both Aboriginal and Torres Strait Islander terms and in relation to the wider Australian population. ATSIC acknowledges the enormity of the challenge to improve education outcomes that must be met by Aboriginal and Torres Strait Islander people with the support of governments and education providers. ATSIC is committed to assisting families, governments and education providers overcome these challenges in order to improve outcomes for Aboriginal and Torres Strait Islander people.

## Vision

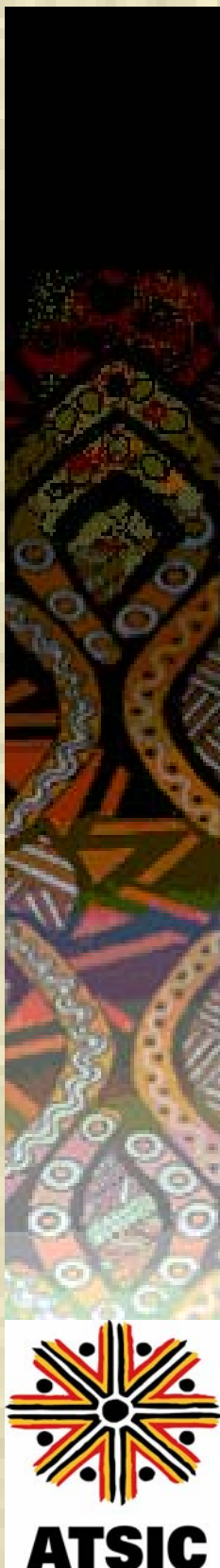
ATSIC's vision for education is that every Aboriginal and Torres Strait Islander person teaches and learns throughout their lives, and through the knowledge that education brings, achieves their aspirations on their own terms.

## Policy Context

Prior to European settlement, education was taught in a very different way which involved the use of pictures, stories, art and ceremonies. Since then, Aboriginal and Torres Strait Islander people have largely been forced to obtain their education in a system that is unfamiliar and at times, daunting. Input has rarely been sought from Aboriginal and Torres Strait Islander people in the development of education policies and programs and even today, Aboriginal and Torres Strait Islander people have little control over programs that are delivered to assist them.

In Australia, there are five key sectors of education. The table below illustrates who has responsibility for each sector.

Sector	Responsibility
Early Childhood: Preschools Childcare centres	State and Territory governments Commonwealth Government
Primary (Years 1 to 6)	State and Territory governments
Secondary (Years 7 to 12)	State and Territory governments
Tertiary	Commonwealth with contributions from industry
Vocational Education and Training	Shared between Commonwealth, State and Territory governments and industry



The range of responsibilities alone indicates the complexity in developing national policies to improve the overall educational outcomes of Aboriginal and Torres Strait Islander peoples.

However, governments across Australia have agreed to pursue the 21 long-term goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP) *see Appendix 3*. These 21 goals are grouped under the four major goals of:

- ✱ Involvement of Aboriginal and Torres Strait Islander people in educational decision-making;
- ✱ Equality of access to education services;
- ✱ Equity of educational participation; and
- ✱ Equitable and appropriate educational outcomes.

ATSIC acknowledges that education is just one of a number of policy areas that contribute to improving overall Aboriginal and Torres Strait Islander outcomes. Sometimes the interconnections between these policy areas are complex. ATSIC is encouraged by the development of a national indicator set under the auspices of Council of Australian Governments (COAG) that recognises many of these interconnections. Through *Overcoming Indigenous Disadvantage – Key Indicators 2003*<sup>1</sup> produced by the Steering Committee on the Review of Government Service Provision (SCRGSP), COAG now has a set of common indicators and seven key strategic areas for action that will assist in addressing Indigenous disadvantage.

## Policy Challenges

There is irrefutable evidence that more needs to be done to improve the educational outcomes of Aboriginal and Torres Strait Islander peoples. This evidence demonstrates that Australia has travelled only a short distance along a very long road to achieving satisfactory outcomes in education. In many areas, improvements are small in comparison to the size gap still to be addressed. In other areas, sustained improvement is still to be witnessed.

The characteristics of the Aboriginal and Torres Strait Islander population are very different from the rest of the Australian population. The population of Aboriginal and Torres Strait Islander school-aged people has increased at a rate 10 times that of the non-Indigenous school-aged population over the last 10 years<sup>2</sup>. This is resulting in an increased demand for education services by Aboriginal and Torres Strait Islander school-aged students in contrast to an easing of demand in the general population<sup>3</sup>.

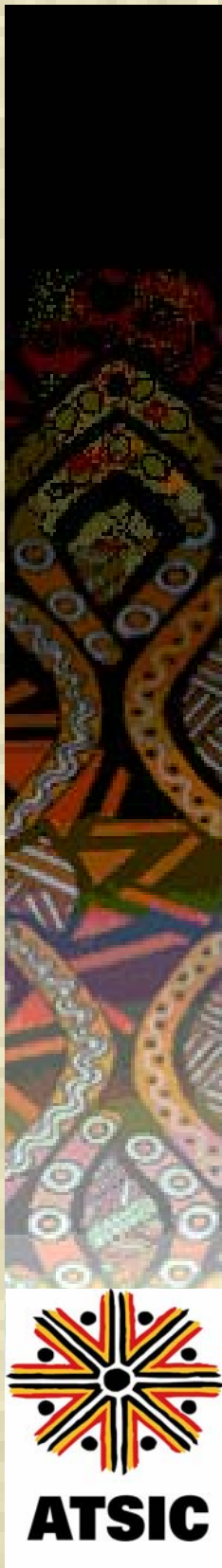
Without direct control over education resources, ATSIC and other Aboriginal and Torres Strait Islander education advisory and representative bodies must take an influencing role.

