

Turning Policy into Action

Support guide for school implementation of the Aboriginal Education Policy

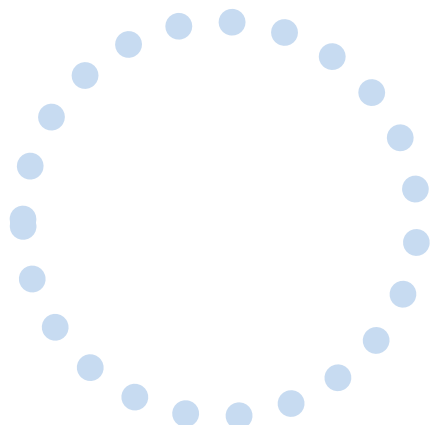
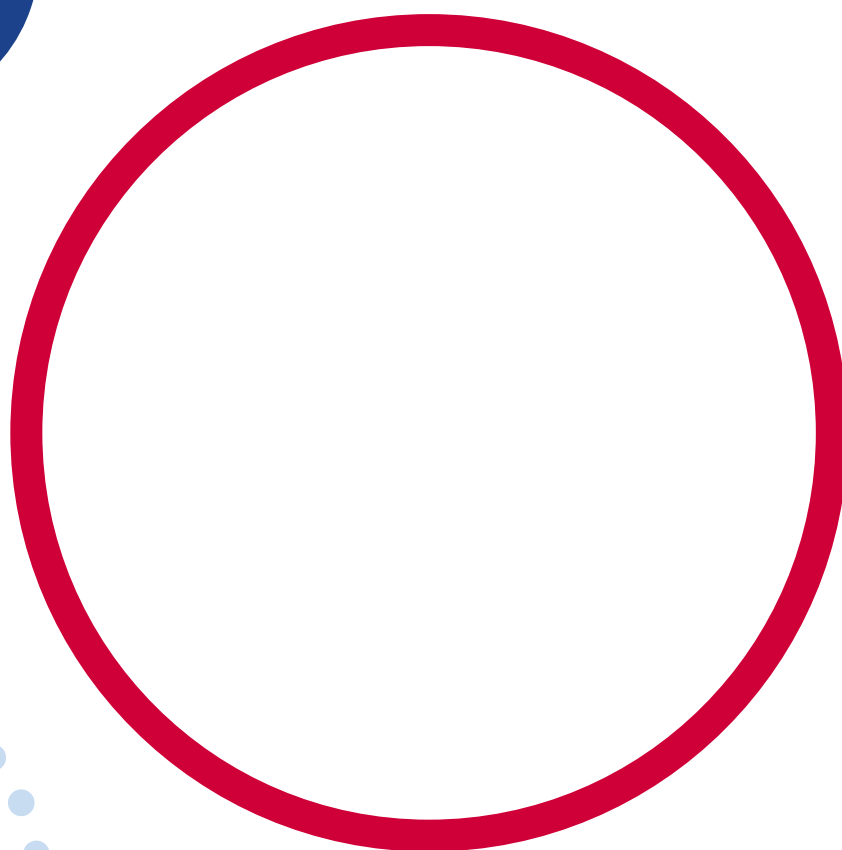
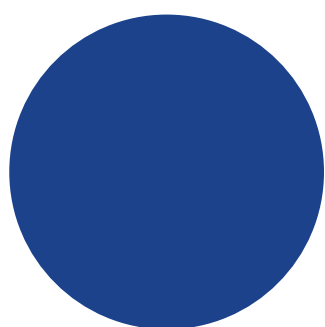


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Acknowledgements

The NSW Department of Education acknowledges:

- Aboriginal and/or Torres Strait Islander people as the First Peoples of Australia
- Aboriginal Elders, past and present who have provided the foundations upon which the Aboriginal Education Policy is based.
- the significant contributions made to the Policy by the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG), Aboriginal parents and community members as well as staff in all sectors of the Department.

In referring to Aboriginal people, the Aboriginal Education Policy refers inclusively to all Aboriginal and Torres Strait Islander peoples.

