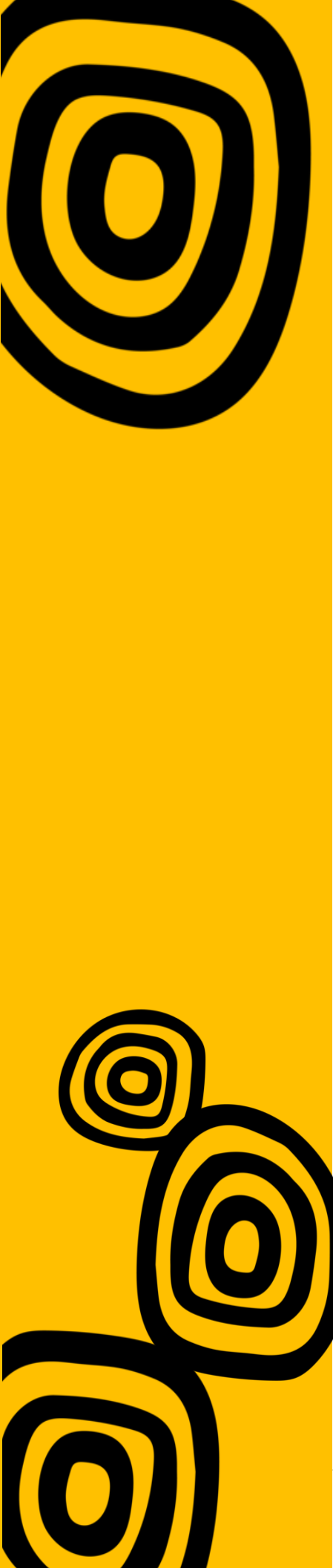




Ingle Farm East Primary School
ABORIGINAL EDUCATION STRATEGY

2019 - 2022



“Motivation, instructional planning, parent engagement, teacher efficacy and consistency of high expectations are irrevocably intertwined. This is why we believe building a culture that values respect, decency and success for EVERY student and staff member is what schools should strive for in their policies and practices.”

- We will work to build a culture that fosters high expectations of academic and social achievements. We will align our schools values with the current Department Aboriginal Strategy by:
 - Maintaining high expectations for our Aboriginal students' academic and non-academic achievements.
 - Supporting our Aboriginal students cultural identity and empowering them to achieve success prior to, within and beyond their school education.
 - We will collaborate with each other and our community to create an inclusive, accessible and responsive school environment.
 - We will work to break down barriers that disengage our Aboriginal children and families by identifying and engaging our students with different opportunities for growth and development.
 - We will seek to engage our community to represent the voices of our Aboriginal people and encourage participation of our students, parents, carers and families.
 - We will be transparent and accountable for improving learning outcomes, using allocated resources to achieve growth and development for all our Aboriginal students.



• Quality Teaching and Learning

- Students of concern receive extra AET, ACEO and/or SSO support.
- ACEO will identify students for:
 - Attendance action required,
 - Referral to engagement officer,
 - Participation/engagement strategies.
- Intentional learning design using TFEL and the Australian Curriculum.
- Staff will attend relevant PLC and training and development.
- An OCOP will be developed for each student (Class teacher, ACEO, AET and families – by end term 1).
- Running records collated on all Aboriginal students.

• Literacy and Numeracy

- Ensure the delivery of curriculum and learning has Aboriginal focus and input. Our Aboriginal students will experience high-quality teaching and learning that challenges them intellectually, whilst supporting their cultural identity.
- Co-design learning and assessment practices to improve literacy and numeracy achievement.
- Monitor and evaluate Aboriginal student literacy and numeracy achievement. Use evidence-based research.
- Utilise student achievement data to inform planning, teaching and learning.
- AET to work with all ATSI students on reading with a focus on students who are below benchmark.
- Identified indigenous students will be supported through APAS program. (Throughout the duration of term 1-4).



• Attendance

- ACEO & classroom teacher to monitor ATSI attendance data.
- Targeted support allocated to students at risk of disengagement.
- Track, monitor and interpret Aboriginal student achievement data.
- Use data to inform quality classroom teaching, learning and intervention.
- Senior leader to refer to support services for chronic non-attendance.

• Inclusive Environment

- Develop understanding and incorporate the Australian Curriculum Cross-curriculum priority “Aboriginal and Torres Strait Islander histories and Cultures” in all learning areas.
- Reconciliation week activities will be organised by staff and celebrated by all classes.
- Acknowledgement of Country at all assemblies and gatherings.
- Indigenous culture will be celebrated through displays, assemblies etc.

• Reporting & Working Relationships

- AET to report on student progress.
- Communicate learning, needs and achievements with parents/caregivers.
- Indigenous parents will be encouraged to be part of Governing Council and/or associated committees.

Measures**Indicators of success***

<i>Running records</i>	Appropriate reading age measured for 80% of students by the end of Term 3.
<i>NAPLAN Reading</i>	80% of Students achieve SEA for their year level in NAPLAN reading.
<i>PAT-C</i>	80% of Aboriginal students will achieve SEA in PAT-C by the end of Term 3.
<i>Pat-M</i>	80% of Aboriginal students will achieve SEA in PAT-M by the end of Term 3.
<i>Phonics Screening Check</i>	100% of students will achieve at least benchmark in the Phonics screening check (28/40).
<i>Read, Write, Inc</i>	100% of staff trained in Read, Write, Inc (reviewed for new staff yearly).
<i>Attendance</i>	Aboriginal student attendance will be equal to or better than Non-Aboriginal student attendance.
<i>Cross Curriculum</i>	All teachers will show evidence of cross curriculum priority in planning and learning intentions.
<i>School Environment</i>	Aboriginal culture will become a visible part of the school environment.
<i>Teaching & Learning</i>	Teaching and learning will reflect cross-curriculum priority "Aboriginal and Torres Strait Islander histories and Cultures"

Academic indicators of success are based on 2018 site data and cohort of students. Indicators of success are fluid and will adapt over time.