<sup>1</sup> Steering Committee on the Review of Government Service Provision. 2003. *Overcoming Indigenous Disadvantage – Key Indicators 2003*, Canberra

<sup>2</sup> ATSIC submission to the House of Representatives Standing Committee on Ageing- March 2003 (submission 141).

<sup>3</sup> Intergenerational Report 2002-03 (Budget Paper No. 5), Commonwealth of Australia, p46





A major challenge to policy-makers is the diversity of Aboriginal and Torres Strait Islander peoples. There is no one size fits all model that will guarantee improvement. Through its consultative and participatory processes and networks, ATSIC is in a unique position to assist education policy-makers and providers address this issue.

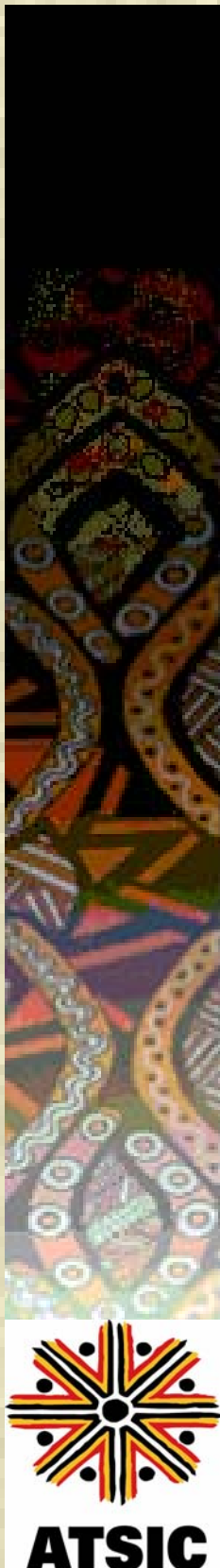
With an organisational structure that has Aboriginal and Torres Strait Islander families as its foundation and spans all three spheres of government, ATSIC can contribute to improving education outcomes through:

- ✱ identifying regional priorities in Regional Council policies, plans, and strategies;
- ✱ strengthening regional relationships between governments, education providers and community organisations across education, employment, health, housing and community development programs in specific communities;
- ✱ building on existing agreements with States and Territories and brokering new partnerships;
- ✱ using its high level access to State, Territory and Commonwealth Ministers, government officials and senior public servants; and
- ✱ involvement in and forums and initiatives that influence educators and education providers to ensure educational opportunities are responsive to local needs.

## Policy Values

ATSIC's education policy is formulated with particular values in mind. ATSIC acknowledges that while there is great diversity between Aboriginal and Torres Strait Islander peoples, there are some key values that are shared. These include:

- ✱ connection with place and country;
- ✱ importance of family;
- ✱ recognition of distinctive cultures; and
- ✱ importance of cultural traditions and knowledge passed down over generations.



# THE ATSIC EDUCATION POLICY STATEMENT 2004 - 2006

## 1. Participation and Achievement

*Aboriginal and Torres Strait Islander peoples should be able to participate in education and achieve educational outcomes on a basis equal to other Australians.*

- 1.1 In proportion to the general Australian population, there are less Aboriginal and Torres Strait Islander people attending school, staying at school to achieve recognised qualifications, and working in education. Tertiary enrolments have also dropped since the introduction of reforms to ABSTUDY in 2000. With the right support, Aboriginal and Torres Strait Islander people can participate in greater numbers and achieve results that are better or equal to those of other Australians. ATSIC will work with governments and tertiary institutions to develop an integrated system of financial, social and emotional support that is designed in a way that recognises the distinctive needs of Aboriginal and Torres Strait Islander students.
- 1.2 The causes of truancy and school drop-out must be identified on a local basis so that appropriate measures can be developed to address these issues. This will require families, communities and education providers to work together in a combined effort to increase the number of Aboriginal and Torres Strait Islander people attending school and continuing their education.
- 1.3 Children who are involved in learning before enrolling in school do better at school and later in life. Early childhood initiatives are an investment for the future and result in better and more affordable outcomes than high school or post-school remedial programs. ATSIC will work with governments to make more early childhood and preschool places accessible to Aboriginal and Torres Strait Islander families as close as possible to where they live.
- 1.4 Aboriginal and Torres Strait Islander peoples should have the same opportunities to access education as other Australians. This means:
  - ◆ having a school to attend within a reasonable travelling distance from home;



- ◆ having transport to and from school that families can afford;
- ◆ being healthy enough to attend school;
- ◆ being able to see and hear clearly when in class;
- ◆ having the right resources and environment to learn;
- ◆ being able to access understandable information about educational opportunities; and obtaining special assistance where necessary; and
- ◆ having a fair chance to get a job in schools, colleges and universities.

1.5 ATSIC will work with governments and education providers to promote improved access to education by Aboriginal and Torres Strait Islander peoples and will work to remove discriminatory or other barriers working against equal participation and achievement. One strategy supported by ATSIC to achieve this is cultural awareness curriculum and programs delivered to students, teachers and education workers.