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Document History

Changes since previous version

2024 Jan 31 – Implementation document, Turning Policy into Action removed. Contents incorporated into Turning Policy into Action eLearning.

Document history

2022 Aug 09 - updated links in policy statement.

2021 Dec 23 - updated policy statement: updated contact details. Updated implementation document Turning Policy into Action: updated references, titles and formatting.

2020 Jun 09 - updated contact details.

From November 2016, this policy applies to all sectors of public education and all departmental employees, not just to the school sector.

The first Aboriginal Education Policy, released in 1982, focused on the advancement of Aboriginal communities and an appreciation of Aboriginal cultures and societies by other Australians.

A decade later, this landmark policy was reviewed to make the policy relevant to schools with small numbers of Aboriginal students.

The 1996 Aboriginal Education Policy had 3 focus areas:

- Aboriginal students
- Aboriginal communities
- All staff, students, and schools.

Many Aboriginal communities and a range of staff made significant contributions to the development and implementation of this policy.

In October 2003, the NSW Government announced a review of the effectiveness of the provision of Aboriginal education and training for Aboriginal students in New South Wales. The Aboriginal Education Review raised concerns about the consistency with which the Aboriginal Education Policy had been implemented and recommended that the Aboriginal Education Policy be updated in partnership with the NSW AECG.

As a result, the Aboriginal Education Policy was updated as an action within the Aboriginal Education and Training Strategy 2006-2008. Extensive consultations and feedback on the draft were supported by the department and the NSW AECG. Feedback was received from 189 group and individual submissions. More than 1,000 people were involved.

Main changes to the policy, since the previous version, include:

1. This policy applies to all sectors of public education and all departmental employees.
2. The policy articulates the department's commitments to Aboriginal education in response to the Aboriginal Education Review.
3. Specific actions to be undertaken in response to the 71 recommendations of the Aboriginal Education Review and specified in the Aboriginal Education Strategy 2006-2008.
4. Specific responsibilities for staff are included.
5. Monitoring occurs through the Executive Director, Aboriginal Outcomes and Partnership Directorate.
6. The policy complies with the format now required for all departmental policies.

Introduction

The updated Aboriginal Education Policy was developed with the intent that it would be a living, organic and dynamic document.

The purpose of this document is to guide and support schools in the implementation of the Aboriginal Education Policy.

Responsibility for enacting the policy rests with all departmental staff. It is expected that the policy will underpin and inform planning, teaching practice and approaches to educational leadership in all pre and post educational settings.

The policy commitments:

- The NSW Department of Education is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.
- It is the goal of the department that, Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- The department is committed to increasing knowledge and understanding of the histories, cultures, and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.
- The department will provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business.
- The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued, and promoted.
- The department is committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families, and their communities.
- The department recognises the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG) as the peak Community advisory body to the department on Aboriginal education at all levels and in all stages of planning and decision making.
- These commitments 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.
- Aboriginal education and training is core business for all staff.

Implementing the policy

Reflecting and planning

When implementing the policy, principals and workplace managers should:

- ensure planning and practice is aligned to the policy.
- provide all staff with the opportunity to discuss the policy's implications in the context of their role and their workplace.
- provide community members with the opportunity to discuss the policy's importance and how they can contribute to its implementation.
- make contact and engage with the State, Regional or Local AECG.

Integrating the policy into everyday business

Key questions:

- What is our rationale for Aboriginal education?
- What have we achieved to date?
- How do we learn from and celebrate our achievements?
- What is our plan for sustaining our partnerships with Aboriginal communities?
- How are relationships, engagement and ongoing learning embedded in our planning and practices?
- How will we use our learnings to sustain and, where relevant, strengthen what we are doing and/or change our efforts to increase our impact?

The **Reflect, Plan, Act** guide at the end of this document lists suggested strategies and actions to support effective policy implementation.

Policy implementation and accountability

Key deliverables to be reported include the extent to which the Aboriginal Education Policy local implementation processes are:

- developed in partnership with Local and Regional AECGs or, for those schools and locations without a Local AECG, local Aboriginal community members and contact with the Regional AECG
- fully integrated into and embedded in planning
- regularly reviewed and their effectiveness evaluated.

