

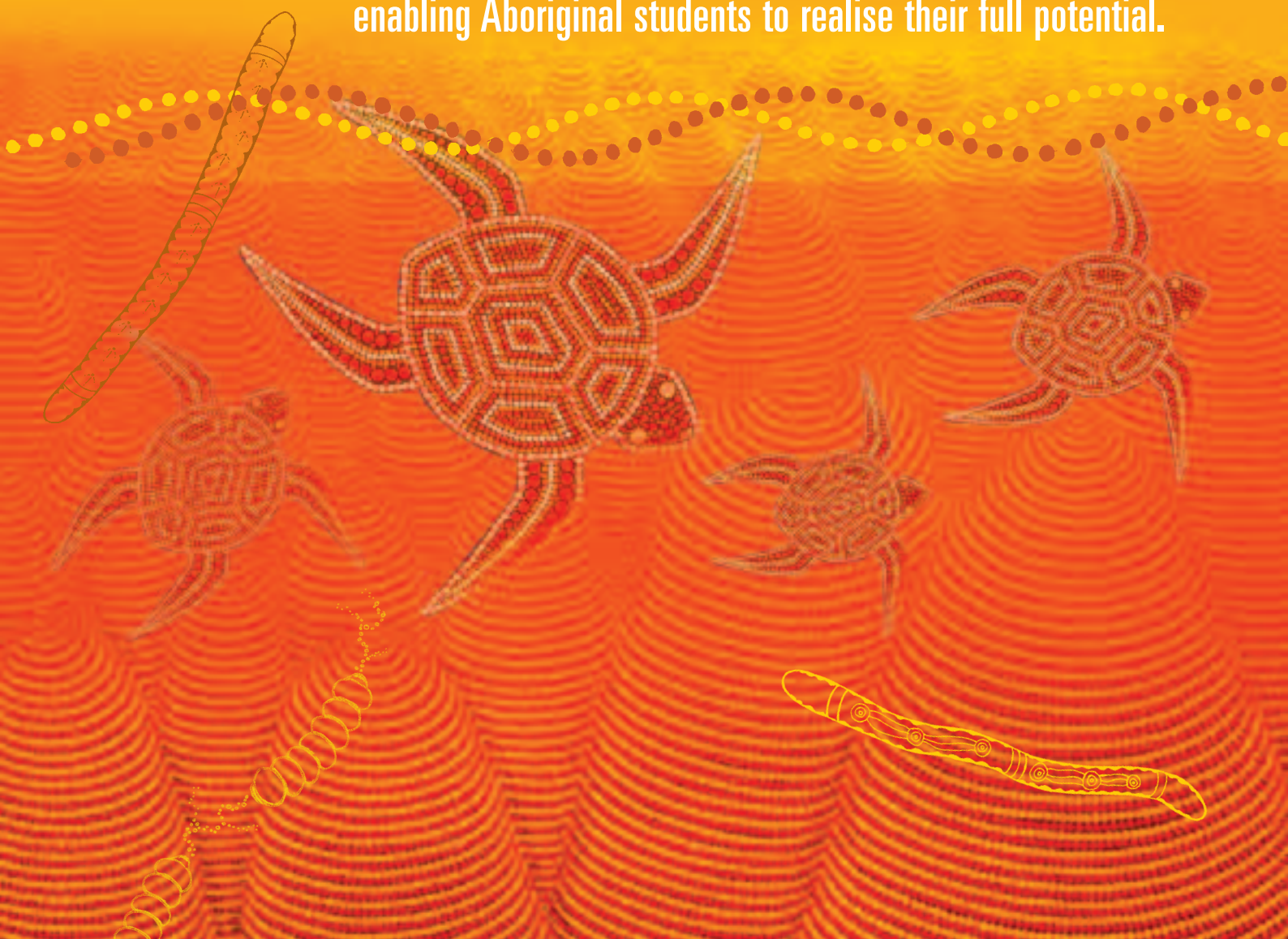


Aboriginal Education and Training

Operational Plan ²⁰⁰⁵⁻²⁰⁰⁸

Our Vision:

Working together empowers all to make a significant difference enabling Aboriginal students to realise their full potential.