1.6 Teaching students in remote and rural settings affects a significant proportion of Aboriginal and Torres Strait Islander students. ATSIC continues its interest in developing an outback network that will amongst other things support on-line distance education.

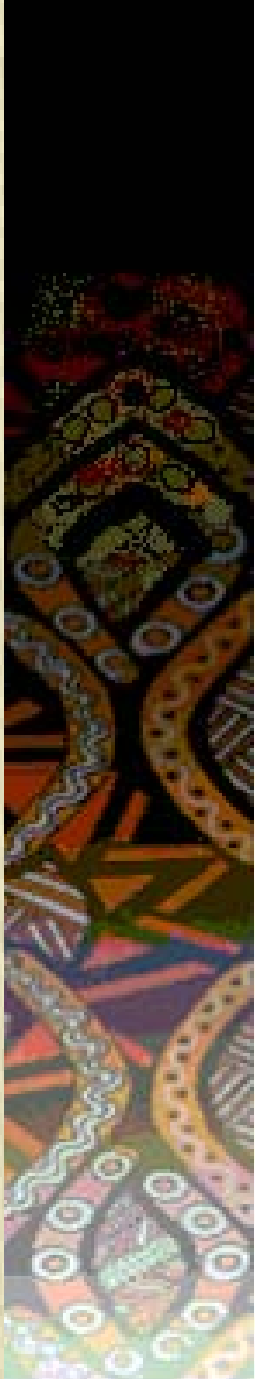
## 2. What we learn - how we learn

*What Aboriginal and Torres Strait Islander people learn and how they learn it should be relevant to where they live and respect their distinctive cultures.*

2.1 ATSIC believes that what people learn should have meaning to where Aboriginal and Torres Strait Islander people live and demonstrate respect for distinctive Aboriginal and Torres Strait Islander cultures.

2.2 An education in Australia for Aboriginal and Torres Strait Islander peoples should not be at the cost of the loss of culture and traditions. Aboriginal and Torres Strait Islander peoples have a right to live in accordance with the values, customs, principles and rules of Aboriginal and Torres Strait Islander cultures. Education providers should support and respect Aboriginal and Torres Strait Islander people's inherent right to be able to enjoy and exercise their cultural practices, languages and traditions.





2.3 Aboriginal and Torres Strait Islander families, and communities should be involved in the development of curriculum delivered in schools, to ensure that materials are relevant and appropriate. Where families and community agree, local Aboriginal and Torres Strait Islander histories and languages should be taught and supported in schools by local community members. Where it is preferred that this teaching occur outside of school, principals and teachers should recognise the importance of this learning when considering a student's workload.

2.4 Education policy-makers need to recognise and respect the diverse values and beliefs of Aboriginal and Torres Strait Islander peoples. While getting a good job may be an objective for many, others pursue education in order to better contribute to the community they live in. By working with communities and families, ATSIC believes schools can incorporate these different goals and develop schooling that is valued by students and families.

2.5 Good Indigenous and non-Indigenous teachers are critical to improving Aboriginal and Torres Strait Islander education outcomes. Good teaching practices include:

- providing intensive individual student support;
- involving teams of specialists and Aboriginal and Torres Strait Islander adults;
- using students' stories and oral histories in teaching;
- using appropriate alternative sites for education delivery;
- networking of teachers to support each other; and
- cultural awareness and training.

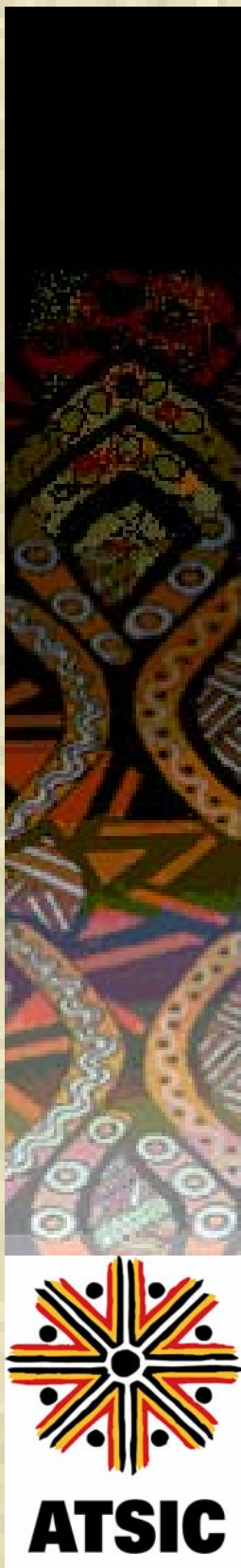
2.6 Understanding how to apply these practices should be part of the compulsory learning and professional pre-service and in-service development for all teachers.

2.7 ATSIC advocates for States and Territories to attract and retain high quality teaching staff in schools, with special incentives to relocate and remain in remote communities. ATSIC supports strategies such as working off Higher Education Contribution Scheme (HECS) debts through specialised and remote area placements.