The department's school planning and reporting documentation requires principals to:

- exercise responsibility to develop a school plan in consultation with the school community (School Excellence Policy and Partnership Agreement)
- report in the Strategic Improvement Plan (SIP) the involvement of the school community, including the Local AECG and/or local Aboriginal community, in developing the plan
- report to the school's community and to the department on the implementation of the SIP, its effectiveness and achievements through annual reporting
- document in the SIP the way the school effectively uses funding and resources, for instance additional equity funding, including loadings for Aboriginal students
- develop improvement measures in the SIP that will be used to monitor the progress of students attracting additional equity funding, including Aboriginal students
- report to the community, through the annual report, progress and achievements in terms of outcomes for students for whom equity funds were allocated, including Aboriginal students.

The **Reflect, Plan, Act** guide supports principals to monitor and report on the implementation of the Aboriginal Education Policy.

To enable Aboriginal students to succeed, it is imperative that the Aboriginal Education Policy is fully and consistently implemented in every school.

It is important that every school with Aboriginal students should:

- prioritise the educational outcomes and wellbeing of Aboriginal students
- establish and maintain effective, respectful and collaborative relationships with Aboriginal parents/carers and community members, and
- should actively involve Aboriginal parents/carers and Local AECG members in educational decision-making.

It is vital that all schools ensure that:

- staff are provided with ongoing opportunities to access Aboriginal cultural education through professional learning and career development opportunities, and
- students develop deeper understandings of Aboriginal histories, cultures, languages and perspectives.

Building competencies in Aboriginal Cultures

The policy mandates:

‘Aboriginal Cultural Education through professional learning and career development experiences for all staff.’

Cultural safety and responsiveness

Cultural safety is something that cannot be categorised, placed into a box, or ticked off as being achieved. For some Aboriginal and First Nation Peoples, this is a lifelong quest.

Cultural safety in Australia is a process to better enable First Nation participation (Phillips, 2015). It requires the accumulation and application of First Nations knowledge of ways of knowing and being, to be embedded in structural and systemic reforms (Mason, 2013).

Cultural safety instructs and requires that equity is upheld, and that diverse needs are respected and responded to through policy and practice. It is the inherent right that Aboriginal and First Nations Peoples are informed and involved in promoting cultural safety and wellbeing to enable participation without threats to their unique way of life and cultural background.

Cultural responsiveness is the ability to learn from and relate respectfully with people of one's own culture as well as those from other cultures. Culturally responsive schools offer a learning environment where every student's cultures, languages, and life experiences are acknowledged, validated and celebrated.

Enabling learning pathways to build competencies in Aboriginal Cultures

Pathways are a flexible learning approach based on individual needs and understandings in the context of ongoing life-long learning.

All Aboriginal students should have a Personalised Learning Pathway (PLP). PLPs are an effective tool for establishing pathways and increasing Aboriginal student engagement. They have the potential to support improved learning outcomes, student cultural identity and educational aspirations.

Ensure professional learning for all staff to build competencies in Aboriginal Cultures

Schools are responsible for planning and providing professional learning for all staff, including in Aboriginal Education, as mandated by the Aboriginal Education Policy. There

are numerous courses, workshops and training sessions available to build competencies in Aboriginal Cultures.

In accordance with the Department's Partnership Agreement with the NSW AECG, all schools are strongly encouraged to work with their Local AECG to implement Connecting to Country.

Connecting to Country provides participants with the opportunity to experience aspects of local Aboriginal culture, learn about local Aboriginal history and establish relationships with members of the local Aboriginal community.

For more information contact the NSW AECG Secretariat on **9550 5666**. Their website can be accessed at www.aecg.nsw.edu.au.

Engaging Australian Professional Standards for Teachers 1.4 and 2.4

Professional learning to build competencies in Aboriginal Cultures addresses the focus areas of [Australian Professional Standards for Teachers](#) including 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians).

Reflect, Plan, Act guide

There are many different approaches to planning and many ways of documenting plans to suit local needs. The table below, which is in effect a **Reflect, Plan, Act** guide, is intended to prompt **reflections** and **planning** on key issues which can be incorporated into local processes and formats.

