**Ingle Farm east Primary School**  
**Aboriginal Education Strategy**

<table>
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<th>Domains</th>
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<th>Targets and outcomes</th>
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| Readiness for school    | ◆ 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)  
◆ Parents of transitioning students will be invited to meet with teachers, ACEO and AET to share information and begin developing 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                                                                                     | ◆ Indigenous students will demonstrate > 95% attendance from beginning of school year.  
◆ Teacher observations will show high level engagement during first weeks of school.                                                                                                                                                                                                                                                                          |
| Engagement               | ◆ An Individual learning Plan will be developed for each student. (Class teacher, ACEO, AET and families – by end term 1)  
◆ 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)  
◆ Identifies indigenous students will be supported through APAS program. (AET – term 1)                                                                                                                                                                                                                                                                         | ◆ All ATSI students have ILP reviewed/developed and implemented.  
◆ These plans contain SMARTa targets based on school data.                                                                                                                                                                                                                                                                                                     |
| Attendance               | ◆ ATSI attendance will be closely monitored. (Class teachers – ongoing) Parents will be contacted if absent 3 consecutive days without explanation. (Class teachers)  
◆ 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)                                                                                                                                                                                                  | ◆ Individual students will each achieve DECD target of 95% attendance.                                                                                                                                                                                                               |
| Literacy and Numeracy    | ◆ 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)  
◆ Indigenous students transitioning to secondary school will be supported by involved in transition program develop                                                                                           | ◆ 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              | ◆ Indigenous parents will be encouraged to be part of Governing Council and/or associated committees. (Principal)  
◆ An indigenous sensory garden will be developed by indigenous students to complement SAKG program (ACEO – terms 1 and 2)  
◆ Reconciliation day activities will be held in collaboration with neighbouring schools (ACEO, AET – term 2)  
◆ Meetings of indigenous parents and families will be promoted (ACEO)  
◆ Indigenous culture will be promoted through murals, posters, displays, assemblies etc. (ACEO – ongoing)  
◆ Cross curriculum priorities of ATSI histories and culture will be embedded in each classes learning program. (class teachers)  
◆ Indigenous culture will be a visible part of the school environment.  
◆ School curriculum will reflect indigenous perspectives and students will demonstrate knowledge of these.                                                                                                                                   |                                                                                                                                                                                                                        |