### 3 Indigenous Involvement

#### *Aboriginal and Torres Strait Islander involvement in education decision-making.*

- 3.1 Indigenous involvement in decision-making is widely regarded in both Australia and across the world as a key strategy and critical element in improving the education outcomes of Indigenous peoples. ATSIC has long advocated for increased Aboriginal and Torres Strait Islander involvement in decisions that are made about the education of Aboriginal and Torres Strait Islander peoples.
- 3.2 Schools and communities must foster and encourage young leaders to ensure Aboriginal and Torres Strait Islander peoples have a strong voice in the future. These young leaders must be equipped with the knowledge of their ancestors as well as the capacity to lead and manage organisations in contemporary Australian society. ATSIC supports initiatives such as the Australian Indigenous Leadership Centre and the Indigenous Organisations Training package that promote good leadership and management skills.
- 3.3 ATSIC supports the advocacy role of the Secretariat of National Aboriginal and Islander Child Care (SNAICC).
- 3.4 ATSIC supports the role of State and Territory Indigenous Education Consultative Bodies (IECBs) and calls on all governments to resource these bodies, seek appropriate community representatives and consider the advice they provide.
- 3.5 ATSIC supports the role of the Aboriginal Student Support and Parent Awareness committees (ASSPA).
- 3.6 ATSIC supports the role of the Australian Indigenous Training Advisory Council (AITAC).
- 3.7 ATSIC looks forward to the establishment of the Higher Education Indigenous Advisory Council (HEIAC). Like AITAC and many of the IECBs, HEIAC should include an ATSIC representative to advocate community interests and to promote links between HEIAC and other Indigenous education based advisory bodies that already involve ATSIC. In addition, ATSIC recommends the involvement of Aboriginal and Torres Strait Islander student and professional bodies on HEIAC.
- 3.8 ATSIC will monitor and hold governments accountable to the achievement of each of the 21 goals of the AEP.

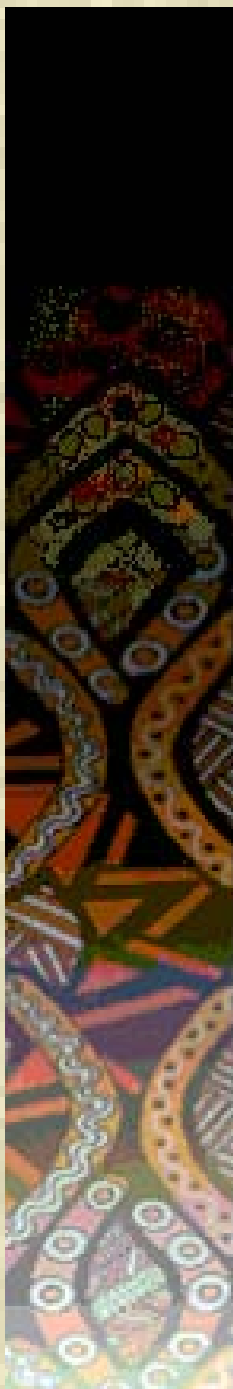


## 4 Families and Government

*Education is a shared responsibility of families and government.*

- 4.1 ATSIC believes that it is a joint responsibility of both families and education providers to support the education of Aboriginal and Torres Strait Islander students.
- 4.2 Families who recognise the value of education will encourage their children to participate in learning, will acknowledge achievement and work constructively with schools and their children to improve poor performance. A child who is healthy, who has the right diet and a good mix of rest and play, is also likely to perform better.
- 4.3 ATSIC commends initiatives that seek to empower and encourage families to take an active role in the education of their children. ATSIC especially recognises and supports Aboriginal and Torres Strait Islander controlled schools and universities and equally supports government and non-government schools that are achieving good results by working with local Aboriginal and Torres Strait Islander families.
- 4.4 ATSIC will support shared responsibility agreements and other regional initiatives whereby parents encourage and support their children to participate in learning and schools work constructively with families to maximise student performance.





## Action Highlights

A key to the achievement of strategies and actions outlined in this policy will be the development of strategic partnerships of influence, appropriate research and performance monitoring, reporting and evaluation undertaken by and or provided to ATSIC. ATSIC will advocate for:

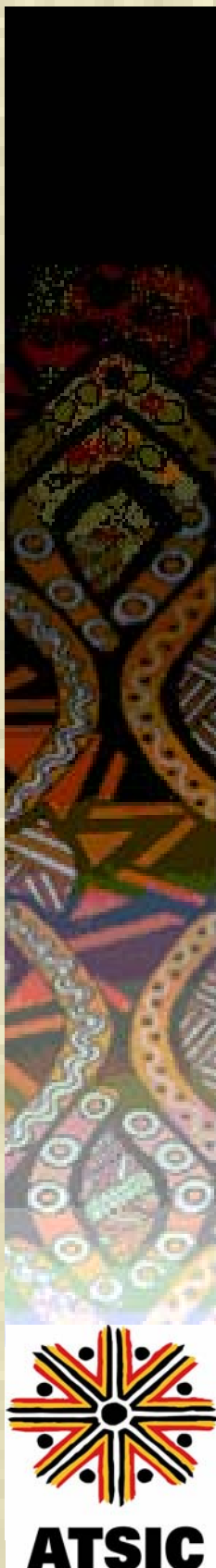
- i. a national forum of Indigenous “clients of education” held to:
  - ♦ review the National Aboriginal and Torres Strait Islander Education Policy (AEP)<sup>4</sup>; and
  - ♦ consider arrangements for advice to governments on Aboriginal and Torres Strait Islander education;
- ii. a compulsory Aboriginal and Torres Strait Islander course element in every teaching degree course;
- iii. widespread use of scaffolding literacy teaching methodologies which through a more individualised approach to improving text processing skills progressively builds the literacy performance of Aboriginal and Torres Strait Islander students’ over a short period of time;
- iv. an increase in the number of school and early childhood opportunities accessible by Aboriginal and Torres Strait Islander people in rural and remote communities;
- v. improvements to the financial, emotional and social support arrangements for Aboriginal and Torres Strait Islander students and teachers;
- vi. practical measures to substantially increase the number of Aboriginal and Torres Strait Islander peoples enrolling in universities and attaining qualifications; and
- vii. governments taking greater advice from Aboriginal and Torres Strait Islander peoples on decisions relating to education.