Section 1 – Excellence in learning

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
<p>Maximise Aboriginal and/or Torres Strait Islander student learning through identifying and analysing data, to plan individualised and differentiated learning, to ensure the achievements of Aboriginal and/or Torres Strait Islander students match or better the outcomes of all students.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> • Learning domain, Learning culture: Attendance (p 2) • Learning domain, Curriculum: Differentiation (p 4) • Teaching domain, Effective classroom practice and Data skills and use (pp 8–9) <p>Australian Professional Standards for Teachers (PDF 2.1 MB)</p> <p>Strong strides together (PDF 5.89 MB)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Personalised Learning Pathways <input type="checkbox"/> Data meetings <input type="checkbox"/> Analyse Scout data <input type="checkbox"/> Differentiation <input type="checkbox"/> Aboriginal Pedagogies <p>Other strategies, programs and initiatives in your school:</p>	

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
Ensure appropriate assessment and reporting practices are used consistently to monitor Aboriginal and/or Torres Strait Islander students' learning outcomes across the curriculum.	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> Learning domain, Assessment and Reporting (pp 5–6) 	<input type="checkbox"/> Aboriginal Pedagogies <input type="checkbox"/> Differentiation Other strategies, programs and initiative in your school:	
Teachers should know their Aboriginal and/or Torres Strait Islander students, support the maintenance of their cultural identity and ensure their learning needs are met through an integrated approach to quality teaching, curriculum and assessment.	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> Learning domain, Curriculum and Assessment (pp 4–5) Australian Professional Standards for Teachers (PDF 2.1 MB) Quality Teaching Framework	<input type="checkbox"/> ACARA Aboriginal and Torres Strait Islander Histories and Cultures – Cross curriculum priority <input type="checkbox"/> Aboriginal student profiles Other strategies, programs and initiative in your school:	

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
<p>Ensure all students are provided an opportunity to develop a deeper understanding of Aboriginal Histories, Cultures and languages. Work with AECG and local Aboriginal community to develop Aboriginal content as a cross curriculum priority.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> Learning domain, Curriculum (p 4) <p>ACARA Aboriginal Studies 7–10 Syllabus</p> <p>Australian Professional Standards for Teachers (PDF 2.1 MB)</p> <p>Strong strides together (PDF 5.89 MB)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal Studies <input type="checkbox"/> Aboriginal Language <input type="checkbox"/> ACARA Aboriginal and Torres Strait Islander Histories and Cultures – Cross curriculum priority <p>Other strategies, programs and initiatives in your school:</p>	
<p>Focus on early intervention and prevention to ensure Aboriginal and/or Torres Strait Islander students are supported throughout their learning.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> Learning domain, Learning culture and Wellbeing (pp 2–3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Support Team <input type="checkbox"/> High expectations <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement strategies <input type="checkbox"/> Wellbeing Space <p>Other strategies, programs and initiatives in your school:</p>	

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
<p>In collaboration with parents/caregivers, develop, implement and regularly monitor each Aboriginal and/or Torres Strait Islander student's Personalised Learning Pathway to ensure their engagement, wellbeing and aspirations are met.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> Learning domain, Learning culture, Wellbeing and Reporting (pp 2–6) <p>Personalised Learning Pathways Guidelines</p> <p>Strong strides together (PDF 5.89 MB)</p>	<p><input type="checkbox"/> Personalised Learning Pathways</p> <p><input type="checkbox"/> Parent meetings</p> <p><input type="checkbox"/> Evaluation of goal achievements</p> <p>Other strategies, programs and initiatives in your school:</p>	
<p>Plan and promote school practices to support the cognitive, emotional, social, physical and spiritual wellbeing of Aboriginal and/or Torres Strait Islander students resulting in improved educational outcomes, positive behaviour and more effective engagement.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> Learning domain, Wellbeing (p 3) <p>Wellbeing Framework</p> <p>Melbourne Declaration</p>	<p><input type="checkbox"/> Whole school initiatives</p> <p><input type="checkbox"/> Community involvement</p> <p><input type="checkbox"/> On Country experiences</p> <p><input type="checkbox"/> Acknowledgement of Country</p> <p><input type="checkbox"/> Celebrate Aboriginal identity/culture</p> <p>Other strategies, programs and initiative in your school:</p>	

