



2025 - 2026

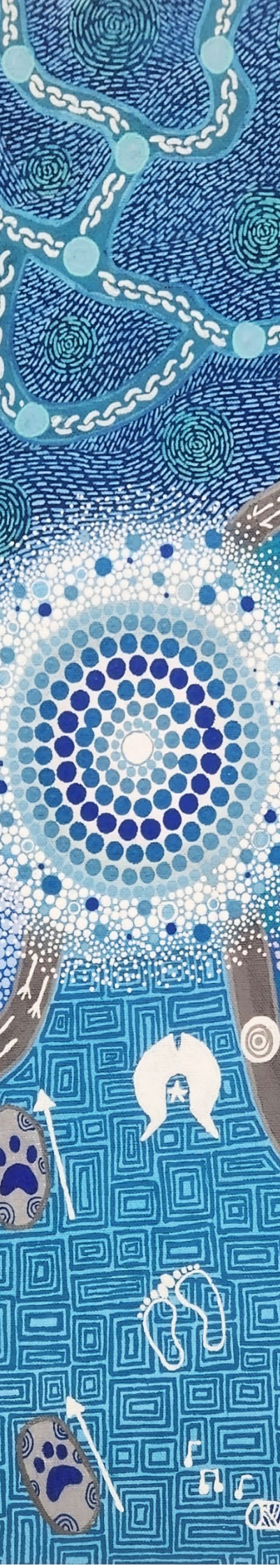
ABORIGINAL CULTURAL AWARENESS AND EDUCATION PLAN



HAMPTON
Senior High School

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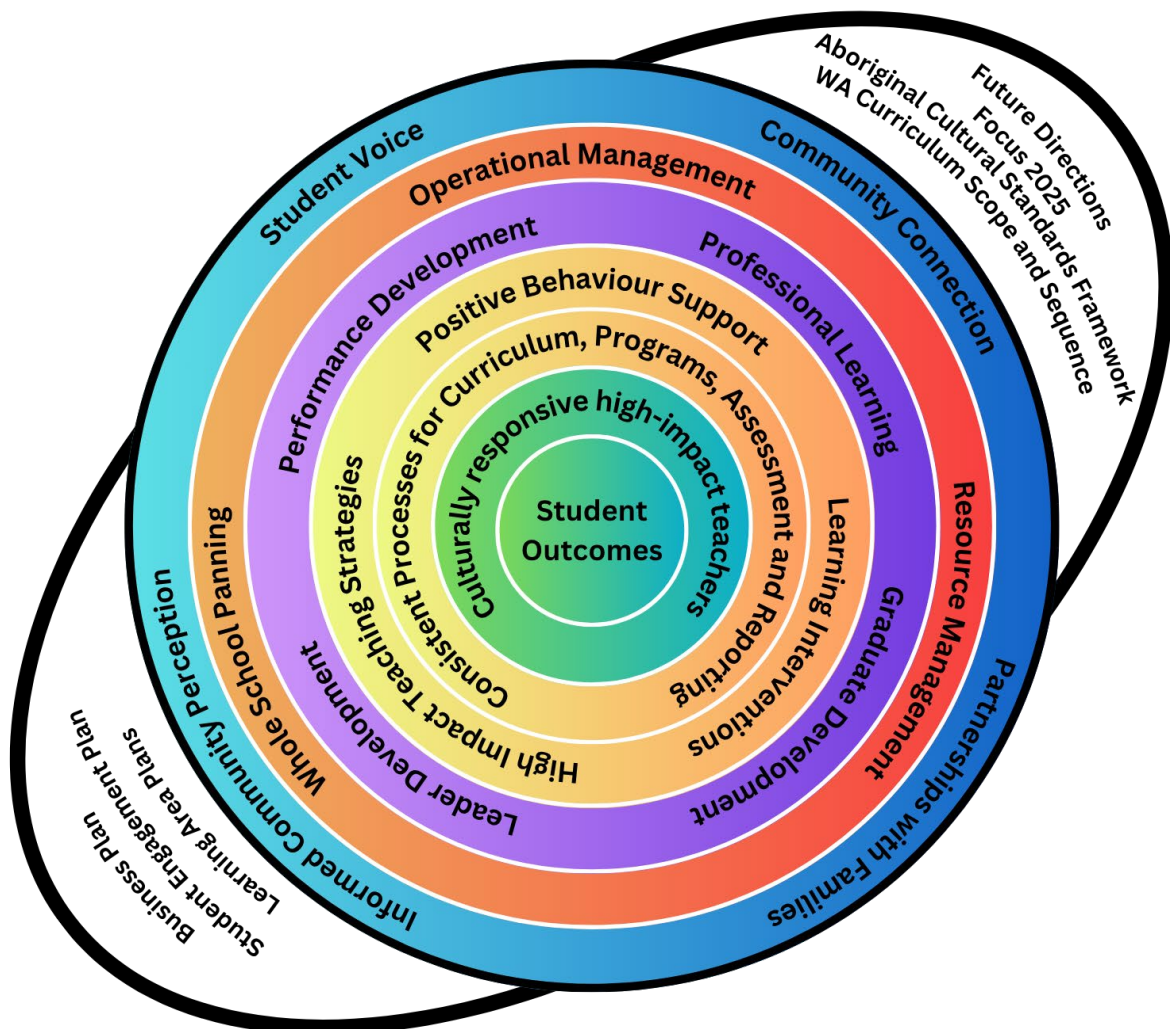


SCHOOL VISION

Hampton Senior High School Vision is to develop culturally responsive, high impact educators who foster student aspiration, innovation and achievement.

THE HAMPTON BLUEPRINT

Leadership & Pedagogical Model 2024 – 2026



“The single biggest influence that impacts student learning is the quality of teaching.”

Quality Teaching Strategy

FROM THE PRINCIPAL

At Hampton SHS we are very proud of the initiatives that we have implemented and the level of pastoral care on offer for our Aboriginal students within *our focus to achieve our vision of developing culturally responsive, high impact educators who foster student aspirations, innovation and achievement*. In developing an awareness for all staff of cultural sensitivity in our practices, we need to consider how we select and plan resources or activities, communicate with Aboriginal families, support an increase in attendance, recruit and retain Aboriginal staff and deal with issues around racism. The key message in the Department's Focus 2025 is "Together, improving outcomes for Aboriginal families ... creating culturally safe learning environments that honour Aboriginal knowledge and perspectives."

Our school improvement journey has both enhanced and introduced many initiatives:

1. The Hampton Follow The Dream network is led by highly effective Follow The Dream Coordinator (based at Hampton SHS), with an Operations Group focus on improving the educational outcomes of Aboriginal students and fostering strong cultural awareness in our school communities. We are focused on improving Aboriginal student education outcomes. From 2022 to 2023, Aboriginal student attendance increased 10% from 60% to 70% but then dropped again in 2024 to 59%. Our Follow The Dream Program has 26 students, most of them attending regularly. In our 2023 Year 12 cohort of Aboriginal students, one student who was a School Captain received an ATAR of 74, another a traineeship in the Office of the Director General of Education. This role modelling is vital for our community.
2. Whole school collaboration to develop an Aboriginal Education and Cultural Awareness Plan, including the Aboriginal Cultural Standards Framework as a *working* document. Using the Teach for Impact Model, our planning is regularly referred to for consultation and action. It guides and informs our teaching, resource development, leadership, community engagement and relationship building with our Aboriginal families.
3. Incorporating Acknowledgement of Country – This is an important personal and relevant opening to begin every event, including School Board meetings, Senior Leadership Meetings, professional learning events and guest speakers. Empowering our Aboriginal staff and students to conduct this important role is a goal in this initiative.
4. Six Seasons Garden – Designed by a local Noongar woman, and installed by a Noongar owned small business, the plan incorporated our Aboriginal students and families for review and feedback. Our garden is at the front of the school so that our Aboriginal community can see when they drive past that we value the culture and histories of our First People and welcome them to our school. We officially opened this garden during NAIDOC 2023 with traditional speeches, dancing and a smoking ceremony. Many of our Aboriginal community came to enjoy the assembly and opening.



5. Meeting Place: School offices are not always the most effective place for Aboriginal families to meet with staff. The trauma of past school events that did not value Aboriginal people still sits very strongly with many of our Aboriginal families. The small garden near our Admin block now has plantings and a pathway leading to a lovely wooden meeting place with a table and chairs, donated by our local West Perth Rotary Club. Parents and students enjoy sitting here, and in the afternoons, it is wonderful to see and to hear traditional Aboriginal music in the background as our male Aboriginal and non-Aboriginal staff and students gather to play the didgeridoo.
6. We have been able to employ, through recruitment processes, more Aboriginal staff. This is wonderful for our community but more importantly, a valuable resource for us as a school to assist us with building our cultural awareness. We have four staff who identify as Aboriginal: an education assistant, a community consultant who is a qualified teacher but now works with us in a variety of casual community-based areas, a Level 3 FTD Program Coordinator and a full time Aboriginal Education Program Coordinator. We allocate the full targeted “Student Characteristic” and FTD funding we receive for Aboriginal students for these roles. We have been able to modify our induction processes to support confidence and trust being developed. We still have a way to go here to ensure we develop the cultural awareness for a wider group of Aboriginal people depending on their own experiences and backgrounds. We are privileged to have such a wonderful team working with our Aboriginal students.
7. We now have 61 students at Hampton who identify as Aboriginal, with 50 attending regularly. Our community consultant explained to me that in the past, the local people did not want to send their children to Hampton because they didn’t feel Hampton was right for them. When they ended up enrolling their grandchild here in 2022, they realised that this was an excellent place to enrol Aboriginal students, and they shared this with the community. The last three years have seen our Year 7 cohorts increase dramatically in numbers. We are working to develop ways to make our families feel welcome on site.
8. We have initiated many smaller things like artwork in offices, Noongar signage on classrooms, we have made tablecloths Aboriginal designs that we use for events, we have our reception areas showcasing Aboriginal artwork and some of our Reception chairs are upholstered in Aboriginal designs. An Aboriginal staff member told me that they feel like they can see examples of culture in almost every room they walk in to, and it made them feel welcome. 75% of our staff have purchased a NAIDOC shirt and jumper and wear them with pride. Our branding, website, Business Plan, Annual Report and communication to parents includes acknowledgement of and reference to the Aboriginal culture.
9. ‘Boordakan Birdiya’, “The Next Generations’ House” named by students: We have created a beautiful and welcoming space for both Follow the Dream and Aboriginal Education.
10. Hampton students have designed and painted a beautiful piece of art, led by local Noongar artist Sarah Weston. This piece of art will be used on our Leavers Jackets, website, publications and designs. The creative piece of work was created by students yarning with Sarah about what they liked to do at school, why they come to school, favourite subjects, what they learn and what they want their future to look like.