As an immediate priority, ATSIC will seek involvement in stakeholder consultations regarding the renegotiation of quadrennial funding arrangements in relation to education.

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<sup>4</sup> see appendix 3





ATSIC also supports policy-makers utilising the framework developed by COAG in *Overcoming Indigenous Disadvantage – Key Indicators 2003* to contribute to improving overall outcomes for Aboriginal and Torres Strait Islander people. Priority outcomes promoted under the *Overcoming Indigenous Disadvantage* framework are:

- ✳ Safe, healthy and supportive family environments with strong communities and cultural identity;
- ✳ Positive child development and prevention of violence, crime and self-harm; and
- ✳ Improved wealth creation and economic sustainability for individuals, families and communities.

ATSIC will advocate and monitor outcomes against the framework and notes in particular the following education-specific indicators requiring improvements:

- ✳ Pre-school and school attendance;
- ✳ Evidence of increased Indigenous cultural studies content in school curriculum
- ✳ Involvement of Indigenous people in the development and delivery of Indigenous studies;
- ✳ Year 3 literacy and numeracy;
- ✳ Years 5 and 7 literacy and numeracy;
- ✳ Retention at year 9; and
- ✳ Transition from school to work and further education.

## Evaluation And Reporting

The ATSIC Education Policy will be reviewed and evaluated in 2006.

ATSIC has long advocated for a national report on Aboriginal and Torres Strait Islander education statistics and was encouraged by the tabling of the *National Report to Parliament on Indigenous Education and Training* during 2002 and 2003. ATSIC appreciates the work of governments and education providers in contributing to this report and was especially supportive of the additional information provided in the report beyond that which was required under the *Indigenous Education (Targeted Assistance) Act 2000*.

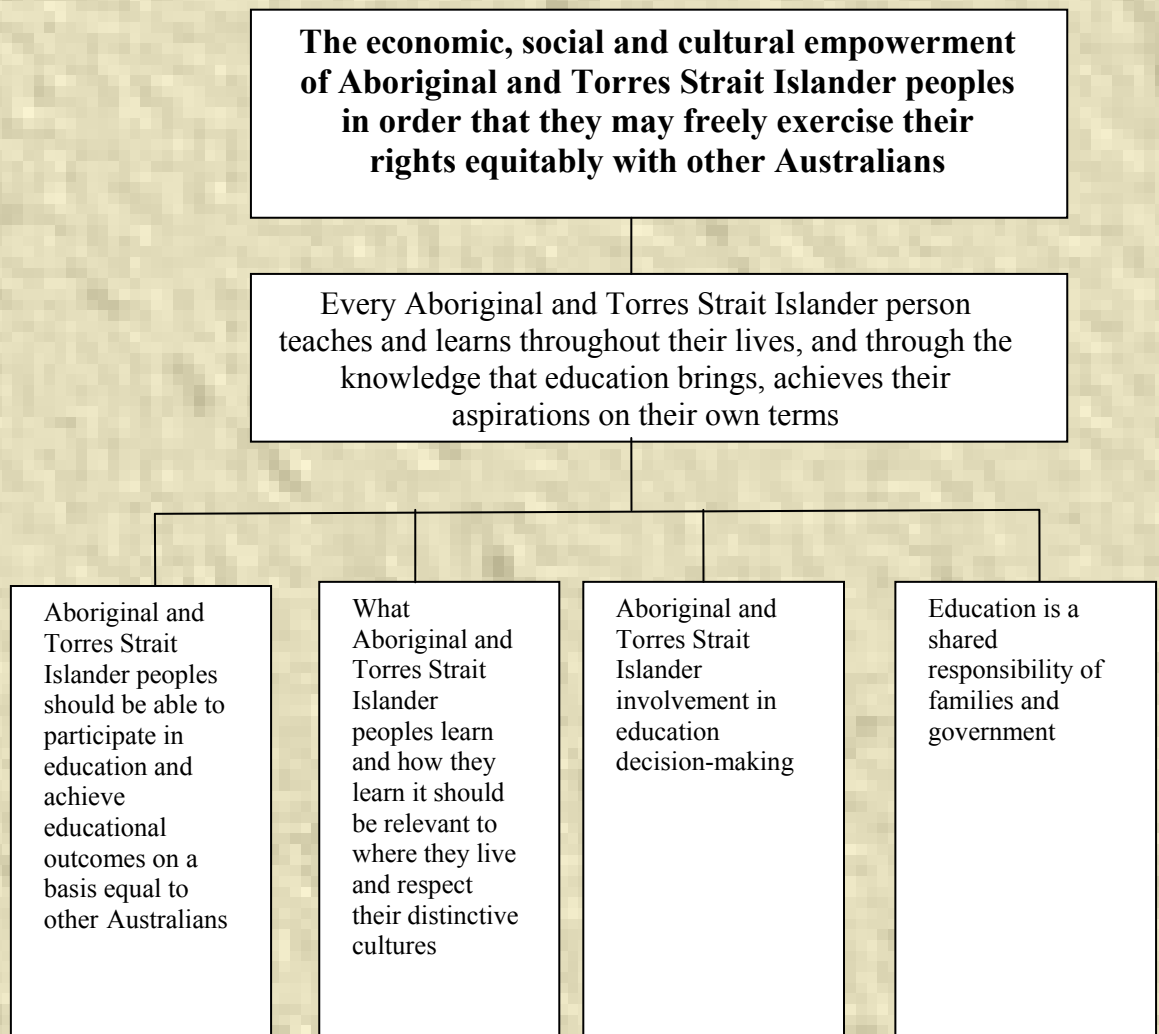
ATSIC will press for improved reporting to Regional Councils by governments and education providers. This will assist Regional Councils to develop their regional priorities and will in turn improve the quality of the advice ATSIC can provide to governments and education providers.