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
<p>Create learning environments in partnership with Local/Regional AECG and local Aboriginal families/communities where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> • Learning domain, Learning culture, Attendance (p 2) • Leading domain, Educational leadership (p 12) <p>Partnership Agreement (PDF 4.78 MB)</p> <p>Aboriginal Education Consultative Group Inc. Strong strides together (PDF 5.89 MB)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal Education Committee <input type="checkbox"/> Parent participation <input type="checkbox"/> AECG involvement <input type="checkbox"/> Aboriginal Pedagogies <p>Other strategies, programs and initiatives in your school:</p>	
<p>Celebrate and acknowledge Aboriginal cultural events and significant dates to build the knowledge and understanding of all students about Aboriginal histories and cultures.</p>	<p>Partnership Agreement (PDF 4.78 MB)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> NAIDOC celebrations <input type="checkbox"/> Celebrate cultural events <input type="checkbox"/> Identify significant dates on school calendar <p>Other strategies, programs and initiatives in your school:</p>	

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
<p>Recognise and communicate Aboriginal student achievements to parents/caregivers, their extended families and the wider community.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> • Learning domain, Reporting (p 6) • Leading domain, Educational leadership (p 12) 	<p><input type="checkbox"/> Proud and Deadly/AECG awards</p> <p><input type="checkbox"/> 'Deadly' tickets</p> <p>Other strategies, programs and initiative in your school:</p>	

Section 2 – Excellence in teaching

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
<p>Undertake ongoing professional learning to increase knowledge about how to support the identity and diversity of Aboriginal and/or Torres Strait Islander students and how they learn.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> Teaching domain, Professional standards and Learning and development (pp 8–10) Leading domain, Educational leadership (p 12) <p>AECG – Connecting to Country Partnership Agreement (PDF 4.67 MB)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Connecting to Country <input type="checkbox"/> Aboriginal Cultural Education – Let’s take the first step together <input type="checkbox"/> Work with corporate Aboriginal Education Team to identify available PL. For example: <input type="checkbox"/> Aboriginal Histories and Culture <input type="checkbox"/> Aboriginal Education Policy <input type="checkbox"/> Turning Policy into Action <input type="checkbox"/> Personalised Learning Pathways <p>Other strategies, programs and initiatives in your school:</p>	
<p>Participate in professional learning that is aligned to the Strategic Improvement Plan, addresses the learning needs of Aboriginal and/or Torres Strait Islander students and is in partnership with the local Aboriginal community.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> Leading domain, School planning, implementation and reporting (p 13) <p>Partnership Agreement (PDF 4.67 MB)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal learning needs are identified <input type="checkbox"/> Professional learning aligns with needs <input type="checkbox"/> Professional learning aligns with SIP <input type="checkbox"/> Connecting with local Elders, knowledge holders and/or community 	

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
		<input type="checkbox"/> Connecting to Country <input type="checkbox"/> Aboriginal Education Professional Learning Other strategies, programs and initiatives in your school:	
Utilise evidence-based teaching strategies to improve learning outcomes for Aboriginal students. With emphasis on positive, respectful relationships and high expectations for all Aboriginal and/or Torres Strait Islander students.	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> • Learning domain, Wellbeing, Curriculum and Assessment (pp 3–5) • Teaching domain, Effective classroom practice (p 8) • Teaching domain, Learning and development (p 11) What Works Best: 2020 update (PDF 1.08 MB)	<input type="checkbox"/> Updated learning resources <input type="checkbox"/> High expectations <input type="checkbox"/> Effective feedback <input type="checkbox"/> Explicit teaching <input type="checkbox"/> Positive rapport and relationships <input type="checkbox"/> PLP goals <input type="checkbox"/> Leadership opportunities for Aboriginal and/or Torres Strait Islander students <input type="checkbox"/> BroSpeak and SistaSpeak programs Other strategies, programs and initiatives in your school:	
Plan for and implement effective teaching, learning and assessment for Aboriginal and/or Torres Strait Islander students across all KLAs.	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> • Teaching domain, Effective classroom practice (p 8) ACARA	<input type="checkbox"/> Review student profiles <input type="checkbox"/> Positive rapport and relationships <input type="checkbox"/> Aboriginal pedagogies <input type="checkbox"/> ACARA Cross curriculum priority Other strategies, programs and	