Message from the Director General



The Department of Education and Training must achieve improved outcomes for Aboriginal students from kindergarten through to TAFE.

The Aboriginal Education and Training Operational Plan for 2005–2008 outlines key policy objectives, priorities and targets to assist the Department, schools, TAFEWA and other publicly funded training providers in their efforts to improve the education and training outcomes, career prospects and life choices of Aboriginal students.

Significant support and funding structures have been established at central, district, school and college level to enable education and training providers to achieve the best possible outcomes for all Aboriginal students.

However to bridge the significant performance gap between Aboriginal and non-Aboriginal students requires a partnership between all stakeholders, including the Department, education and training providers, students, parents and Aboriginal communities.

The current lack of achievement by Aboriginal students can no longer be tolerated and the Department is developing additional initiatives that will be key drivers in bridging the gap between the outcomes of Aboriginal and non-Aboriginal students. It is expected that the standards described in this Plan will be met by all schools and training providers.

The Department's Central Office will monitor and report on the implementation of this Plan and the achievement of established standards for Indigenous students. The Central Office will also provide strategic direction; advice and support to ensure that stated objectives, priorities and targets are met.

PAUL ALBERT
DIRECTOR GENERAL

TAFEWA Strategic Plan 2006–2010

The key priorities outlined in the TAFEWA Strategic Plan 2006–2010:

Contribute to economic development with a focus on reducing industry skills shortages.

Contribute to community development with a focus on increasing the effective participation in TAFEWA of 15 to 19 year olds.

Improve the quality of teaching and learning with a focus on improving learning resources to support the implementation of Training Packages.

Increase client service with a focus on making it easier for students and industry to access and navigate the TAFEWA Network.

Plan for Government Schools 2004–2007

The key objectives for the Plan for Government Schools 2004–2007:

Overall objective: High standards of student achievement – academic and social

To ensure that all students achieve the standards expected of them at key stages of schooling.

Key Objective 1: **Motivated and engaged students**

To develop and support flexible approaches to teaching and learning that motivate and engage students in appropriate educational programs.

Key Objective 2: **Motivated and capable workforce**

To promote professional learning; develop professional knowledge and expertise; and ensure all staff are valued and supported.

Key Objective 3: **Inclusive, safe and stimulating learning environments**

To ensure that schools support and provide for the learning, physical, emotional and behavioural needs of all students.

Key Objective 4: **Strong organisational support for schools**

To provide strong organisational support for the work of schools

Policy Context

In 1993 the Council of Australian Governments (COAG) amalgamated a number of ministerial councils to achieve a more coordinated approach to policy making. This involved the merger of several existing ministerial councils to form the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). The Aboriginal Education and Training Operational Plan 2005–2008 (AETOP) is the Department of Education and Training's major policy framework and reflects the eight priorities for education endorsed by MCEETYA.

Challenging targets have been set in each priority area to give students every opportunity to reach their full potential.

AETOP addresses priority areas in the school sector that are based on the 21 goals of the National Aboriginal and Torres Strait Islander Education Policy. The AETOP priorities form the basis of the Department's key focus areas and annual reporting requirements to the Commonwealth Department of Education, Science and Training (DEST) for supplementary funding provided under the Indigenous Education Strategic Initiatives Program (IESIP). Challenging targets have been set in each priority area to give students every opportunity to reach their full potential. To maximise

opportunities for students, AETOP seeks to encourage partnerships with parents, teachers and communities through a range of innovative projects.

The training priority areas in AETOP were identified by the Australian National Training Authority Ministerial Council (ANTA MINCO) in June 2002 and outlined in *Partners in a Learning Culture: Australia's National Strategy for Aboriginal and Torres Strait Islander People in Vocational Education and Training 2000–2005* and an accompanying implementation blueprint. Western Australia has customised this strategy in *Making It Happen*, an action plan that outlines responsibilities of the various directorates of the Department, TAFEWA and other publicly funded training providers which deliver vocational education and training (VET) to Aboriginal clients.