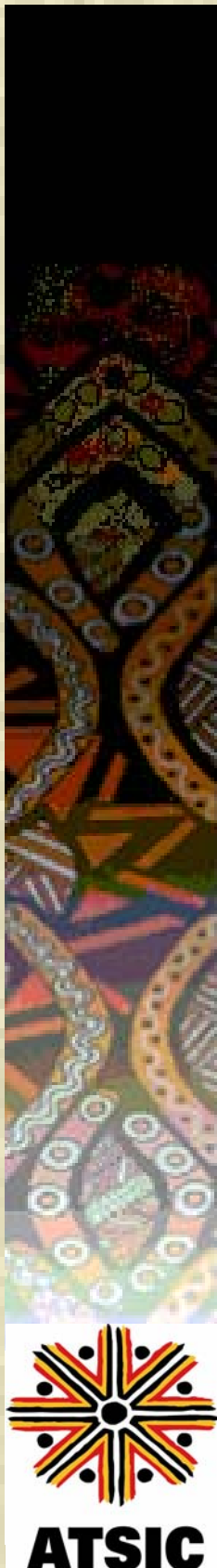


## Appendix 1

### Summary of the ATSIC EDUCATION POLICY 2004-2006

The diagram below outlines ATSIC's Education Policy and the outcomes ATSIC desires through its continued efforts.





## Appendix 2

### The Evidence

The evidence base on Aboriginal and Torres Strait Islander people is only now becoming more robust. While some improvements have and are being made, the evidence base on Aboriginal and Torres Strait Islander people has been challenged by lack of comparability between jurisdictions, issues associated with the identification of Indigenous Australians, small sample sizes and sometimes by decisions to hide the problems rather than address them. ATSIC will monitor a variety of sources of data to inform its advocacy to government and education providers.

Sources of information on Aboriginal and Torres Strait Islander education include:

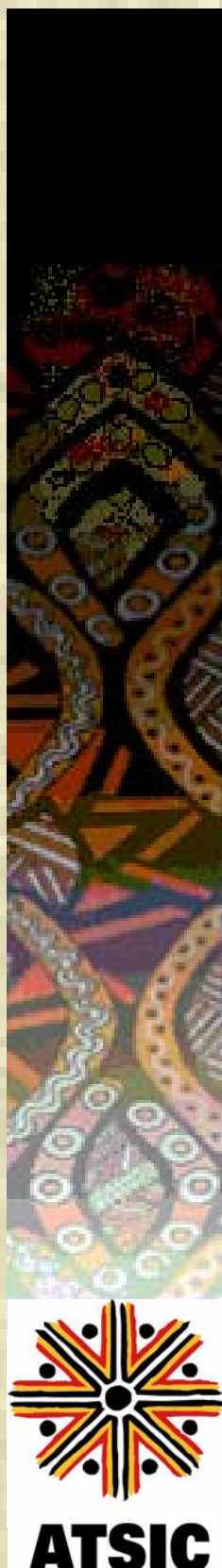
- ✳ National Report to Parliament on Indigenous Education and Training;
- ✳ Census of population and housing;
- ✳ National Report on Schooling in Australia;
- ✳ Schools Australia;
- ✳ Overcoming Indigenous Disadvantage report;
- ✳ Report on Government Services;
- ✳ Community Housing and Infrastructure Needs Survey (CHINS);
- ✳ National Aboriginal and Torres Strait Islander Social Survey; and
- ✳ Health and Welfare of Australia's Aboriginal and Torres Strait Islander peoples.

A selection of data follows to provide a current profile of Aboriginal and Torres Strait Islander education today.

Table **Growth in Census counts by Age Cohort 1991-2001**<sup>5</sup>

Age	Identified Indigenous 1991	Identified Indigenous 1996	Identified Indigenous 2001	Average Annual Growth Indigenous 1991-2001	Average Annual Growth All-Australia 1991-2001
0-4	39,500	50,300	52,900	3.0%	-0.1%
5-9	35,200	48,200	56,500	4.9%	0.6%
10-14	31,100	42,900	51,600	5.2%	0.7%
15-19	28,900	34,700	42,300	3.9%	0.1%
<i>Sub-total 5-19</i>	<i>95,200</i>	<i>125,800</i>	<i>150,300</i>	<i>4.7%</i>	<i>0.5%</i>

<sup>5</sup> ATSIC submission to the House of Representatives Standing Committee on Ageing- March 2003 (submission 141).



## Aboriginal and Torres Strait Islander Languages

In 2001, the total Aboriginal and Torres Strait Islander population was 410,003. Of these 49,764 (12.1%) spoke an Indigenous language<sup>6</sup>.