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
	Partnership Agreement (PDF 4.67 MB)	initiatives in your school:	
<p>Ensure every Aboriginal student has a Personalised Learning Pathway that is developed in genuine partnership with Aboriginal and/or Torres Strait Islander students, their parents or carers and teachers.</p>	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> • Learning domain, Learning culture and wellbeing (pp 2–3) • Teaching domain, Effective classroom practice (p 8) • Teaching domain, Learning and development (p 11) Personalised Learning Pathways Guidelines Partnership Agreement (PDF 4.67 MB) Strong strides together (PDF 5.89 MB)	<p>Personalised Learning Pathway:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student participation <input type="checkbox"/> Family participation <input type="checkbox"/> Teacher participation <input type="checkbox"/> Support staff participation <p>Other strategies, programs and initiatives in your school:</p>	
<p>Identify and address the individual needs of every Aboriginal and/or Torres Strait Islander student including gifted and talented students, disengaged students and students needing additional learning support.</p>	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> • Learning domain, Wellbeing and Curriculum (pp 3–4) • Teaching domain, Effective classroom practice (p 8) 	<ul style="list-style-type: none"> <input type="checkbox"/> Personalised Learning Pathways <input type="checkbox"/> Personalised Learning and Support Plans <input type="checkbox"/> Attendance meetings <input type="checkbox"/> Learning and Support referrals/meeting <input type="checkbox"/> Mentoring program 	

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
	Personalised Learning Pathways Guidelines High Potential and Gifted Education Personalised Learning and Support	Other strategies, programs and initiatives in your school:	
<p>Ensure Aboriginal and/or Torres Strait Islander students are supported through key transition points and throughout their learning including post school pathways through engagement with Local and Regional AECGs and Aboriginal organisations.</p>	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> • Learning domain, Learning Culture (p 2) Supporting Aboriginal students to attain the HSC Transition to school National Aboriginal and Torres Strait Islander Education Strategy 2015 (PDF 1.73 MB)	<input type="checkbox"/> Transition program <input type="checkbox"/> Careers advisor check-in <input type="checkbox"/> Support from Aboriginal Education Officer <input type="checkbox"/> HSC attainment/high expectations <input type="checkbox"/> Higher education options promoted <input type="checkbox"/> Transition to School Statement <input type="checkbox"/> SBaT program Other strategies, programs and initiatives in your school:	

Section 3 – Excellence in leading

Suggested actions related to the Policy	Links to the key documents	What do we already do?	What are we going to do?
<p>Actively monitor the implementation of the Aboriginal Education Policy and national and state priorities for Aboriginal education.</p>	<p>School Excellence Cycle School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> • Teaching domain, Learning and development (p 11) • Leading domain, Educational leadership, School planning implementation and reporting (pp 12–13) <p>Aboriginal Education Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal Education Policy PL <input type="checkbox"/> Partnership Agreement <input type="checkbox"/> ACARA Cross curriculum priorities <input type="checkbox"/> SPaRO <p>Other strategies, programs and initiatives in your school:</p>	
<p>Support career and leadership development opportunities for Aboriginal and/or Torres Strait Islander staff.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> • Teaching domain, Professional standards, Learning and development (pp 10–11) • Leading domain, Educational leadership (p 12) <p>Partnership Agreement (PDF 4.67 MB)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PDPs <input type="checkbox"/> Coaching and mentoring <input type="checkbox"/> Professional Learning Opportunities <input type="checkbox"/> School supports performance development <p>Other strategies, programs and initiatives in your school:</p>	

