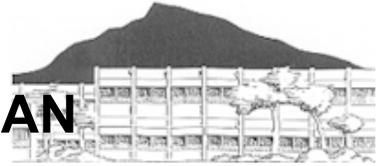




# STUART HIGH SCHOOL

## ABORIGINAL EDUCATION PLAN



2011 - 2014

### 1. INTRODUCTION

***At Stuart High School we wish to support Federal Agreements to:***

- ❖ close the life expectancy gap within a generation;
- ❖ halve the gap in mortality rates for Aboriginal and Torres Strait Islander children under five within a decade;
- ❖ ensure all Aboriginal and Torres Strait Islander four year olds in remote communities have access to early childhood education within five years (by 2013);
- ❖ halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy within a decade (by 2018);
- ❖ at least halve the gap in Aboriginal and Torres Strait Islander Year 12 attainment or equivalent attainment rates by 2020; and
- ❖ halve the gap in employment outcomes between Aboriginal and Torres Strait Islander Australians and other Australians within a decade (by 2018).

Achieving these targets require significant effort and collaboration by Stuart High with governments, their agencies, communities and the non-government, corporate and philanthropic sectors. We aim to work collaboratively with all Aboriginal Community Stakeholders and Support Agencies.

***At Stuart High School*** we know to gain successful employment students need to be culturally proficient. As a school we all aim to be competent individuals who understand and respond to the communities in which they operate. We will work to ensure all our policies, procedures and structures will promote such culturally competent interactions and ways of working.

***Stuart High School is a focus school***

'Focus schools' are those schools with Aboriginal and Torres Strait Islander students with the greatest need and where effort should be focused to make the greatest difference.



## 2. CONTEXT

### **South Australia**

*South Australia's Strategic Plan* contains overarching education and early childhood development priorities, plans and strategies and includes specific targets for Aboriginal and Torres Strait Islander learning and employment.

Education providers in South Australia are guided by the directions of documents relevant to each sector, including the Department of Education and Children's Services *Aboriginal Strategy 2005 - 2010*; the Association of Independent Schools of South Australia *Indigenous Education Action Plan 2010*; and the South Australian Commission for Catholic Schools SACCs *Indigenous Education Policy*.

The three schooling sectors in South Australia are committed to substantial improvement in the educational outcomes of Aboriginal and Torres Strait Islander children and young people and support the aims and intent of the *Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014*.

South Australia has identified priorities in relation to Aboriginal and Torres Strait Islander community engagement; professional learning to support the cultural competence of educators and education systems; Aboriginal and Torres Strait Islander employment; improvement in literacy and numeracy, attendance and retention outcomes; and improvement in South Australian Certificate of Education completion rates of Aboriginal and Torres Strait Islander secondary students.

These priorities have been embedded in the plans, policies and strategies of the three schooling sectors in South Australia to meet sector needs and contexts.

### **Web links**

- ❖ South Australia's Strategic Plan  
<http://www.stateplan.sa.gov.au/>
- ❖ Department of Education and Children's Services Aboriginal Strategy 2005 – 2010  
<http://www.decs.sa.gov.au/docs/documents/1/DecsAboriginalStrategy2-1.pdf>
- ❖ South Australian Commission for Catholic Schools Indigenous Education Policy  
<http://online.cesanet.adl.catholic.edu.au/docushare/dsweb/Get/Document-7343/Indigenous+Education+Policy.pdf>
- ❖ Wannik  
<http://www.education.vic.gov.au/about/directions/wannik/default.htm>
- ❖ Dardee Boorai  
<http://www.education.vic.gov.au/about/directions/aboriginalcharter/default.htm>
- ❖ The Victorian Indigenous Affairs Framework  
<http://www.aboriginalaffairs.vic.gov.au/web7/AAVMMain.nsf/allDocs/RWP536BCBD377083AD3>
- ❖ Yarra Healing: Towards Reconciliation with Indigenous Australians  
<http://www.yarrahealing.catholic.edu.au/>



## READINESS FOR SECONDARY SCHOOL

### ✓ *Outcomes.....*

- Aboriginal students who have not attended school regularly for 1 or more years will be supported to access interagency actions to improve their social, physical and cognitive development.

### ➔ *Targets.....*

- Increased proportions of Aboriginal students referred for interagency support where there have been gaps in schooling.
- Aboriginal students perform at equivalent or better rates to other students in school.
- Presently with NAPLAN non Aboriginal =  
Aboriginal =
- Individual student list : all show improvement in Literacy.
- Increase communication with Primary School – possible list of at risk or maybe at risk students.