We welcome community feedback for our Aboriginal Cultural Awareness and Education Plan.

Tracy Griffiths
PRINCIPAL



COMMUNITY FEEDBACK

Aboriginal Community Feedback Morning Tea December 2024

How does our school support your vision for your family:	How does our school acknowledge and value culture:
<p>Massive improvement with artwork in school</p> <p>NAIDOC week activities</p> <p>Aboriginal Learning Centre (Boordakan Birdiya) room is cool, feel more culturally safe</p> <p>Mr Bibby is really supportive, forced not to drop out and helps with grades</p> <p>Very well – website resources, on country learning means we can connect with others and learn through feeling</p> <p>Our own area means we can learn about our culture and we're able to talk about our mobs</p> <p>Would be great to involve more students in the Acknowledgement of Country</p> <p>Fantastic, can see potential</p> <p>Enjoy community involvement</p> <p>School makes kids feel good having Aboriginal staff work here</p> <p>We see the negatives sometimes in the community but see positives at school</p> <p>Staff member:</p> <ul style="list-style-type: none">• Empower, inspire ability to work with kids• Learnt that always chance for future• Excited to come to work to support• See students happy makes me feel included	<p>Early years bullying was an issue and racism</p> <p>Camps and excursions more connecting with country, bring a friend if they are respectful to increase acknowledgement and value in culture</p> <p>Languages Week include Noongar, NAIDOC week – student led activities</p> <p>More cross school involvement, performing more and getting younger kids involved</p> <p>More mentoring and modelling within ALC space for example year 7 and 8 assemblies, say Acknowledgement of Country together</p> <p>In HaSS and Follow the Dream, learn about Aboriginal history, (Ms Tunstead teaches a lot of it and “teaches our culture in a nice way”)</p> <p>Educating other students in our history, culture, dancing, physical culture. Teaching others to celebrate with us doing performances, learning the stories</p> <p>Harmony Day to include all cultures, dances to normalise it</p> <p>Inspiring other people from other schools when going out to schools and dancing and playing didgeridoo</p> <p>“Love to play the didgeridoo at more events, makes me feel happy and more strong”</p> <p>Good white people make a difference too</p> <p>Build good connections with any staff who cares and makes connections. Build more mentor and mental connections with staff</p> <p>Margaret River Camp:</p> <ul style="list-style-type: none">• Learnt about the bush and local areas• To use leaves as soap• Don't go to the river stories

ABORIGINAL ARTWORK



Message from the Artist: Sarah Weston

Working with the students who created this gave me inspiration and perspective of how they view high school and what they can get out of it attending everyday. While having a yarn with them they all begin to tell me what they liked doing at school, why they come to school, their favourite subjects, what they have learned and what they want their future to look like in the moment. With a sense of belonging, friendships, wonder and all things academic this artwork captures the heart and spirit of the students journey from the being, during and also end of there time at the school and their outlooks on their future.

Student Artists

The students who contributed to this meaningful project were Aliesha Yarran, Crystal Osling, Lincoln Page and Niq Mullaley.

Our Story

The centre represents Hampton Senior High School. The ripple of dots symbolises the many classes, special events, and milestones that form the school's history. Each dot reflects the memories created during students' time at Hampton.

The top section represents the **Journey**. The meeting places highlight key stages in a student's personal growth. The background, inspired by grasslands and earth, suggests movement and progress. Scattered colourful circles represent meaningful memories as each student follows their unique path.

The left section represents **Friendship**. The different coloured U-shapes reflect the individuality of each student and how they come together during their time at school. These bonds, built on diversity and shared experience, form a strong, supportive community.

The right section represents **Knowledge**. The U-shapes symbolise teachers and others who guide and inspire. The ripples flowing from them represent how knowledge spreads throughout the school, shaping students' skills, ideas, and future success.

The bottom section represents **Strength**. The shields and spears reflect resilience, while Griffin footprints symbolise Hampton's spirit and identity. The footprints and didgeridoo highlight the school's vibrant music and dance programs, encouraging expression and cultural connection.

The connecting elements represent students' homes and the journey to and from school. Kangaroo and emu footprints symbolise progress and the forward path of school leavers, as both animals cannot walk backwards.

Cultural Awareness Education Plan

BELIEVE

Effective teachers believe in equality and reconciliation.

Effective teachers believe Aboriginal student wellbeing is essential to student achievement.

KNOW

Culturally responsive teachers know the impact of positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

Hampton SHS teachers know the importance of focusing on improving education outcomes for Aboriginal students and have high expectations for Aboriginal students.

DO

PLAN

RELATIONSHIPS:

Three Tiers of Support Model implemented to monitor and support Aboriginal students with positive behaviour strategies; academic progress; low and irregular attendance.
Community Event for NAIDOC Week – opportunity to develop strong relationships with parents, carers, and the local community.

Culturally Responsive Schools feedback collected from students, families & community.

LEADERSHIP:

Attendance & academic data collected & analysed.

Hampton Reconciliation Action Plan development process commences.

Creation of connections and links to educational facilities; support agencies & post school pathway organisations.

Sharing Aboriginal histories, cultures, & perspectives on significant dates throughout the year.

TEACH

All Hampton Learning Areas to contribute to the Aboriginal Torres Strait Islander Histories & Cultures cross-curriculum priority to deepen students' knowledge and understanding of Australia and the First Australians.

COUNTRY/PLACE – Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity; Aboriginal Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place;

Aboriginal Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

ASSESS

Ongoing feedback sought from Aboriginal and Torres Strait Islander students, families & community (Culturally Responsive Schools Feedback questions) that are used to inform future planning.

Hampton Reconciliation Plan (RAP) accredited and published.

Comprehensive reports prepared on Aboriginal student performance for inclusion in annual report that show improvements in attendance, academic achievement and Attitude Behaviour Effort.

Students demonstrate achievement standard or marked improvement in collaboratively set individual goals as outlined in Documented Learning Plan.

Leader: Danielle Larkin

Line Manager: Rowan Brookes

Effective teachers believe Aboriginal student engagement is essential to student achievement.

Effective teachers believe in inclusion and value student diversity.

Hampton SHS has 61 Aboriginal students enrolled in 2024.

Regular Attendance for Aboriginal students at Hampton 2023: 29.6%; 2024: 34.8%. There is a drop in attendance from Year 7. Attendance increases in Senior School.

Aboriginal overall attendance in 2023 was 70% (10% higher than 2022 and 2021.)

TEACHING:

All staff are aware of Aboriginal students in their classes; how to access student data & individual Documented Learning Plans.

Aboriginal histories, cultures & languages covered in all learning areas supported by bank of resources on Compass.

Collaborate with Documented Learning Plans with students to set individual goals to better reach their full education potential.

Creating activities and experiences for staff & students to further develop understanding & respect for Aboriginal histories, peoples, cultures & languages.

LEARNING ENVIRONMENT:

Refurbishment & rebranding of FTD to create an Aboriginal Learning Centre, a culturally safe space providing a range of supports to students with tutoring, post school pathways, mentoring opportunities, community links & counselling.

Physical environment (exterior school spaces & classroom interiors) reflects the cultural and linguistic heritage of Aboriginal students. Staff supported with resources for their classrooms that display Aboriginal histories, cultures, & languages.

RESOURCES:

Cultural Awareness Training for all staff. Obtain grants to assist in funding cultural events & projects.

Establishment of Aboriginal Education Resource folder on Compass to support all Learning Areas embedding Aboriginal perspectives in programs in a meaningful way.

Partnerships with external agencies and organisations to provide wellbeing, academic and cultural support.

CULTURE – Aboriginal Torres Strait Islander societies have many Language Groups; Aboriginal Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking & doing; Aboriginal Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrates resilience in responding to historic and contemporary impacts of colonisation.

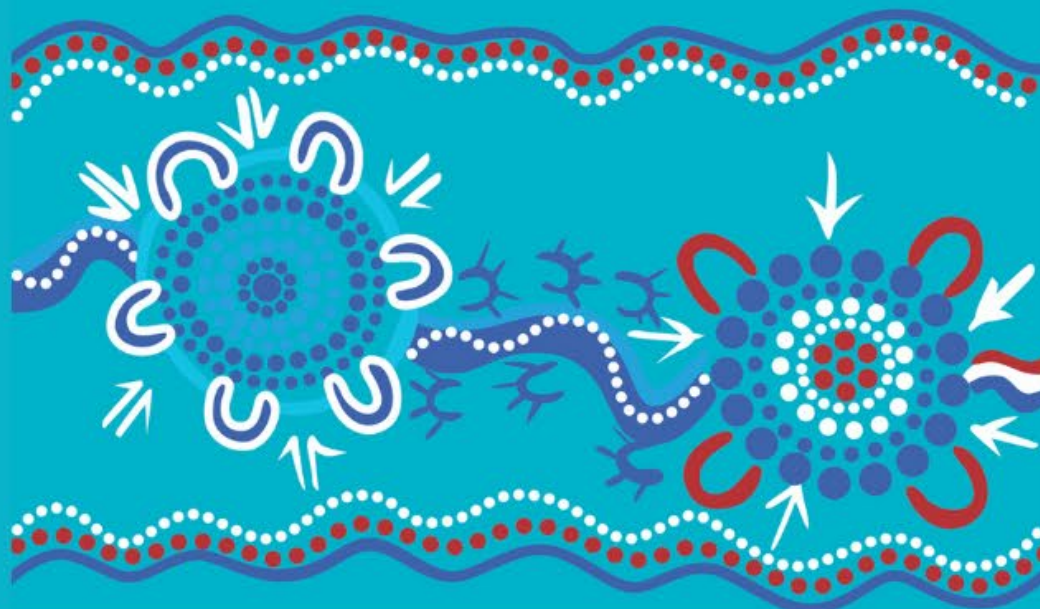
PEOPLE – The broader Aboriginal Torres Strait Islander societies encompass a diversity of nations across Australia; Aboriginal Torres Strait Islander People's family and kinship structures are strong & sophisticated; The significant contributions of Aboriginal Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

Establishment of Boordakan Birdiya Aboriginal Learning Centre with Aboriginal Torres Strait Islander students accessing wellbeing, academic and cultural support resulting in improvements in engagement, attendance, retention, Western Australian Certificate of Education attainment and post school pathways.