Suggested actions related to the Policy	Links to the key documents	What do we already do?	What are we going to do?
Endorse at the local level the Partnership Agreement between the Department and the NSW AECG.	Partnership Agreement (PDF 4.67 MB)	This can be done by having the school principal and Local/Regional AECG president: <ul style="list-style-type: none"> <input type="checkbox"/> agree to the principles of respect, commitment, collaboration, and accountability to improve educational and training outcomes for Aboriginal learners and Other strategies, programs and initiatives in your school:	
Develop, maintain and strengthen effective engagement between schools and Local/Regional AECGs, Aboriginal communities, Aboriginal organisations, Elders and key agencies as partners in education.	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> • Leading domain, Educational leadership, School planning, implementation and reporting, School resources and Management practices and processes (pp 12–15) Partnership Agreement (PDF 4.67 MB) Strong strides together (PDF 5.89 MB)	<ul style="list-style-type: none"> <input type="checkbox"/> Community/Elders consultation/collaboration <input type="checkbox"/> Aboriginal Organisation consultation/collaboration AECG attendance: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> School executive <input type="checkbox"/> Teaching staff <input type="checkbox"/> School representative Other strategies, programs and initiatives in your school:	

Suggested actions related to the Policy	Links to the key documents	What do we already do?	What are we going to do?
<p>Lead planning, people and processes to achieve collaborative decision making between schools and Aboriginal parents, extended family and Local AECGs.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> • Leading domain, Educational leadership, School planning implementation and reporting (pp 12–13) • Leading domain, Management practices and processes (p 15) <p>Melbourne Declaration Partnership Agreement (PDF 4.67 MB)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AECG attendance <input type="checkbox"/> Partnership with local Aboriginal families and community <input type="checkbox"/> Open and transparent communication about school planning, funding and Aboriginal student outcomes <p>Other strategies, programs and initiatives in your school:</p>	
<p>Build and support a culture of high expectations and community engagement, resulting in improved educational outcomes for Aboriginal and/or Torres Strait Islander learners.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> • Learning domain, Learning culture, Wellbeing and Curriculum (pp 2–4) • Leading domain, Educational leadership (p 12) <p>Partnership Agreement (PDF 4.67 MB)</p> <p>What Works Best: 2020 update (PDF 1.08 MB)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Culture of high expectations <input type="checkbox"/> Partnerships with community <input type="checkbox"/> Improved student progress and achievement data <input type="checkbox"/> The Aboriginal community feel welcomed and represented in the school <p>Other strategies, programs and initiatives in your school:</p>	

Suggested actions related to the Policy	Links to the key documents	What do we already do?	What are we going to do?
Use resources strategically to improve Aboriginal and/or Torres Strait Islander student outcomes.	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> Leading domain, School resources (p 14) Partnership Agreement (PDF 4.67 MB)	<input type="checkbox"/> Use of school funding <input type="checkbox"/> Culturally inclusive teaching and learning resources <input type="checkbox"/> Human resources including additional school staff and community <input type="checkbox"/> Use of school facilities by community Other strategies, programs and initiatives in your school:	
Build partnerships with key local stakeholders so that opportunities and resources are identified to provide relevant and timely support for individual students and families.	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> Leading domain, Educational leadership (p 12) Leading domain, Management practices and processes (p 15) Partnership Agreement (PDF 4.67 MB)	<input type="checkbox"/> Accessible list of local stakeholders Other strategies, programs and initiatives in your school:	
Establish an Aboriginal Education Committee (if not established) led by a school executive member.	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> Learning domain, Learning culture, Wellbeing and Curriculum (pp 2–4) 	Aboriginal Education Committee: <ul style="list-style-type: none"> <input type="checkbox"/> School executive member <input type="checkbox"/> Teaching staff <input type="checkbox"/> Aboriginal representative 	

