

POLICY IMPLEMENTATION DOCUMENT

Aboriginal Education

Rationale

Kariong Mountains High School 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. Our Aboriginal Education Policy is focused on consolidating and improving on existing educational outcomes for all Aboriginal and Torres Strait Islander students. This includes specifically improving retention and academic results from Year 7 to Year 12, bringing them into line with comparable outcomes with the student population.

General Principles

The following basic principles underpin the Aboriginal Education Policy and reflect the Department's Aboriginal Education and Training Policy 2008 and the Walking Together, Working Together Partnership Agreement 2020-2030. The links to these documents can be found below:

<https://education.nsw.gov.au/policy-library/policies/pd-2008-0385>

<https://education.nsw.gov.au/teaching-and-learning/aec/universal-resources---aboriginal-education/walking-together--working-together-2020-2030-doe-and-nsw-aecg-pa>

- Aboriginal students are entitled to appropriate and adequate resources, recognising the effects of past inequities, to enable them to achieve educational outcomes from schooling that are comparable with those of the rest of the student population.
- Aboriginal communities are entitled to negotiate the decisions that affect their children's schooling through an active partnership with the Department of Education (DoE) at all levels.
- Aboriginal students are entitled to high quality, culturally appropriate education and training programs as a foundation for lifelong learning.
- All students are entitled to learn about Aboriginal Australia, understanding that Aboriginal communities are the custodians of knowledge about their own cultures and history.

- Aboriginal students are entitled to feel safe and secure in expressing and developing their own identity as Aboriginal people within schools and the wider society.
- Aboriginal students are entitled to participate in a system which is free of racism and prejudice.

Focus Areas

The policy has three focus areas:

It is through a meaningful partnership with communities that Aboriginal education for Aboriginal and non-Aboriginal students will be enhanced in NSW.

Goals

The goals of this policy are comprehensive in order to take account of the complexity of the issues involved and of the ways in which they interconnect, and of the differences among schools and communities. Making progress towards these goals is the responsibility of all personnel within the DoE.

- Curriculum, teaching and assessment programs will be challenging and culturally appropriate. Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Schools will have a supportive learning environment.
- Aboriginal Communities and the DoE will become partners in the whole educational process.
- All DoE staff and students will have a knowledge and understanding of and respect for Aboriginal Australia.
- To increase the proportion of Year 7 and Year 9 Aboriginal students achieving at or above the national minimum standards in reading and numeracy.
- To increase the proportion of Year 7 and Year 9 Aboriginal students achieving at or above the proficient standards (top 2 bands) in reading and numeracy.
- Increase retention rates of Aboriginal students.

In practice, the KMHS Aboriginal Education Team oversees, coordinates and supports Aboriginal Education at KMHS. It will meet regularly and work closely with the Aboriginal community to assist the school in developing school goals which can include, but are not limited to:

- Continuing to acknowledge and celebrate **Aboriginal and Torres Strait Islander Australia** by flying the Aboriginal Flag, Acknowledging Country at school assemblies and celebrating **NAIDOC** week.

- Building on and sustaining community school partnerships by meeting with parents, making connections with local Elders and making Aboriginal parents feel welcome to the school and involved in decision making.
- Staff representation at the local Aboriginal Education Consultative Group (AECG) meetings.
- Developing cultural competencies amongst teaching and non-teaching staff through professional learning and career development experiences for all staff. Ensuring the policy is endorsed and implemented by all staff. Regular professional learning about Aboriginal Education best practice is undertaken.
- Meeting the individual needs of our Aboriginal students by use of data, Personalised Learning Plans (PLP) and support staff as required (including support for high potential students).
- Developing curriculum-based units that demonstrate Aboriginal knowledge and skills and their application to today's issues.
- Ensuring teachers know the Aboriginal students by distributing lists to all members of staff.
- Maintaining Aboriginal and Torres Strait Islander perspectives in all curriculum areas and education about Aboriginal Australia for all students.
- Provide extracurricular activities for Aboriginal students, including leadership and immersion experiences.
- Monitoring the effectiveness of school plans.
- Monitoring attendance patterns and working closely with parents where concerns exist.
- Setting high expectations and sharing these with parents and community members and encouraging our Aboriginal and Torres Strait students to share these high expectations, both at school and in tertiary education.
- Inviting input from the local Aboriginal community on how best to make it a place of welcome and an acknowledgement of Aboriginal land.