Successful grant applications to provide additional funds to implement cultural events and programs at Hampton.

Follow the Dream

<p>BELIEVE</p>	<p>Positive health and well-being, a sense of belonging and strong cultural identity is the foundation for student success.</p>	<p>The FTD Program provides access to experiences that might not otherwise be available. These experiences enrich learning, enhance engagement and offer options and possibilities to help students identify and achieve their goals.</p>	
<p>KNOW</p>	<p>Learning cultural kaadadjiny (knowledge) on Noongar boodja (country) is important to Hampton students, as it respects to the land we live and learn on.</p>	<p>Hampton students engage further in classroom learning when they have awareness of their post school pathway preferences.</p>	
<p>DO</p>	<p>PLAN</p>	<p>Increase the variety of on-country cultural learning experiences and provide senior school students the opportunity to have input into the experiences. Provide students with opportunities to explore their own family history at their own pace.</p>	<p>Provide a diverse range of extra-curricular opportunities that assist students with developing their post school pathway preferences.</p>
	<p>TEACH</p>	<p>Uncle Nick Abraham Derbal Yerrigan excursion, WA State Library family history excursion, virtual reality Lake Munga excursion and a camp on-country with Uncle Wayne Webb on Wadandi Boodja building on the cultural activities from last year.</p>	<p>North Metro TAFE excursion involving virtual reality job shadowing, graphic design, underground mining experiences. Bridgestone Mining Solutions worksite visit, Polly Farmer Foundation Careers Morning, SkillsWest Careers Expo, Monadelphous site visit and Curtin Uni.</p>
	<p>ASSESS</p>	<p>Data analysis of student surveys after each excursion. Number of permission forms returned. Attendance on excursions.</p>	<p>Analysing previous Documented Learning Plans and current Documented Learning Plans to see the percentage change of students with preferences of future pathways. Focus on years 10,11, and 12 students.</p>



Leader: Brant Bibby
Line Manager: Tracy Griffiths

Academic success is student specific, related to aspirations and focussed on setting high personal expectations.

Positive role models and success stories have the potential to elicit changes in individual's perspectives and aspirations.

Student individual plans are developed and contain NAPLAN achievement, Maths, English, Science and HASS grades, Attitude, Behaviour Effort and attendance data.

Senior School students provide Lower School students with positive role modelling leads to improved attendance and engagement.

Complete student Documented Learning Plans to outline their tutoring strategy, set individual educational goals, document post school pathway preferences. Review each semester.

Dedicate increased 1:1 time on Senior School students. Provide individualised support for engagement.

Each Documented Learning Plan will have a tailored approach to individual student need.

Assign particular Lower School students to each Senior School student to mentor and facilitate positive interactions during Follow The Dream tutoring.

Reflect and collect data on whether students achieved their goals at the end of each semester. Reflecting on ABE changes linked to PBS.

Observations and survey of interactions between selected Senior School students and Lower School students. Developing years 10-12 students to play a mentoring role for younger students. Use of Follow the Dream Alumni for tutoring and mentoring.

This logo shows Hampton Senior High School and Kiara College. Both schools are represented by the colours of their school uniforms.

They are connected up by an ancestral pathway. The pathway in which our Aboriginal ancestors walked over 60,000 years ago, whether it is walking the traditional lands, hunting and gathering food or for ceremonies. The land in which the schools both reside on is the Mooro Yellogonga territory. This is a very large area which also runs into Ellenbrook and Wanneroo, bordering onto Boorloo (Perth city) and Mandoon (Guildford). These boundaries are shown in the logo. The spiky arc circles are the symbols for footprints, which represent the students walking from the schools following the old pathways. The semi-circles and the large circles represent the gathering of students and teachers. The kangaroo (Yongka) and emu (Weitj) tracks are shown in the logo, they represent our traditional foods as well as the Australian-coat-of-arms.... The red dots on the outside, represent the Darling Range and the blue lines with the white dots represent the rivers.

Artist: Kevin Bynder

Wadjak-Yued-Balaadong Noongar Mother, Badimia – Amangu-Yamatji - Father

LEADERSHIP

School leaders develop a clear vision for the teaching and learning of Aboriginal students.

- School leaders ensure school values are underpinned by high expectations for Aboriginal students.
- School leaders involve parents and families, and local Aboriginal community members in the development of the school vision and ethos.
- School leaders ensure Aboriginal education outcomes are defined in the school plan and reported in the annual school report.
- School leaders establish a culture of continuous improvement and academic optimism for Aboriginal students.

School leaders build staff capability for effective teaching of Aboriginal students.

- School leaders expand their own cultural knowledge relevant to the local context.
- School leaders support staff to build individual capability for developing their knowledge of local Aboriginal histories, peoples, cultures and languages.
- School leaders support staff to teach in ways that are responsive to the learning needs of individual Aboriginal students.
- School leaders develop and sustain a school-wide focus on monitoring the progress of Aboriginal students.
- School leaders and staff are cognisant of their attitudes, behaviours and performance in teaching Aboriginal students.

School leaders support innovation and change in Aboriginal education.

- School leaders encourage flexible and adaptive approaches to engaging and teaching Aboriginal students.
- School leaders share best practice and innovation in Aboriginal education with colleagues and across education networks.
- School leaders embed collaborative practices that promote school-wide contributions to improvement and innovation in Aboriginal education.
- School leaders recognise the capability of Aboriginal staff to lead innovative approaches in engaging and teaching Aboriginal students.

School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families.

- School leaders provide comprehensive reports about Aboriginal student performance as part of the annual school report.
- School leaders share education success with the local Aboriginal community and the broader community.
- School leaders report on the progress and outcomes of targeted Aboriginal programs and initiatives, and seek feedback from the local Aboriginal community on their value and success.

- Leaders have high expectations and lead teachers to implement in all classrooms.
- Head Of Learning Areas collect data relevant to achievement.
- Embed Aboriginal histories & cultures into all Learning Areas programs, this will support with Aboriginal student achievement.
- NAIDOC week community acknowledgement.
- Morning Tea for community members
- Create positive, welcoming environment for families and the community.
- Continued development of Program Coordinator Aboriginal Education.
- Program Coordinator Aboriginal Education collaborates with the School Careers Expo to ensure Indigenous/Aboriginal organisations are included to strengthen post-school pathways.

- Supporting staff to differentiate course curriculum where needed.
- Continuous monitoring of progress (achievement)
 - Individual Education Plans, Special Education Needs, Online Literacy and Numeracy Assessment assistance
- Whole school cultural awareness training.
- Follow The Dream, individual pathway planning for all Aboriginal students.
- Collating data and information to share with learning area leaders to consider for implementation.

- Aboriginal Education Program Coordinator & Targeted initiative (sharing best practice).
- Deputy Principal & Principal Morley Schools Network focus area.
- Professional Learning and collegiate discussion.
- Leadership opportunities for Aboriginal staff (to improve outcomes for Aboriginal staff & other opportunities).
- Focus on Aboriginal families transitioning to Year 7.
- Developed tiered system of case management for Aboriginal students based on individual needs.
- Working with Follow The Dream & Aboriginal Learning Centre to develop the Aboriginal Learning Centre space, Boordakan Birdiya.
- Case management individual students.
- Working with staff.

- Annual Report:
 - Aboriginal performance in NAPLAN
 - Aboriginal student attendance
 - *2024 will include targeted initiative plan
- Follow The Dream Co has comprehensive data analysis for Follow The Dream students.
- *Family update ➡ 1 per year on Aboriginal outcomes.
- Transparency for Aboriginal Education targeted initiative to all staff (data from intervention- focus groups)
- COMPASS- provide better tracking student progress RTP.
- Facebook & Instagram sharing success.

CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)

<p>School leaders are aware of the importance of developing a school vision and ethos that is inclusive of Aboriginal students.</p>	<p>School leaders align the school's vision and ethos with the needs and expectations of the local Aboriginal community.</p> <p>School leaders and staff understand the school's commitment to all students, including Aboriginal students.</p> <p>★</p>	<p>School leaders work with students, staff, parents and families, and local Aboriginal community members on the development of a school vision and ethos.</p> <p>School leaders and staff demonstrate a commitment to high expectations for Aboriginal students.</p>	<p>School leaders, in collaboration with local Aboriginal community members, have developed a strong, sustainable education partnership that reflects the expectations and aspirations of Aboriginal students.</p> <p>School leaders and staff demonstrate a commitment to high expectations for Aboriginal students in a culture of continuous improvement.</p>
<p>School leaders and staff begin to reflect on their own knowledge and beliefs about Aboriginal histories and peoples.</p>	<p>School leaders know about Aboriginal histories and have participated in local cultural awareness raising.</p> <p>School leaders and staff understand that their own beliefs and preconceptions have an impact on the way they engage with Aboriginal students.</p> <p>School leaders commit to the need to build the capability of staff to teach Aboriginal students effectively.</p> <p>★</p>	<p>School leaders and staff have deepened their understandings about Aboriginal histories, peoples, cultures and languages, including the local and national contexts.</p> <p>School leaders and staff demonstrate respect for, and awareness of, the cultural diversity of the school community.</p> <p>School leaders ensure effective curriculum pathways are implemented for Aboriginal students.</p>	<p>School leaders and staff respect and are responsive to local historical and contemporary cultural contexts.</p> <p>School leaders and staff demonstrate respect for the diversity and differences of the school community, and provide opportunities for all staff and students to develop understanding and respect for Aboriginal histories, peoples, cultures and languages.</p> <p>School leaders engage staff in school-wide approaches to teaching Aboriginal students.</p> <p>School leaders monitor and provide specific feedback to all staff about the extent to which teaching practices are responsive to the needs of individual Aboriginal students.</p>
<p>School leaders research innovative approaches to Aboriginal education.</p>	<p>School leaders discuss with staff ideas and innovative approaches to improve the outcomes of Aboriginal students.</p> <p>★</p>	<p>School leaders create and support opportunities for staff to develop innovative teaching practices for Aboriginal students.</p> <p>★</p>	<p>School leaders and staff, in partnership with local Aboriginal community members, develop and implement flexible, adaptive and innovative approaches to improve the outcomes of Aboriginal students.</p>
<p>School leaders are aware of the importance of reporting to the school community about the school's performance.</p>	<p>School leaders report to local Aboriginal community members about the school's performance.</p> <p>★</p>	<p>School leaders engage with local Aboriginal community members about the outcomes and the performance of the school in relation to Aboriginal education outcomes.</p>	<p>School leaders report to the school council/board on the achievements and progress of Aboriginal students, and engage local Aboriginal community members in discussions about the value and success of targeted Aboriginal programs and initiatives.</p>

★ Senior Leadership Team individual progress indicator

LEARNING ENVIRONMENT

Staff support Aboriginal students to feel a sense of belonging and connection to the school.