Suggested actions related to the Policy	Links to the key documents	What do we already do?	What are we going to do?
	<ul style="list-style-type: none"> Leading domain, Educational leadership (p 12) Leading domain, School resources (p 14) Partnership Agreement (PDF 4.67 MB)	<input type="checkbox"/> Community member Other strategies, programs and initiatives in your school:	
In partnership with the local Aboriginal community, create and promote a school environment that respects and values local Aboriginal cultures and protocols.	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> Leading domain, Educational leadership (p 12) Partnership Agreement (PDF 4.67 MB) Strong strides together (PDF 5.89 MB)	<input type="checkbox"/> The school environment represents Aboriginal and/or Torres Strait Islander students and community <input type="checkbox"/> Community consultation/collaboration Other strategies, programs and initiatives in your school:	
Regularly report to partners – to Aboriginal parents, caregivers and families, Local AECGs.	School Excellence Framework (PDF 292 KB) <ul style="list-style-type: none"> Learning domain, Reporting and Student performance measures (pp 6–7) Leading domain, School planning implementation and reporting (p 13) Partnership Agreement	<input type="checkbox"/> Student reports are personalised and comprehensive <input type="checkbox"/> Transparent communication with parents, caregivers and families, local AECG <input type="checkbox"/> AECG reporting Other strategies, programs and initiatives in your school:	

Suggested actions related to the Policy	Links to the key documents	What do we already do?	What are we going to do?
	(PDF 4.67 MB)		

Section 4 – Community partnership planning

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
<p>Ensure Aboriginal education is core business for all staff and plan for success for all Aboriginal students.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> Learning domain, Wellbeing (p 3) <p>Partnership Agreement (PDF 4.67 MB)</p> <p>Aboriginal Education Policy Strong strides together (PDF 5.89 MB)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal Education Policy training/PL <input type="checkbox"/> Steps to enhance Aboriginal and/or Torres Strait Islander student outcomes are detailed in the Strategic Improvement Plan <input type="checkbox"/> All staff are included in the Personalised Learning Pathways process <input type="checkbox"/> Aboriginal people are welcome and represented at the school <input type="checkbox"/> Reconciliation Action Plan <input type="checkbox"/> Aboriginal Education Teams within the school include community members <p><i>Other strategies, programs and initiatives in your school:</i></p>	
<p>Identifying and engaging the Local and/or Regional AECG and Aboriginal communities as partners in Aboriginal education.</p>	<p>Aboriginal Education Consultative Group Inc.</p>	<p>AECG attendance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> School executive <input type="checkbox"/> Teaching staff <input type="checkbox"/> School representative 	

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
		<i>Other strategies, programs and initiatives in your school:</i>	
<p>Incorporate the cultural contexts, values and practices of local Aboriginal communities into the mainstream delivery of education.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> Teaching domain, Learning and development (p 11) <p>Partnership Agreement (PDF 4.67 MB)</p> <p>ACARA</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ACARA Cross curriculum priorities <input type="checkbox"/> On Country experiences <input type="checkbox"/> Connections with Elders, community and families <input type="checkbox"/> Aboriginal Education – Statewide staffroom <input type="checkbox"/> Participation in Connecting to Country <p><i>Other strategies, programs and initiatives in your school:</i></p>	
<p>Connect people through partnerships to help build capacity within Aboriginal communities to ensure that Aboriginal people participate as equal partners in education.</p>	<p>School Excellence Framework (PDF 292 KB)</p> <ul style="list-style-type: none"> Teaching domain, Data skills and use (p 9) Leading domain, Educational Leadership, School planning, Implementation and reporting, School resources and Management 	<ul style="list-style-type: none"> <input type="checkbox"/> Community consultation/voice <input type="checkbox"/> Engaged community <input type="checkbox"/> Strong communication with community <input type="checkbox"/> Connections with businesses and organisations <input type="checkbox"/> Celebrate and promote community and student achievements <input type="checkbox"/> Positive relationships with families and community 	

Suggested actions related to the policy	Links to the key documents	What do we already do?	What are we going to do?
	<p>practices and processes (pp 12–15)</p> <p>Partnership Agreement (PDF 4.67 MB)</p> <p>Closing the Gap</p> <p>Engaging Communities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Advisory groups of community members to support school leadership teams <input type="checkbox"/> Connect learning with community and culture <input type="checkbox"/> Engage with Aboriginal Community Liaison Officer <p><i>Other strategies, programs and initiatives in your school:</i></p>	