



Wisemans Ferry Public School

Aboriginal Education

Policy Statement

Last revision: 2011

Rationale

It is recognised that indigenous and non-indigenous students alike benefit significantly from programs that encompass aspects of the contemporary cultural heritage and lifestyle of Aborigines, as well as the historical and traditional aspects of Aboriginal history. Furthermore, indigenous students benefit greatly from culturally inclusive school environments that recognise and support their particular needs.

Aims

The Aboriginal Education and Training program has been established to;

- Support Indigenous students to match or better the outcomes of the broader student population
- increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people as the First Peoples of Australia.
- provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business.
- Respect, value and promote the strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country.
- Promote collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.
- affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential.
- improve 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.

Implementation

The School in partnership with the NSW AECG Inc and Aboriginal communities and organisations will:

- value and acknowledge the identities of Aboriginal students
- provide supportive and culturally inclusive learning environments for Aboriginal students
- assist Aboriginal students to access educational opportunities in a range of settings
- implement:
 - Aboriginal studies programs
 - Aboriginal languages programs
 - Aboriginal cross-curriculum content within schools
 - Aboriginal perspectives in relevant further/alternative education and training programs.

- incorporate the cultural contexts, values and practices of local Aboriginal communities into the mainstream delivery of education and training.

The School will consult with local Aboriginal communities and support teachers to:

- develop and demonstrate their high expectations of all Aboriginal students
 - engage and motivate Aboriginal students for successful participation in education and training
 - encourage Aboriginal students to pursue personal excellence, including a commitment to learning
 - use quality teaching and assessment practices and resources that are culturally inclusive
 - enable Aboriginal students to achieve age appropriate syllabus outcomes in schools and module and course completions in vocational education and training
- provide all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through:
- Aboriginal studies
 - Aboriginal languages
 - Aboriginal cross-curriculum content in schools

School principals are responsible for:

- consulting with the NSW AECG Inc Local and Regional levels and Aboriginal communities
- implementing the policy
- incorporating strategies within the school plan that comply with the policy
- monitoring the effectiveness of their plans
- reporting on achievements in Aboriginal education and training against outcomes and targets.

All staff are responsible for -

- implementing the policy and ensuring their actions comply with it.

Development of Individual Learning Plans (ILP's) for Aboriginal Students

Schools have a responsibility to develop ILP's for all of their Aboriginal students. The aim of ILP's is to assist the student and teacher to set realistic and achievable goals for the term/semester/year. ILP's should be completed in consultation with parents. An ILP should include information about student background, strengths/areas for improvement, interests, goals (academic and non academic), as well as any other information relevant to the student's learning.

Related documents

Aboriginal Education and Training Policy PD/2008/0385/V02