- Aboriginal students demonstrate pride in, and ownership of, the school.
- Staff have positive interactions with Aboriginal students.
- Staff welcome parents and families of Aboriginal students at the school.
- All students and staff are aware of, and demonstrate respect for, the cultural and linguistic diversity of the school community.
- Staff promote positive wellbeing for Aboriginal students.

Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students.

- Staff engage Aboriginal students, their parents and families, and community members in developing an environment which displays and respects their histories, cultures and languages.
- The parents and families of Aboriginal students, and local Aboriginal community members use facilities at the school where appropriate.
- Staff and students use local Aboriginal community facilities and sites to enable students to learn in settings connected to local histories, cultures and languages where appropriate.

Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour.

- Staff work with Aboriginal students, their parents and families to ensure an understanding of expectations and legal obligations under the School Education Act (1999) for attendance.
- Staff work with Aboriginal students, their parents and families to ensure an understanding of expectations related to behaviour, engagement and learning.
- Staff support and encourage local Aboriginal community members to promote consistent and clear messages about student attendance and behaviour.
- Staff identify and implement strategies to engage hard-to-reach Aboriginal students, their parents and families.
- Staff are aware of factors that may be affecting the behaviour of individual Aboriginal students and implement appropriate school and classroom management strategies.
- School leaders collaborate with other school leaders to ensure the transition of Aboriginal students is well defined and enacted.

Staff establish a supportive and safe learning environment for Aboriginal students.

- Staff know about factors in the local Aboriginal community that may have an impact on student engagement.
- Staff work productively with other agencies to support the health, wellbeing and safety of Aboriginal students, their parents and families.
- Staff, in collaboration with parents and families, develop plans to support Aboriginal students at educational risk.
- Staff put in place appropriate steps to support the social and emotional wellbeing of Aboriginal students.

- Pride playing didgeridoo in garden after school.
- Acknowledgement to Country statement, posters visible in classrooms.
- Acknowledgement of Country at assembly, meetings and school development day.
- Huge increase in Aboriginal artwork on display but more student work would be great.
- Australian Institute for Teaching and School Leadership Language maps in classrooms.
- Incorporation of Follow the Dream and Aboriginal Learning Centre.
- Staff are knowledgeable and respectful of Aboriginal history and culture.
- All staff currently do DoE PL in 3-year cycles but more PL would be beneficial in developing this.
- Staff purchase and wear Aboriginal artwork shirts. Class of 2026 leaver jackets will also feature Aboriginal artwork
- Students and staff to liaise, work with Aboriginal staff to ensure products are culturally appropriate.

- Acknowledgement to Country at assemblies. Could students be taught to deliver this in Aboriginal languages?
- Aboriginal artwork on display.
- NAIDOC week celebrations, getting students to perform and inviting families.
- Aboriginal flag in main quad.
- Home visits.
- Garden has its story of wogul passing through.
- Six Seasons Garden, Noongar language door signs.
- Rename Department buildings or classrooms with Noongar names, some classrooms done.
- Pictures, chairs, tablecloth - visual things.

- Implementation Aboriginal Education Plan
- Development tiered system for intervention of Aboriginal and Torres Strait Island students. (Home visits).
- Case management of each student.
- Support & cultural safe space to increase attendance (at school, not class).
- Involvement from the Aboriginal staff in behaviour/attendance/ engagement meeting plans.
- Learning support & case management of students at risk (engagement/ transition plans)
- Confidentiality can be a barrier.

- Tiered approach for students at risk.
- Targeted interventions for individual context.
- High investment into learning about/creating culturally safe spaces → Boordaken Birdiya.
- Triage & communication in year groups case management.
- Acknowledgement of Country.

CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)

CULTURAL AWARENESS (EMERGING)	CULTURAL UNDERSTANDING (DEVELOPING)	CULTURAL COMPETENCE (CAPABLE)	CULTURAL RESPONSIVENESS: (PROFICIENT)
Staff are aware of the importance of having an inclusive learning environment for Aboriginal students.	Staff understand the importance of creating an inclusive and welcoming environment for all students, including Aboriginal students. The school notes publicly the importance of cultural diversity and the need to support Aboriginal students to feel connected to the school. ★	Staff engage with local Aboriginal community members about how they prefer to see their culture represented in the school. Staff use Aboriginal students' connection to their community to build the capacity of the school to connect with Aboriginal culture. ★	Staff and local Aboriginal community members have established an enduring and effective partnership. Cultural values and traditions have been incorporated into the school's learning environment. Staff have supported Aboriginal students to build confidence, showcase and share their culture, and participate in events of cultural significance. ★
Staff are aware that the physical learning environment can influence the culture and ethos of the school.	Staff understand the value of creating a physical environment that displays and respects the cultural and linguistic heritage of Aboriginal students. ★	Staff consult with Aboriginal students, their parents and families, and the local Aboriginal community to develop an environment which displays and respects their cultural and linguistic heritage. ★	Staff – in partnership with Aboriginal students, their parents and families, and the school community – have worked together to establish a sustainable physical environment which reflects the cultural and linguistic heritage of Aboriginal students.
Staff are aware of the need for having clear expectations for the attendance and behaviour of all students, including Aboriginal students.	Staff provide information to Aboriginal students and their parents and families about expectations for student attendance and behaviour. ★	Staff work with Aboriginal students, their parents and families to monitor student attendance, behaviour and engagement.	Staff – in partnership with Aboriginal students, their parents and families, and the local Aboriginal community – develop and implement strategies for Aboriginal student attendance, behaviour and engagement in learning.
The school has policies and processes related to the health and wellbeing of all students, including Aboriginal students.	Staff understand that factors in the local community may have an impact on Aboriginal student engagement. The school has plans and procedures in place to monitor Aboriginal students at educational risk. ★	Staff monitor events in the local community that may have an impact on Aboriginal student engagement. Staff take appropriate steps to maintain continuity of learning for students. Staff make appropriate education adjustments for Aboriginal students at educational risk.	Staff and local Aboriginal community members meet routinely to identify factors that have an impact on Aboriginal student engagement and develop agreed plans for addressing concerns. Staff use effective case management procedures to monitor the needs of Aboriginal students at educational risk.

★ Senior Leadership Team individual progress indicator

RELATIONSHIPS

Staff establish and maintain positive relationships with Aboriginal students, their parents and families.

- Staff build respectful working relationships with Aboriginal students.
- Staff provide information to parents of Aboriginal students about their children's progress and support families to participate in all aspects of their children's education.
- Staff work with Aboriginal students, their parents and families to support students at key transition stages of schooling.

Staff engage professionally with local Aboriginal community members and organisations.

- Staff, in partnership with the local Aboriginal community, understand and accept processes and protocols for respectful interaction.
- Staff draw on the expertise of Aboriginal staff (including Aboriginal and Islander Education Officers, and regional Aboriginal education teams) and local Aboriginal community members and organisations to enrich learning experiences for students.
- Staff and students participate, as appropriate, in local Aboriginal community events and activities.
- Staff and local Aboriginal community members share experiences and knowledge to support student learning.

Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.

- Staff provide Aboriginal students with opportunities to take on leadership roles at school.
- School leaders seek feedback from Aboriginal students, their parents and families on education delivery to inform decision making.
- School leaders provide opportunities for local Aboriginal community representation on the school council/board.

Staff broaden their knowledge and improve practices in Aboriginal education.

- Staff participate in local Aboriginal community networks to understand the perspectives of Aboriginal people on education.
- Staff engage with local Aboriginal community members to identify opportunities for including cultural events at the school.
- Staff incorporate local Aboriginal community members' cultural and linguistic knowledge and expertise to build contextual relevance to the education of Aboriginal students.

- All students to interact with culture and curriculum.
 - Aboriginal Education Program Coordinator - contact families, students following assistance liaison with training processes, meeting between families and Principal.
 - Staff mindful of culture & interactions.
 - Differentiate assessments in real, history.
 - Course selection- email home, phone. Accepting text and call because of previous interactions.
 - Feedback plan.
 - Task mark report.
 - Afternoon tea for Follow The Dream - bring families in.
 - Allowing Boordakan Birdyia access if possible.
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- Follow The Dream - liaison.
 - SMYL- Aboriginal traineeship and assessment.
 - Aboriginal Community Liaison Officer - work on conversations about welfare of students.
 - Staff adhere to cultural practices.
 - Ex student, Alumni.
 - Referrals to organisations:
 - Koorling Mort
 - Yorgum Healing – one on one sessions, had a stall at parent information night
 - Reconnect
 - Whole school NAIDOC week.
 - Collaboration with Aboriginal Education Program Coordinator for work completed in class- strategies (seeking info on cultural sensitivity and curriculum delivery.)
 - Follow The Dream - on country excursion.
 - Bushrangers - understanding of culture.
-
- Aboriginal Students are provided with leadership opportunities in specialist programs.
 - Encourage students to nominate for Student Council and student voice, planning for NAIDOC.
 - Follow The Dream, Acknowledgment of Country at assembly. Mentoring from older Aboriginal students to lower years.
 - Offer jobs!
 - Scaffolding to success.
 - Needs more differentiation specific to Aboriginal Torres Strait Islander families.
 - Leadership opportunities at Galleria.
 - Student Council - consult with key parents and community members.
-
- NAIDOC week - Parent/Teacher Day
 - Opportunity to make contacts and develop relationships with Aboriginal community.
 - All staff completed online Aboriginal cultural awareness online Professional Learning.
 - Garden included local community members, stories, histories.
 - Renamed 'Boordakan Birdyia' consultation from language expert.


CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)

			
Staff are aware of the value of developing effective working relationships with Aboriginal students and their parents and families.	Staff understand the importance of establishing positive working relationships with Aboriginal students and their parents and families. Staff seek information from parents and families to support Aboriginal students' learning. ★	Staff have developed respectful working relationships with Aboriginal students and their parents and families. Staff communicate regularly with parents and families of Aboriginal students about their children's learning.	Staff, Aboriginal students and their parents and families have established collaborative, trusting and respectful working relationships. Staff involve the parents and families of Aboriginal students in their children's education.
Staff are aware of the value of engaging local Aboriginal community members and organisations.	Staff understand the importance of positive interaction with local Aboriginal community members. Staff have identified, or have liaised with Government agencies and Aboriginal staff to identify key local Aboriginal community members and organisations. ★	Staff use local cultural protocols for interacting with local Aboriginal community members. Staff routinely invite local Aboriginal community members and organisations to school meetings, activities and events.	Staff have clearly established shared understandings, processes and protocols for respectful interaction with local Aboriginal community members. Staff and local Aboriginal community members and organisations work together in planning meetings, activities and events.
Staff are aware of the value of engaging Aboriginal students, their parents and families, and the local community in school decision making.	Staff provide information to Aboriginal students, their parents and families, and the local Aboriginal community about the school's education programs. Senior Leadership Team said 50:50 between all 4. ★	Staff seek feedback from Aboriginal students, their parents and families, and local Aboriginal community members about the school's delivery of education to inform decision making. ★	Staff, Aboriginal students, their parents and families, and local Aboriginal community members are all actively involved in decision making.
Staff are aware that participation in Aboriginal community networks can support the education of their Aboriginal students.	Staff have identified, or have liaised with Aboriginal staff to identify, ways of engaging with local Aboriginal community networks. ★	Staff have developed reliable connections with local Aboriginal community networks to deepen understandings about the community's perspectives. ★	Staff routinely participate in local Aboriginal community networks and draw on the cultural knowledge and expertise of the community.

★ Senior Leadership Team individual progress indicator

RESOURCES

Staff acknowledge and value the expertise of Aboriginal staff.

- Staff draw on the knowledge and expertise of Aboriginal staff (including Aboriginal and Islander education officers, and regional Aboriginal education teams) in connecting the school with the local Aboriginal community.
- School leaders support Aboriginal staff to identify and pursue leadership and aspirational opportunities.
- School leaders and staff use flexible recruitment practices to encourage applications from Aboriginal people.

School leaders allocate staff to support the learning needs of individual Aboriginal students.

- School leaders, in planning the staffing profile, give specific consideration to the learning needs of Aboriginal students.
- School leaders consider the expertise and experiences required for staff to work with Aboriginal students.

School leaders target the learning needs of individual Aboriginal students when allocating financial resources.

- School leaders use student characteristics funding to implement appropriate teaching and learning adjustments for Aboriginal students.
- School leaders plan for improved Aboriginal student outcomes and budget accordingly.

Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning.

- Staff select a range of evidence-informed resources to support the learning needs of individual Aboriginal students.
- Staff use technology to connect Aboriginal students' local perspectives with national and global perspectives.
- Staff incorporate the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in all learning areas.
- Staff liaise with Aboriginal staff, including Aboriginal and Islander education officers, and Aboriginal community members to determine the appropriateness of cultural resources and materials.
- Staff understand, respect and act in accordance with the cultural and intellectual property rights of Aboriginal people.

- Staff working with Aboriginal Community Liaison (0.2), Follow The Dream Coordinator and Aboriginal Education Program Coordinator (L3) to better student engagement and improve learning outcomes.
- NAIDOC week - developing connections with local community.
- Community consultant from Hampton families.
- All staff increase connection and knowledge.

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- Cultural Awareness Training.
 - Australian Institute for Teaching and School Leadership International Development Tool.
 - English as an Additional Language or Dialect Coordinator role to support low literacy - acknowledge, identify English as a Second Language students.
 - Focus Groups (literacy and numeracy).
 - Aboriginal School Based Traineeships
 - Develop Individual Education Plan.

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- Census process for accurate funding being allocated. One Line Budget is \$142K – Program Coordinator and Community Liaison.
 - Dance group to request \$250 donation from schools for performances.
 - PALs grants.
 - Targeted initiative.
 - Aboriginal Island Education Officer and Aboriginal Coordinator
 - Learning support management of funding, planning.
 - Identify student at risk - numeracy & literacy (focus and intervention classes).
 - Follow The Dream funding.
 - Increased Year Coordinator time to support student attendance process.
 - Cost centre budget allocated sufficiently.
 - Upgrade to gardens and Boordakan Birdyia (Aboriginal Learning Centre)

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- NAIDOC experiences, Follow The Dream excursion, community collaboration.
 - Completed six season garden (integration into the curriculum eg. Home Ec).
 - Acknowledgment of Country & NAIDOC shirts.
 - Sharing of resources and educating teachers (cultural awareness info for significant dates).
 - Bush Ranger Cadet incorporating on country experience.
 - Effective Professional Learning for Aboriginal staff.
 - Resourced, refurbished, furniture, ICT and paint.


CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)

			
<p>The school workforce plan identifies Aboriginal staff and describes their roles.</p>	<p>Staff understand the roles and responsibilities of all staff, including Aboriginal staff.</p>	<p>Staff respect the knowledge and expertise that Aboriginal staff bring to the school.</p> <p>★</p>	<p>Staff draw on the expertise of Aboriginal staff and work with them to develop their own skills and knowledge to support all students, including Aboriginal students.</p> <p>School leaders use professional learning opportunities to build Aboriginal staff capability and create career pathways, including leadership roles.</p>
<p>School leaders are aware of the value of a diverse staffing profile at the school.</p>	<p>School leaders understand that student demographics are an important factor when considering the staffing profile.</p> <p>School leaders recognise the value that local Aboriginal people bring to the school and employ local Aboriginal people where possible.</p>	<p>School leaders demonstrate understanding of the need for experience and expertise of staff working with Aboriginal students.</p> <p>School leaders create opportunities for local Aboriginal people to consider roles at the school.</p> <p>★</p>	<p>School leaders match the learning needs of Aboriginal students with staff skills and experience.</p> <p>School leaders involve local Aboriginal community members, where possible, in processes for the selection and recruitment of staff.</p>
<p>School leaders allocate financial resources in accordance with the student-centred funding model and targeted initiatives funding guidelines.</p>	<p>School leaders use evidence to inform the distribution of funding received through the student-centred funding model and targeted initiatives for Aboriginal students.</p>	<p>School leaders incorporate funding allocated to the school for Aboriginal students into targeted plans for Aboriginal student improvement.</p> <p>★</p>	<p>School leaders seek input from Aboriginal community members, in relation to school planning and budgeting to ensure Aboriginal specific funding is allocated to meet the needs of Aboriginal students.</p>
<p>Staff are aware that there are Aboriginal cultural resources for students.</p>	<p>Teachers understand the value of using resources related to local culture to support Aboriginal student learning.</p> <p>Staff understand the importance of following protocols and intellectual property rights when using Aboriginal cultural resources.</p> <p>★</p>	<p>Teachers include cultural content in classroom activities to augment Aboriginal student learning.</p> <p>Staff know the protocols to be observed when using Aboriginal cultural resources.</p> <p>★</p>	<p>Teachers, in collaboration with the community, source or design appropriate resources linked to local Aboriginal cultures for inclusion in teaching and learning programs.</p> <p>Staff partner with the community to establish shared understandings and expectations about the use of Aboriginal cultural learning resources.</p>

★ Senior Leadership Team individual progress indicator

TEACHING - THE ARTS

Teachers know how culture and experiences shape the learning of each Aboriginal student.

- Teachers know of the cultural, language and family connections of Aboriginal students.
- Teachers know relevant background experiences that Aboriginal students bring to school.
- Teachers take into account the preferred learning style of each Aboriginal student.
- Teachers support Aboriginal students to identify and achieve their aspirations.

Teachers know the curriculum content and how best to teach it to Aboriginal students

- Teachers recognise the diverse perspectives that Aboriginal students bring to the content being taught.
- Teachers incorporate into learning experiences the knowledge and experiences that Aboriginal students possess.
- Teachers use resources developed for Aboriginal students to address specific learning needs.
- Teachers incorporate Aboriginal histories, cultures and languages into learning activities.

Teachers plan for and implement effective teaching practices for Aboriginal students.

- Teachers set learning goals that reflect high expectations for each Aboriginal student.
- Teachers seek background information about Aboriginal students from previous schools to improve success in transition.
- Teachers assess the learning needs of each Aboriginal student and differentiate their teaching practices accordingly.
- Teachers identify and implement teaching and learning approaches suitable for Aboriginal students as English as an additional language/dialect learners.
- Teachers provide a range of learning opportunities for Aboriginal students.

Teachers assess, provide feedback and report on the progress of Aboriginal students.

- Teachers take into account the cultural and linguistic backgrounds and proficiency of Aboriginal students when planning their assessments.
- Teachers use formative and summative assessment data to inform planning and to identify explicit achievement targets for Aboriginal students.
- Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required.
- Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents.

- Arts staff are aware of Aboriginal Torres Strait Island students in their classroom and implement shared plans demonstrating an understanding of their cultural, linguistic, and family contexts and a focus on building strong, respectful relationships with Aboriginal students and their families,
- Arts staff build classroom environments that are welcoming, culturally safe spaces for Aboriginal students that reflect, display and respect Aboriginal Torres Strait Island histories, cultures and languages and where students experience a positive sense of being, belonging and becoming.
- Staff use data, contextual information and formative & summative assessments to inform planning and differentiate the learning needs of individual Aboriginal Torres Strait Island students.
- Staff set high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential and achieve set goals.
- Arts staff are encouraged to use the Australian Institute for Teaching and School Leadership Indigenous Cultural Responsiveness Self-Reflection Tool to help reflect on assumptions, attitudes and biases about Aboriginal Torres Strait Island's histories, languages and cultures and identify areas for their own personal development and improve practice.

