

Ingle Farm East Primary School Aboriginal Education Strategy - 2017



Domains	Strategies	Targets and outcomes
Readiness for school	<ul style="list-style-type: none"> ◆ School playgroup will be promoted to indigenous families (ACEO) ◆ Indigenous students transitioning from preschool (or day-care) will be involved in transition program to meet teacher and be familiar with school routines (ACEO, AET – term 4 year previous to starting school) <ul style="list-style-type: none"> ◆ Parents of transitioning students will be invited to meet with teachers, ACEO and AET to share information and begin developing Individual learning Plan (ILP) . (ACEO, AET – term 4 year previous to starting school) ◆ Indigenous student new to school will be supported during critical first weeks. (ACEO – weeks 1>3 term 1) ◆ ACEO will contact parent with first child starting school to support. (ACEO – weeks 1>3 term 1) ◆ Indigenous students transitioning to secondary school will be supported by involved in transition program develop 	<ul style="list-style-type: none"> ◆ Indigenous students will demonstrate > 95% attendance from beginning of school year. ◆ Teacher observations will show high level engagement during first weeks of school. ◆
Engagement	<ul style="list-style-type: none"> ◆ An ILP will be developed for each student. (Class teacher, ACEO, AET and families – by end term 1) ◆ Each indigenous student will receive min of 30 minutes extra Literacy focus of ILP. (Senior Leader week 5 term 1) ◆ Identified indigenous students will be supported through APAS program. (AET – term 1) <ul style="list-style-type: none"> ◆ A Nunga group will be re- established and meet weekly (ACEO& AET) ◆ Student group will be part of Partnership portfolio group to foster student engagement (ACEO, Senior leader and principal – term 1) 	<ul style="list-style-type: none"> ◆ All ATSI students have ILP reviewed/developed and implemented. ◆ These plans contain SMARTa targets based on school data.
Attendance	<ul style="list-style-type: none"> ◆ ATSI attendance will be closely monitored. (Class teachers , ACEO – ongoing) ◆ Parents will be contacted if absent 3 consecutive days without explanation. (Class teachers, ACEO) ◆ Parents will be contacted and supported if attendance drops below 95% (ACEO – Ongoing) ◆ Aboriginal Education Coordinator will be involved if attendance below 90%. (ACEO – Ongoing) ◆ Late arrivals will be monitored and concerns followed up (Class teachers reporting to ACEO – Ongoing) 	<ul style="list-style-type: none"> ◆ Individual students will each achieve DECD target of 95% attendance.
Literacy and Numeracy	<ul style="list-style-type: none"> ◆ Literacy and Numeracy will be a focus in ILP (Class teacher, ACEO, AET and families – by end term 1). ◆ Student achievement data will be collected during term 1 and used to inform ILP development. (Class teachers – end term 1) ◆ Indigenous students not meeting benchmarks will be given priority extra support in small groups or individually. (SRT term 1 and ongoing) ◆ Each indigenous student will receive a minimum of 30 minutes extra Literacy focus of ILP. (Senior Leader and finance officer – by week 5 term 1) 	<ul style="list-style-type: none"> ◆ All indigenous students will meet DECD benchmarks and school standards in Literacy and Numeracy. ◆ Students achieving or above benchmarks and standards will demonstrate growth above norm.
Connections	<ul style="list-style-type: none"> ◆ Indigenous parents will be encouraged to be part of Governing Council and/or associated committees. (Principal) ◆ Engage indigenous students in SAKG program (ACEO – ongoing) ◆ Reconciliation day activities will be held in collaboration with partnership schools (ACEO, AET – term 2) ◆ Meetings of indigenous parents and families will be promoted (ACEO) ◆ Indigenous culture will be promoted through, displays, assemblies etc. (ACEO – ongoing) ◆ Cross curriculum priorities of ATSI histories and culture will be embedded in each classes learning program. (class teachers) 	<ul style="list-style-type: none"> ◆ Indigenous culture will be a visible part of the school environment. ◆ School curriculum will reflect indigenous perspectives and students will demonstrate knowledge of these.

Aboriginal Strategy will be monitored by the Student Engagement and Wellbeing group in weeks 5 and 10 each term.