## Nearest Education Institution<sup>7</sup>

The table below provides an indicator of access. The statistics contained in the table represent the proportion of Aboriginal and Torres Strait Islander communities and the proportion of the Aboriginal and Torres Strait Islander population located 100km or more away from a school.

	% of Indigenous Communities	% of Indigenous Population
Primary School	13	2
Year 10	44	31
Year 12	67	54

## Various Statistics

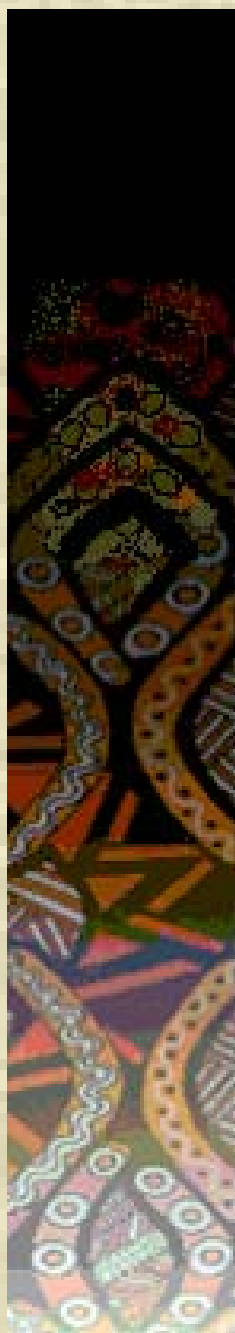
Please note that the following statistics<sup>8</sup> are presented as percentages unless *italicised* e.g. *21,892* indicating a population number.

	Indigenous	Non-Indigenous	Gap
<b>Early Childhood</b>			
Preschool attendance % by 3 and 4 year-olds	47.7	56.9	9.2
Preschool children ready for public school: literacy	55.0	78.0	23.0
Preschool children ready for public school: numeracy	55.0	81.0	26.0
<b>Primary and Secondary School</b>			
School attendance by 5-14 year-olds	87.0	95.0	8.0
Year 3 students meeting reading benchmark (2001)	72.0	90.3	18.3
Year 3 students meeting numeracy benchmark (2001)	80.2	93.9	13.7
Year 5 students meeting reading benchmark (2001)	66.9	89.8	22.9
Year 5 students meeting numeracy benchmark (2001)	63.2	89.6	26.4

<sup>6</sup> Australian Bureau of Statistics 2001 Census of Population and Housing

<sup>7</sup> Housing and Infrastructure in Aboriginal and Torres Strait Islander Communities 2001 (Cat 4710.0), Australian Bureau of Statistics.

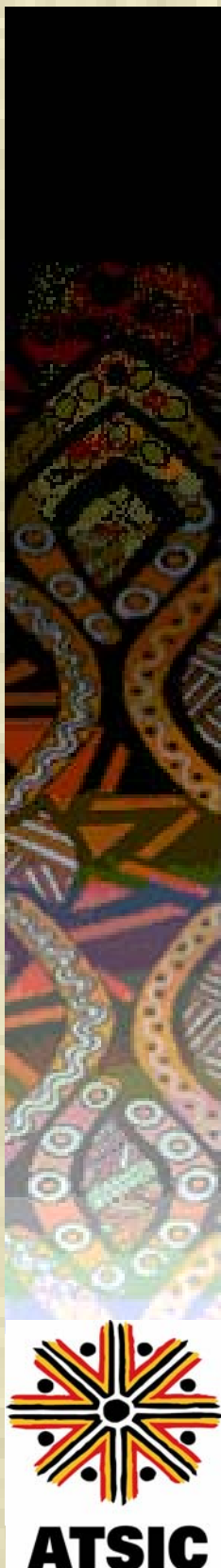
<sup>8</sup> Unless otherwise indicated, all statistics in this section are drawn from the National Report to Parliament on Indigenous Education and Training, 2002



	Indigenous	Non-Indigenous	Gap
<b>Primary and Secondary School <i>continued</i></b>			
15 year old students achieving the OECD mean for reading literacy (2000)	30.7	61.8	31.1
15 year old students achieving the OECD mean for mathematical literacy (2000)	26.2	65.4	19.8
Year 9 progression rate to Year 10	89.6	98.6	9.0
1999 Year 10 students continuing to Year 12 in 2001	45.8	77.8	32.0
Children living in household with two or more families <sup>9</sup>	6.2	1.2	5.0
Full-time enrolment 2001 (all schools)	115,465		
ATAS approved students (2002)	9219		
ATAS institutions (2002)	735		
ATAS homework centres (2001)	655		
ASSPA committees (2001)	3771		
<b>Higher Education</b>			
Entry to Higher Ed with no formal qualifications	28.0	6.0	22.0
Apparent retention rates	59.0	77.0	18.0
Student progress rates (proportion of units passed)	68.0	87.0	19.0
Commencing (2002)	4246		
Commencing and continuing (2002)	8871		
Award Course completions (2000)	1,026		
% Female to Male enrolments (2001)	63.0	56.0	7.0
Full time employment – after graduation	83.7	81.3	-2.4
<b>Vocational Education and Training</b>			
Completion rate	65.7	78.1	12.4
Pass rate	62.3	73.3	11.0
Fail rate	18.5	12.2	6.3
<b>Aboriginal and Torres Strait Islander workforce</b>			
Adults with post-school qualifications	27.9	44.7	16.8
University staff (% of University workforce)	588 (0.7%)	80,557	
Adults who never attended school 2001 <sup>10</sup>	3.2	1.0	2.2