- The Arts integrate the Aboriginal Torres Strait Island Histories & Cultures cross-curriculum priority to deepen all students' knowledge and understanding of Australia and the First Australians while allowing Aboriginal students to see themselves reflected in the curriculum and learning experiences.
- Teachers create opportunities for students to share their knowledge and experiences, using these contributions as valuable learning resources for the entire class.
- Enhancing the learning experience of students through the establishment of two-way relationships with Aboriginal organisations and facilitators establishing that Aboriginal Torres Strait Island culture is valued and important eg. Yirra Yaarkin Theatre.

- Arts staff work collaboratively with the Year Coordinators & Aboriginal Program Coordinator sharing information and knowledge enabling comprehensive insights into the contexts of individual Aboriginal students. This informs the strategies and learning opportunities implemented in learning programs to best cater for a diverse range of learning styles and interests based on the belief that student engagement and wellbeing is essential to student achievement.

- Arts staff design learning programs & assessment tasks that incorporate Aboriginal perspectives.
- Staff resources to develop and build culturally responsive teaching practices leading to an increased knowledge and confidence to deliver authentic learning experiences for all students to engage in reconciliation, respect and recognition of the Aboriginal Torres Strait Island cultures.
- The team use data to identify specific areas where an Aboriginal student excels or needs additional support, setting clear and achievable targets to guide future instruction and engage students in the learning process.

CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)

➔			
Teachers gather background information about their students.	Teachers know which students are Aboriginal and understand their family connections. ★	Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students.	Teachers use their knowledge of Aboriginal student's culture and language background, family relationships and experiences to focus on their individual learning needs.
Teachers reflect on their understandings about how to teach Aboriginal students.	Teachers understand that Aboriginal students bring diverse perspectives to the content being taught. Teachers have identified resources and materials to support the learning needs of Aboriginal students. ★	Teachers apply Aboriginal perspectives to the content being taught. Teachers select and use a range of resources to support the learning needs of Aboriginal students.	Teachers apply their knowledge of the histories, cultures and languages of Aboriginal students, and design or adapt resources to support the individual learning needs of Aboriginal students.
Teachers investigate strategies for teaching Aboriginal students.	Teachers make learning adjustments to maximise the potential of Aboriginal students.	Teachers set challenging and achievable learning goals for Aboriginal students. ★	Teachers have high expectations and differentiate their teaching strategies to respond to the specific learning needs of Aboriginal students.
Teachers are aware of the importance of using reliable monitoring, assessment, feedback and reporting practices for Aboriginal students.	Teachers understand the cultural and linguistic backgrounds and proficiency of Aboriginal students when monitoring, assessing and providing feedback. ★	Teachers customise formative and summative assessments to take account of the language proficiency and individual needs of Aboriginal students. Teachers provide feedback and report progress to Aboriginal students and their parents in a format suitable for the local context.	Teachers tailor learning programs based on their knowledge of the cultural and linguistic backgrounds and proficiency of individual Aboriginal students, and use assessment data to inform their teaching practices and school-wide planning. Teachers ensure Aboriginal students, and their parents understand student progress and what is required for students to achieve their personal best.

★ The Arts Team individual progress indicator

TEACHING - ENGLISH

Teachers know how culture and experiences shape the learning of each Aboriginal student.

- Teachers know of the cultural, language and family connections of Aboriginal students.
- Teachers know relevant background experiences that Aboriginal students bring to school.
- Teachers take into account the preferred learning style of each Aboriginal student.
- Teachers support Aboriginal students to identify and achieve their aspirations.

Teachers know the curriculum content and how best to teach it to Aboriginal students.

- Teachers recognise the diverse perspectives that Aboriginal students bring to the content being taught.
- Teachers incorporate into learning experiences the knowledge and experiences that Aboriginal students possess.
- Teachers use resources developed for Aboriginal students to address specific learning needs.
- Teachers incorporate Aboriginal histories, cultures and languages into learning activities.

Teachers plan for and implement effective teaching practices for Aboriginal students.

- Teachers set learning goals that reflect high expectations for each Aboriginal student.
- Teachers seek background information about Aboriginal students from previous schools to improve success in transition.
- Teachers assess the learning needs of each Aboriginal student and differentiate their teaching practices accordingly.
- Teachers identify and implement teaching and learning approaches suitable for Aboriginal students as English as an additional language/dialect learners.
- Teachers provide a range of learning opportunities for Aboriginal students.

Teachers assess, provide feedback and report on the progress of Aboriginal students.

- Teachers take into account the cultural and linguistic backgrounds and proficiency of Aboriginal students when planning their assessments.
- Teachers use formative and summative assessment data to inform planning and to identify explicit achievement targets for Aboriginal students.
- Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required.
- Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents.

- Ensuring positive interactions through relationship building, body language, language use.
- Cultural sensitivity: differentiating oral tasks to enable participation.
- Teachers endeavouring to employ differentiation into classroom teaching to cater for diverse learning styles.

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- Use of contemporary resources - broad range of contemporary texts; resources studied across all year groups, critical analysis of older texts with different values – embedded into our curriculum at all stages of learning.
 - Specifically, built into several units with focus on Australian identity – allows indirect opportunities to share yet implicit.
 - Contextual lessons will always be prefaced with a strength-based model rather than a focus on deficit. Within this, any pre-colonial research undertaken will be via an exploratory and self-discovery approach to ensure aboriginal students discover new information for themselves.

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- Teachers endeavouring to employ differentiation into classroom teaching to cater for diverse learning styles.
 - Displays, posters, acknowledgements, flags, maps, language – exposure rather than direct teaching because of knowledge restrictions.

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- Initiating conversations home to establish respectful communications.
 - Extra support via Follow The Dream for students not directly working with this aspirant program.
 - Keeping appropriate staff up to date with progress of aboriginal students, in particular Follow The Dream.


CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)



<p>Teachers gather background information about their students.</p>	<p>Teachers know which students are Aboriginal and understand their family connections.</p>	<p>Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students.</p> <p>★</p>	<p>Teachers use their knowledge of Aboriginal student's culture and language background, family relationships and experiences to focus on their individual learning needs.</p>
<p>Teachers reflect on their understandings about how to teach Aboriginal students.</p>	<p>Teachers understand that Aboriginal students bring diverse perspectives to the content being taught.</p> <p>Teachers have identified resources and materials to support the learning needs of Aboriginal students.</p> <p>★</p>	<p>Teachers apply Aboriginal perspectives to the content being taught.</p> <p>Teachers select and use a range of resources to support the learning needs of Aboriginal students.</p>	<p>Teachers apply their knowledge of the histories, cultures and languages of Aboriginal students, and design or adapt resources to support the individual learning needs of Aboriginal students.</p>
<p>Teachers investigate strategies for teaching Aboriginal students.</p>	<p>Teachers make learning adjustments to maximise the potential of Aboriginal students.</p> <p>★</p>	<p>Teachers set challenging and achievable learning goals for Aboriginal students.</p>	<p>Teachers have high expectations and differentiate their teaching strategies to respond to the specific learning needs of Aboriginal students.</p>
<p>Teachers are aware of the importance of using reliable monitoring, assessment, feedback and reporting practices for Aboriginal students.</p>	<p>Teachers understand the cultural and linguistic backgrounds and proficiency of Aboriginal students when monitoring, assessing and providing feedback.</p>	<p>Teachers customise formative and summative assessments to take account of the language proficiency and individual needs of Aboriginal students.</p> <p>Teachers provide feedback and report progress to Aboriginal students and their parents in a format suitable for the local context.</p> <p>★</p>	<p>Teachers tailor learning programs based on their knowledge of the cultural and linguistic backgrounds and proficiency of individual Aboriginal students and use assessment data to inform their teaching practices and school-wide planning.</p> <p>Teachers ensure Aboriginal students, and their parents understand student progress and what is required for students to achieve their personal best.</p>

★ The English Team individual progress indicator

TEACHING - HEALTH & PHYSICAL EDUCATION

Teachers know how culture and experiences shape the learning of each Aboriginal student.

- Teachers know of the cultural, language and family connections of Aboriginal students.
- Teachers know relevant background experiences that Aboriginal students bring to school.
- Teachers take into account the preferred learning style of each Aboriginal student.
- Teachers support Aboriginal students to identify and achieve their aspirations.

Teachers know the curriculum content and how best to teach it to Aboriginal students.

- Teachers recognise the diverse perspectives that Aboriginal students bring to the content being taught.
- Teachers incorporate into learning experiences the knowledge and experiences that Aboriginal students possess.
- Teachers use resources developed for Aboriginal students to address specific learning needs.
- Teachers incorporate Aboriginal histories, cultures and languages into learning activities.

Teachers plan for and implement effective teaching practices for Aboriginal students.

- Teachers set learning goals that reflect high expectations for each Aboriginal student.
- Teachers seek background information about Aboriginal students from previous schools to improve success in transition.
- Teachers assess the learning needs of each Aboriginal student and differentiate their teaching practices accordingly.
- Teachers identify and implement teaching and learning approaches suitable for Aboriginal students as English as an additional language/dialect learners.
- Teachers provide a range of learning opportunities for Aboriginal students.

Teachers assess, provide feedback and report on the progress of Aboriginal students.

- Teachers take into account the cultural and linguistic backgrounds and proficiency of Aboriginal students when planning their assessments.
- Teachers use formative and summative assessment data to inform planning and to identify explicit achievement targets for Aboriginal students.
- Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required.
- Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents.

- Use information provided by student families, Aboriginal Education Program Coordinator and Follow The Dream Coordinator to differentiate delivery of curriculum.
 - Staff understand cultural sensitivities.
 - Develop relationships with students and families.
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- Use of indigenous games and activities with cultural names, histories.
 - Include indigenous culture and inclusivity in health curriculum.
 - Use of data and statistics in senior Health studies of indigenous and non-indigenous.
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- Use of goal setting
 - Clear Learning Intentions and Success Criteria in each lesson.
 - Differentiate lesson and skills on needs basis.
 - Scaffolding of written tasks to allow access to curriculum and opportunity to engage in activity.
 - Incorporate English as an Additional Language/Dialect activities and tasks to assist with language barriers.
 - Staff liaise with key stakeholders to access information on students learning needs and adjustments, strategies to be implemented.
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- Modes of communication include:
 - Emails
 - Task mark reports
 - Phone calls
 - Parent meetings
- Verbal feedback provided to students.
- Use of formative and summative assessment tasks.
- Scaffolded assessment to allow access to all questions and content.
- Use of data to track student progress and offer supports if needed.


CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)

			
Teachers gather background information about their students.	Teachers know which students are Aboriginal and understand their family connections. ★	Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students.	Teachers use their knowledge of Aboriginal student's culture and language background, family relationships and experiences to focus on their individual learning needs.
Teachers reflect on their understandings about how to teach Aboriginal students.	Teachers understand that Aboriginal students bring diverse perspectives to the content being taught. Teachers have identified resources and materials to support the learning needs of Aboriginal students. ★	Teachers apply Aboriginal perspectives to the content being taught. Teachers select and use a range of resources to support the learning needs of Aboriginal students.	Teachers apply their knowledge of the histories, cultures and languages of Aboriginal students, and design or adapt resources to support the individual learning needs of Aboriginal students.
Teachers investigate strategies for teaching Aboriginal students.	Teachers make learning adjustments to maximise the potential of Aboriginal students.	Teachers set challenging and achievable learning goals for Aboriginal students. ★	Teachers have high expectations and differentiate their teaching strategies to respond to the specific learning needs of Aboriginal students.
Teachers are aware of the importance of using reliable monitoring, assessment, feedback and reporting practices for Aboriginal students.	Teachers understand the cultural and linguistic backgrounds and proficiency of Aboriginal students when monitoring, assessing and providing feedback. ★	Teachers customise formative and summative assessments to take account of the language proficiency and individual needs of Aboriginal students. Teachers provide feedback and report progress to Aboriginal students and their parents in a format suitable for the local context.	Teachers tailor learning programs based on their knowledge of the cultural and linguistic backgrounds and proficiency of individual Aboriginal students and use assessment data to inform their teaching practices and school-wide planning. Teachers ensure Aboriginal students, and their parents understand student progress and what is required for students to achieve their personal best.

★ The Health & Physical Education Team individual progress indicator

TEACHING - HUMANITIES & SOCIAL SCIENCE

Teachers know how culture and experiences shape the learning of each Aboriginal student.

- Teachers know of the cultural, language and family connections of Aboriginal students.
- Teachers know relevant background experiences that Aboriginal students bring to school.
- Teachers take into account the preferred learning style of each Aboriginal student.
- Teachers support Aboriginal students to identify and achieve their aspirations.

Teachers know the curriculum content and how best to teach it to Aboriginal students.

- Teachers recognise the diverse perspectives that Aboriginal students bring to the content being taught.
- Teachers incorporate into learning experiences the knowledge and experiences that Aboriginal students possess.
- Teachers use resources developed for Aboriginal students to address specific learning needs.
- Teachers incorporate Aboriginal histories, cultures and languages into learning activities.

Teachers plan for and implement effective teaching practices for Aboriginal students.

- Teachers set learning goals that reflect high expectations for each Aboriginal student.
- Teachers seek background information about Aboriginal students from previous schools to improve success in transition.
- Teachers assess the learning needs of each Aboriginal student and differentiate their teaching practices accordingly.
- Teachers identify and implement teaching and learning approaches suitable for Aboriginal students as English as an additional language/dialect learners.
- Teachers provide a range of learning opportunities for Aboriginal students.

Teachers assess, provide feedback and report on the progress of Aboriginal students.

- Teachers take into account the cultural and linguistic backgrounds and proficiency of Aboriginal students when planning their assessments.
- Teachers use formative and summative assessment data to inform planning and to identify explicit achievement targets for Aboriginal students.
- Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required.
- Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents.

- Providing Follow The Dream tutoring (Follow The Dream Coordinator and Aboriginal Island Education Officer) with course outlines, assessments, copy of textbook (any resources that are needed for HaSS). Check in on progress of students in tutoring, remind students in class to finish the work in tutoring.
- Aboriginal students achieving high marks and meeting requirements to be placed in Applied/Extension classes.
- Cultural sensitivity with certain topics relevant to needs of Aboriginal students and their backgrounds.
- Differentiated program to fit learning styles.
- Link content in each strand (Years 7 – 10) with indigenous perspectives and information.
- Teachers are aware of Aboriginal students and their backgrounds. They use this to develop positive relationships with them and assist in their learning.

- Continued integration of NAIDOC week, reconciliation week, sorry day and harmony day.
- Encouraging Aboriginal students (where comfortable) to contribute knowledge of their culture to the class, teacher, can include assisting with activities, giving ideas for NAIDOC week tasks.
- Large amount of Aboriginal history, culture and language embedded into Years 7 – 10 programs (part of SCSA HaSS curriculum).

- All teachers aware of literacy and numeracy standards of Aboriginal students they teach.
- Utilising Naplan, OLNA and reporting to assist in planning for teaching and learning.
- Frequent reviews during the year to monitor progress.
- Interpret and analyse previous years data to gather information to plan for teaching and learning.
- Use data obtained to differentiate programs and assessments to fit individual learning styles when required.

- Feedback provided through multiple avenues: compass, reporting, parent teacher interviews, task mark reports.
- Differentiated curriculum and assessment when required: liaise with the Follow The Dream Coordinator, Learning Support Coordinator and parents if this is needed.
- Continuously monitor progress and if needed work with others (Learning Support Coordinator, The Follow The Dream Coordinator and other HaSS teachers, student's teachers in other subjects).
- Liaise with The Follow The Dream Coordinator, Aboriginal Education Program Coordinator to enable students to sit tests with one of them in the Boordakan Birdiya Aboriginal Learning Centre if needed.


CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)



Teachers gather background information about their students.	Teachers know which students are Aboriginal and understand their family connections.	Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students. ★	Teachers use their knowledge of Aboriginal student's culture and language background, family relationships and experiences to focus on their individual learning needs.
Teachers reflect on their understandings about how to teach Aboriginal students.	Teachers understand that Aboriginal students bring diverse perspectives to the content being taught. Teachers have identified resources and materials to support the learning needs of Aboriginal students.	Teachers apply Aboriginal perspectives to the content being taught. Teachers select and use a range of resources to support the learning needs of Aboriginal students. ★	Teachers apply their knowledge of the histories, cultures and languages of Aboriginal students, and design or adapt resources to support the individual learning needs of Aboriginal students.
Teachers investigate strategies for teaching Aboriginal students.	Teachers make learning adjustments to maximise the potential of Aboriginal students.	Teachers set challenging and achievable learning goals for Aboriginal students.	Teachers have high expectations and differentiate their teaching strategies to respond to the specific learning needs of Aboriginal students. ★
Teachers are aware of the importance of using reliable monitoring, assessment, feedback and reporting practices for Aboriginal students.	Teachers understand the cultural and linguistic backgrounds and proficiency of Aboriginal students when monitoring, assessing and providing feedback.	Teachers customise formative and summative assessments to take account of the language proficiency and individual needs of Aboriginal students. Teachers provide feedback and report progress to Aboriginal students and their parents in a format suitable for the local context. ★	Teachers tailor learning programs based on their knowledge of the cultural and linguistic backgrounds and proficiency of individual Aboriginal students and use assessment data to inform their teaching practices and school-wide planning. Teachers ensure Aboriginal students and their parents understand student progress and what is required for students to achieve their personal best.

★ The Humanities and Social Science Team individual progress indicator

TEACHING - LANGUAGES

Teachers know how culture and experiences shape the learning of each Aboriginal student.

- Teachers know of the cultural, language and family connections of Aboriginal students.
- Teachers know relevant background experiences that Aboriginal students bring to school.
- Teachers take into account the preferred learning style of each Aboriginal student.
- Teachers support Aboriginal students to identify and achieve their aspirations.

Teachers know the curriculum content and how best to teach it to Aboriginal students.

- Teachers recognise the diverse perspectives that Aboriginal students bring to the content being taught.
- Teachers incorporate into learning experiences the knowledge and experiences that Aboriginal students possess.
- Teachers use resources developed for Aboriginal students to address specific learning needs.
- Teachers incorporate Aboriginal histories, cultures and languages into learning activities.

Teachers plan for and implement effective teaching practices for Aboriginal students.

- Teachers set learning goals that reflect high expectations for each Aboriginal student.
- Teachers seek background information about Aboriginal students from previous schools to improve success in transition.
- Teachers assess the learning needs of each Aboriginal student and differentiate their teaching practices accordingly.
- Teachers identify and implement teaching and learning approaches suitable for Aboriginal students as English as an additional language/dialect learners.
- Teachers provide a range of learning opportunities for Aboriginal students.

Teachers assess, provide feedback and report on the progress of Aboriginal students.

- Teachers take into account the cultural and linguistic backgrounds and proficiency of Aboriginal students when planning their assessments.
- Teachers use formative and summative assessment data to inform planning and to identify explicit achievement targets for Aboriginal students.
- Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required.
- Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents.

- Survey at the start of year 7 to find out students' cultural and linguistic background.
- All students, including Aboriginal students encouraged to share their perspective when discussing cultural differences.
- Teaching strategies cater for a range of learning styles to cater for preferred learning style of Aboriginal students.

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- When comparing different linguistic, cultural perspectives, Aboriginal students' contribution is always encouraged and valued.
 - Aboriginal culture is represented in the various resources students' access and engaged with in class (e.g. reading comprehension about an Aboriginal student from Geraldton)

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- Background information is gathered through: Follow The Dream project coordinator, enrolment form, student and family's input.
 - Strengths of each Aboriginal students are identified early on and used to build, promote a growth mindset.

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- Teachers conduct separate data analysis of all identified Aboriginal students and use that information to plan for teaching and learning.


CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)



<p>Teachers gather background information about their students.</p>	<p>Teachers know which students are Aboriginal and understand their family connections.</p>	<p>Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students.</p> <p>★</p>	<p>Teachers use their knowledge of Aboriginal student's culture and language background, family relationships and experiences to focus on their individual learning needs.</p>
<p>Teachers reflect on their understandings about how to teach Aboriginal students.</p>	<p>Teachers understand that Aboriginal students bring diverse perspectives to the content being taught.</p> <p>Teachers have identified resources and materials to support the learning needs of Aboriginal students.</p>	<p>Teachers apply Aboriginal perspectives to the content being taught.</p> <p>Teachers select and use a range of resources to support the learning needs of Aboriginal students.</p> <p>★</p>	<p>Teachers apply their knowledge of the histories, cultures and languages of Aboriginal students, and design or adapt resources to support the individual learning needs of Aboriginal students.</p>
<p>Teachers investigate strategies for teaching Aboriginal students.</p>	<p>Teachers make learning adjustments to maximise the potential of Aboriginal students.</p>	<p>Teachers set challenging and achievable learning goals for Aboriginal students.</p> <p>★</p>	<p>Teachers have high expectations and differentiate their teaching strategies to respond to the specific learning needs of Aboriginal students.</p>
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★ The Languages Team individual progress indicator

TEACHING - MATHS

Teachers know how culture and experiences shape the learning of each Aboriginal student.

- Teachers know of the cultural, language and family connections of Aboriginal students.
- Teachers know relevant background experiences that Aboriginal students bring to school.
- Teachers take into account the preferred learning style of each Aboriginal student.
- Teachers support Aboriginal students to identify and achieve their aspirations.

Teachers know the curriculum content and how best to teach it to Aboriginal students

- Teachers recognise the diverse perspectives that Aboriginal students bring to the content being taught.
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- Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required.
- Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents.

Practices as of 2025

- All Teachers Support students and work with them to achieve their academic and social goals.
- All Teachers gather data and information on students' learning needs and make plans to ensure the needs are met.
- Consistent practices across Learning Areas.

Future Planning

- Professional Learning to upskill teachers on culture language & experiences and how it shapes Aboriginal students' learning.

Practices as of 2025

- Sharing of teaching and differentiation practices using OneNote (POP week suggested for teacher observations, sharing of teaching strategies).
- Teachers differentiate for all students, including Aboriginal students.
- Online learning regularly updated. Cambridge text book, EP, OneNote all available.
- Focus classes for low ability.
- Presence in Follow The Dream and Homework club.
- Aboriginal language used in some classes (Numbers and greetings).

Future Planning

- Peers observe peers week suggested for Term 4 to share teaching practices and differentiation strategies.
- Have numbers in Noongar in all classrooms.

Practices as of 2025

- Vocab walls in most classrooms.
- Key words in each lesson identified as a part of the "first 15."
- All teachers encourage setting learning and behaviour goals, creating high expectations for each Aboriginal student.

Future Planning

- Teachers to use Aboriginal Island Education Officer to collect information about Aboriginal students to improve teaching and learning.

Practices as of 2025

- Improved assessments, consistent assessments procedures, homework packages and feedback.
- Integrated universal task design into all assessments to ensure all students have access despite linguistic backgrounds.

Future Planning

- Integrate one investigative task involving an element of Aboriginal culture in each lower school year group in 2025.

CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENES: (PROFICIENT)



<p>Teachers gather background information about their students.</p> <p>★</p>	<p>Teachers know which students are Aboriginal and understand their family connections.</p>	<p>Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students.</p>	<p>Teachers use their knowledge of Aboriginal student's culture and language background, family relationships and experiences to focus on their individual learning needs.</p>
<p>Teachers reflect on their understandings about how to teach Aboriginal students.</p>	<p>Teachers understand that Aboriginal students bring diverse perspectives to the content being taught.</p> <p>Teachers have identified resources and materials to support the learning needs of Aboriginal students.</p> <p>★</p>	<p>Teachers apply Aboriginal perspectives to the content being taught.</p> <p>Teachers select and use a range of resources to support the learning needs of Aboriginal students.</p>	<p>Teachers apply their knowledge of the histories, cultures and languages of Aboriginal students, and design or adapt resources to support the individual learning needs of Aboriginal students.</p>
<p>Teachers investigate strategies for teaching Aboriginal students.</p>	<p>Teachers make learning adjustments to maximise the potential of Aboriginal students.</p> <p>★</p>	<p>Teachers set challenging and achievable learning goals for Aboriginal students.</p>	<p>Teachers have high expectations and differentiate their teaching strategies to respond to the specific learning needs of Aboriginal students.</p>
<p>Teachers are aware of the importance of using reliable monitoring, assessment, feedback and reporting practices for Aboriginal students.</p>	<p>Teachers understand the cultural and linguistic backgrounds and proficiency of Aboriginal students when monitoring, assessing and providing feedback.</p> <p>★</p>	<p>Teachers customise formative and summative assessments to take account of the language proficiency and individual needs of Aboriginal students.</p> <p>Teachers provide feedback and report progress to Aboriginal students and their parents in a format suitable for the local context.</p>	<p>Teachers tailor learning programs based on their knowledge of the cultural and linguistic backgrounds and proficiency of individual Aboriginal students and use assessment data to inform their teaching practices and school-wide planning.</p> <p>Teachers ensure Aboriginal students, and their parents understand student progress and what is required for students to achieve their personal best.</p>

★ The Maths Team individual progress indicator

TEACHING - SCIENCE

Teachers know how culture and experiences shape the learning of each Aboriginal student.

- Teachers know of the cultural, language and family connections of Aboriginal students.
- Teachers know relevant background experiences that Aboriginal students bring to school.
- Teachers take into account the preferred learning style of each Aboriginal student.
- Teachers support Aboriginal students to identify and achieve their aspirations.

Teachers know the curriculum content and how best to teach it to Aboriginal students.

- Teachers recognise the diverse perspectives that Aboriginal students bring to the content being taught.
- Teachers incorporate into learning experiences the knowledge and experiences that Aboriginal students possess.
- Teachers use resources developed for Aboriginal students to address specific learning needs.
- Teachers incorporate Aboriginal histories, cultures and languages into learning activities.

Teachers plan for and implement effective teaching practices for Aboriginal students.

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- Teachers provide a range of learning opportunities for Aboriginal students.

Teachers assess, provide feedback and report on the progress of Aboriginal students.

- Teachers take into account the cultural and linguistic backgrounds and proficiency of Aboriginal students when planning their assessments.
- Teachers use formative and summative assessment data to inform planning and to identify explicit achievement targets for Aboriginal students.
- Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required.
- Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents.

- Ongoing communication with the Follow The Dream Coordinator, Aboriginal Education Program Coordinator.
- Strong focus on winning over and building positive relationships.
- 'Getting to know you' activities conducted in classes at the start of the year.
- Use of various types of goal setting with students.
- LA PL on "8 ways" of learning website and EATSIPS.

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- Use of textbook resources incorporating Aboriginal perspectives (e.g. the Cambridge and Pearson Yr 7-10 texts).
 - Share drive resources (e.g. The Six Seasons for Yr 7 Astronomy).
 - Science assessments in Yr 7-9 incorporate Aboriginal perspectives (e.g. Woomera assignment).
 - Noongar Animal Quiz created and delivered to science classes during NAIDOC Week.
 - Teacher to deliver PL on 8 Ways of Learning to the Science Department.
 - Staff completion of the Cultural Awareness online Professional Learning.

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- Focus on differentiation. Especially catering for different interest levels and giving students a choice in content exploration.
 - Multiple modes of lesson delivery.
 - Focus on High Impact Teaching Strategies (e.g. regular use of whiteboards, explicit teaching, displaying learning intentions, success criteria and keywords).
 - Increased use of metacognitive strategies and effective feedback.
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- Formative assessment using Socratic, Forms, class quizzes, etc.
 - Aboriginal student data analysis completed by all Science staff. Teachers to be provided with the data and a template including comments and actions.


CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)

			
<p>28 Teachers gather background information about their students.</p>	<p>Teachers know which students are Aboriginal and understand their family connections.</p> <p>★</p>	<p>Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students.</p> <p>★</p>	<p>Teachers use their knowledge of Aboriginal student's culture and language background, family relationships and experiences to focus on their individual learning needs.</p>
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★ The Science Team individual progress indicator

TEACHING - TECHNOLOGIES

Teachers know how culture and experiences shape the learning of each Aboriginal student.

- Teachers know of the cultural, language and family connections of Aboriginal students.
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- Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents.

- Use of Compass to identify aboriginal students in their classes.
- Ask the Aboriginal Program Coordinator for their background and culture, in a private conversation.
- Teachers take into account the preferred learning styles of Aboriginal students.

In 2025

- Access professional development on understanding different Aboriginal cultures within our school.
- Teachers attempt to adapt teaching of content for Aboriginal (and other sub-groups within the class) using strategies such as differentiation, visuals, word walls.
- Identified resources: Indigenous posters, ingredients and Noongar names for timbers.
- Present dreamtime stories through the teaching of computational thinking skills.

In 2025

- Continue with strategies from 2024.

- Set achievable, high expectations of students.
- Assess the learning needs of students using system data, conversations with Aboriginal Program Coordinator or The Follow The Dream Coordinator.
- Liaise with Homework club coordinator, deliver work to the Follow The Dream room for students to complete in a safe environment, at their own pace (when present).
- Students are provided a range of learning opportunities.

In 2025

- Liaise with Aboriginal Program Coordinator to gather specific cultural, family information about the student or make accessible via Compass, so that teaching approaches and references can be adapted or taken into consideration.

- Teachers take into account the cultural and linguistic backgrounds, noting that this background isn't readily known or that some Aboriginal Torres Strait Island students do not wish to identify with their heritage,

In 2025

- Reporting in culturally responsive ways and formats to parents, carers. Refer to the Aboriginal Program Coordinator to confirm the most culturally appropriate way for individual students.

CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS: (PROFICIENT)



<p>Teachers gather background information about their students.</p>	<p>Teachers know which students are Aboriginal and understand their family connections.</p> <p style="text-align: right;">*</p>	<p>Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students.</p> <p style="text-align: right;">+ ▲</p>	<p>Teachers use their knowledge of Aboriginal student's culture and language background, family relationships and experiences to focus on their individual learning needs.</p>
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- + Design and Technologies
- * Digital Technologies
- ▲ Home Economics

ASPIRE INNOVATE ACHIEVE

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge and respect the traditional custodians of the lands and waters on which our students live and are educated throughout Western Australia.

We acknowledge and understand that Elders, parents, families and communities are the first educators of their children and we recognise and value the cultures and strengths that Aboriginal children bring to the classroom. Aboriginal people have a long tradition of teaching and learning through sharing their connections with country, community, language and culture, and through their oral histories, stories and lived experiences that are passed from generation to generation.

We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