### % *Performance indicators.....*

- Aboriginal students who are enrolled are attending at least at Regional levels.
- All Aboriginal students assessed to establish literacy, numeracy, wider skills within their first year at Stuart High School.
- All staff working to develop individual students beyond existing level.
- Stuart High School Literacy Agreement embedded across school.



## PATHWAYS TO REAL POST-SCHOOL OPTIONS

As noted in the *National Statement on Social Inclusion* (Australian Government, 2010), successful pathways for real post-school options require that young Australians at Stuart High School we have activities to develop students, skills, understandings and knowledge.

❖ Capabilities – Through School Programmes and REBE:

The skills and abilities needed to take up opportunities including life skills such as the ability to communicate, negotiate, organise, manage time, raise children and understand and navigate services, as well as the skills and abilities developed through formal education and training. Pastoral Care and REBE programmes are in place to support students.

❖ Opportunities – Explore in Pastoral Care and ILPs:

The options that are available and the choices that a person has, including the chance to participate in education, work, leisure, relationships and community activities.

❖ To identify needed Resources through the ILP to identify the assets needed:

The assets needed to support participation. Resources can be material (e.g. possessions, clothes, tools, facilities, equipment) and non-material (e.g. information (lap top computers for all), good health, social networks and family support). Resources can belong to an individual (such as tools of trade, personal income, personal strengths), a family (family home, warm and supportive relationships) or a community (library, services, public transport, community organisations, informal community networks).

❖ Responsibilities – Through our Pastoral Care and REBE programme we will help student to identify:

The formal and informal duties we owe to each other, including abiding by the law, working to the best of our abilities to support ourselves and our families, extending a fair go to others and treating each individual with respect and courtesy.

✓ **Outcomes.....**

- **Aboriginal students make a successful transition from Primary Schools to Stuart High School and then on to Edward John Eyre High School.**
- **The Secondary Schools will all work together to ensure students then move from school to work and further study.**

➔ **Targets.....**

- **Completed. Keeping them on track. ILP/FLTP documentation for relevant students.**
- **Documented Transition Programmes.**
- **Target Aboriginal students to commence SBAS in Year 10.**
- **100% of Aboriginal students involved in Year 10 Work Experience.**
- **Extra transition for Aboriginal students to ensure readiness.**



## LITERACY and NUMERACY

### ✓ *Outcomes.....*

- **Aboriginal students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.**

### ➔ *Targets.....*

- **Halve the gap in reading, writing and numeracy achievement between Aboriginal students and non-Indigenous students by 2018. Presently we are at**
- **Continue encouraging high levels of Aboriginal student participation rates in the National Assessment Program – Literacy and Numeracy (NAPLAN).**

### % *Performance indicators.....*

- **Aboriginal students at or above the national minimum standard in reading, writing and numeracy in Year 9 in NAPLAN testing.**
- **All staff able to articulate the literacy, numeracy levels of all students.**



## LEADERSHIP, QUALITY TEACHING and WORKFORCE DEVELOPMENT

### ✓ *Outcomes.....*

- All Stuart High School Staff effective in supporting Aboriginal students to become successful learners, confident and creative individuals and active and informed citizens.
- All staff have a strong understanding of students' cultural and linguistic backgrounds.

### ➔ *Targets.....*

- Continue professional development in : Aboriginal education, cultural and linguistic competence, Literacy development and ILP writing.
- Continue to pursue through merit the employment of Aboriginal people as a part of wider Stuart High School Community.
- All students aware of cultural identity and history.

### % *Performance indicators.....*

- Continue ongoing cultural and linguistic competence training for all staff.
- Number of Aboriginal employees in non-identified Aboriginal positions. At least 15% of staff to be Aboriginal.



## ATTENDANCE

### ✓ *Outcomes.....*

- All compulsory school-aged Aboriginal students are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.
- Transient students are monitored to ensure they enrol in a new school when they move.

### ➔ *Targets.....*

- Attendance rates of Aboriginal students are equivalent to non-Indigenous student attendance rates.
- All students with attendance difficulties to be case managed in conjunction with other agencies.

### % *Performance indicators.....*

- No more than 5% unauthorised attendance. Attendance rates at same level as non Aboriginal students.
- 100% of Aboriginal students transition effectively to Edward John Eyre High School.



## ENGAGEMENT and CONNECTIONS

### ✓ *Outcomes.....*

- All enrolled Aboriginal students are engaged in and benefiting from school and/or other educational programmes.
- Aboriginal students and communities are empowered through the promotion of their identity, culture and leadership.

### ➔ *Targets.....*

- 100% of Aboriginal students involved in personalised learning with documented plans.
- Aboriginal parents represented by school population percentages on Governing Council.

### % *Performance indicators.....*

- 100% of Aboriginal students have personalised learning plan in place.
- 18% or more of Governing Council members are Aboriginal.