<sup>9</sup> Consultation Paper Towards the Development of a National Agenda for Early Childhood. Commonwealth Task Force on Child Development, Health and Wellbeing

<sup>10</sup> Altman, J. and B. Hunter. 2003. Monitoring 'practical' reconciliation: Evidence from the reconciliation decade, 1991-2001. . CAEPR Discussion Paper No. 254. Centre for Aboriginal Economic Policy Research, Australian National University, Canberra (p8)



## Appendix 3

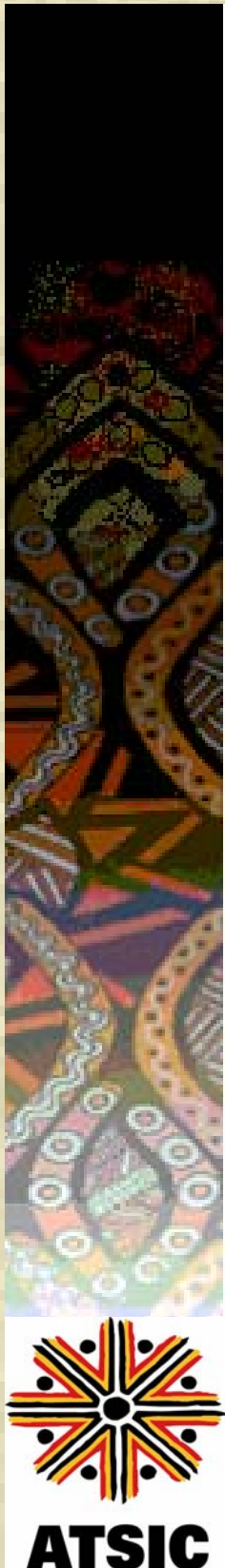
### The National Aboriginal and Torres Strait Islander Education Policy (AEP)

The National Aboriginal and Torres Strait Islander Education Policy (AEP) is Australia's national policy on Indigenous education covering all sectors of education. The policy contains 21 national goals listed beneath four major goal headings. All Australian governments support the goals.

#### **MAJOR GOAL 1 Involvement of Aboriginal and Torres Strait Islander people in educational decision-making.**

1. To establish effective arrangements for the participation of Aboriginal and Torres Strait Islander parents and community members in decisions regarding the planning, delivery and evaluation of pre-school, primary and secondary education services for their children.
2. To increase the number of Aboriginal and Torres Strait Islander people employed as educational administrators, teachers, curriculum advisers, teachers assistants, home-school liaison officers and other education workers, including community people engaged in teaching Aboriginal and Torres Strait Islander culture, history and contemporary society, and Aboriginal and Torres Strait Islander languages.
3. To establish effective arrangements for the participation of Aboriginal and Torres Strait Islander students and community members in decisions regarding the planning, delivery and evaluation of post-school education services, including technical and further education colleges and higher education institutions.
4. To increase the number of Aboriginal and Torres Strait Islander people employed as administrators, teachers, researchers and student services officers in technical and further education colleges and higher education institutions.
5. To provide education and training services to develop the skills of Aboriginal and Torres Strait Islander people to participate in educational decision-making.
6. To develop arrangements for the provisions of independent advice from Aboriginal and Torres Strait Islander communities regarding educational decisions at regional, state, territory and National levels.





## **MAJOR GOAL 2 Equality of access to education services.**

7. To ensure that Aboriginal and Torres Strait Islander children of pre-primary school have access to pre-school services on a basis comparable to that available to other Australian children of the same age.
8. To ensure that all Aboriginal and Torres Strait Islander children have local access to primary and secondary schooling.
9. To ensure equitable access of Aboriginal and Torres Strait Islander people to post-compulsory secondary schooling, to technical and further education, and to higher education.

## **MAJOR GOAL 3 Equity of educational participation.**

10. To achieve the participation of Aboriginal and Torres Strait Islander children in pre-school education for a period similar to that for other Australian children.
11. To achieve the participation of all Aboriginal and Torres Strait Islander children in compulsory schooling.
12. To achieve the participation of Aboriginal and Torres Strait Islander people in post-secondary education, in technical and further education, and in higher education, at rates commensurate with those of other Australians in those sectors.

## **MAJOR GOAL 4 Equitable and appropriate educational outcomes.**

13. To provide adequate preparation of Aboriginal and Torres Strait Islander children through pre-school education for the schooling years ahead.
14. To enable Aboriginal and Torres Strait Islander attainment of skills to the same standard as other Australian students throughout the compulsory schooling years.
15. To enable Aboriginal and Torres Strait Islander students to attain the successful completion of Year 12 or equivalent at the same rates as for other Australian students.
16. To enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in technical and further education, and in higher education, as for other Australians.
17. To develop programs to support the maintenance and continued use of Aboriginal and Torres Strait Islander Languages.
18. To provide community education services which enable Aboriginal and Torres Strait Islander people develop the skills to manage the development of their communities.
19. To enable the attainment of proficiency in English language and numeracy competencies by Aboriginal and Torres Strait Islander adults with limited or no educational experience.
20. To enable Aboriginal and Torres Strait Islander students at all levels of education to have an appreciation of their history, cultures and identity.
21. To provide all Australians students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.