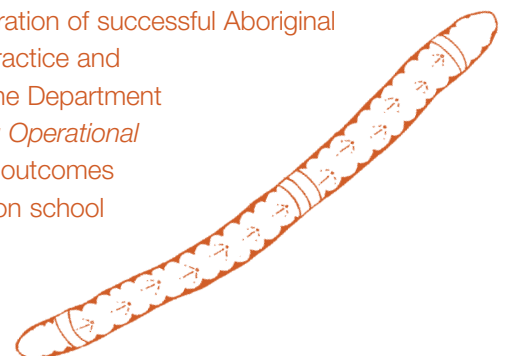


The vision of *Partners in a Learning Culture* is “for a vocational education and training system that renews and shares an Indigenous learning culture with all Australians in a spirit of reconciliation, equity, justice and community economic development and sustainability”. The strategy aims to achieve this vision through a partnership between Aboriginal communities, government, industry and training providers. The inclusion of a national objective specific to Aboriginal Australians in *Shaping our Future: Australia's National Strategy for Vocational Education and Training 2004–2010* (ANTA) will ensure that this vision remains central for the remainder of this decade.

Roles

SCHOOLS have a major role and responsibility in the provision of education and educational services to Aboriginal students, supported by their district office and at central office through the Indigenous Participation and Achievement Standards Directorate.

DISTRICTS are responsible for the promotion of sustainable change and improvement in education programs at the district level. Their outcomes include the integration of successful Aboriginal programs and strategic initiatives into mainstream education practice and operations. District directors will monitor, audit and report to the Department on the implementation of the *Aboriginal Education and Training Operational Plan 2005–2008* (AETOP) and the achievement of educational outcomes for Aboriginal students through the quality assurance process on school performance. District Directors and Managers of Aboriginal Education are expected to take a district approach to the dissemination and implementation of the AETOP.



TAFEWA and other publicly funded training providers have a major role in and responsibility for delivering VET and related services to Aboriginal students, supported at central office by the Indigenous Participation and Achievement Standards Directorate.

Effective **CENTRAL OFFICE** leadership and management at all levels will ensure that the AETOP is taken into account in the development and implementation of plans, strategies, programs, resource agreements and in cross portfolio and inter-agency initiatives within the school and VET sectors.

The **INDIGENOUS PARTICIPATION AND ACHIEVEMENT STANDARDS DIRECTORATE** provides strategic advice and support as well as establishes and monitors standards in relation to Indigenous education and training. The Director of Indigenous Participation and Achievement Standards plays a pivotal leadership role that includes comprehensive support networking, brokering funding and collaboration with the Australian Government and other stakeholders to ensure joint goals and direction. The Director is also responsible for monitoring and reporting on the achievement of system level standards in Indigenous education. The Indigenous Participation and Achievement Standards Directorate monitors the effectiveness of consultation, involvement and decision-making between Aboriginal communities and their local schools and VET providers.

Funding

The Indigenous Participation and Achievement Standards Directorate manages recurrent State funding and quadrennium funding received from DEST under IESIP. In addition to State allocations, these Commonwealth funds provide further assistance to education and training providers to improve outcomes for Aboriginal students in schools and the VET sector.

These funds are allocated under resource agreements between the Department and TAFEWA colleges, Curtin University Vocational Training and Education Centre (Kalgoorlie) and four community-controlled Aboriginal training providers: the Aboriginal and Torres Strait Islander College of Music (ABMUSIC) (Perth); Marr Mooditj Foundation (Perth); Karrayili Adult Education Centre (Fitzroy Crossing); and Ngaanyatjarra Community College (Warburton). They also form the funding basis for a range of projects that operate in Western Australian schools.

Reporting and monitoring

The *Aboriginal Education and Training Operational Plan 2005–2008* (AETOP) is based on nationally agreed objectives, priorities and targets that are monitored and reported against.

The Department's Indigenous Participation and Achievement Standards Directorate will report to DEST on achievements of schools and training providers in meeting agreed targets under the Commonwealth funded *Indigenous Education Strategic Initiatives Program* (IESIP). The Directorate will monitor and report to the Commonwealth on progress made by the Department, TAFEWA and other publicly funded training providers in meeting additional nationally agreed VET policies and priorities.

The vision of Partners in a Learning Culture is "for a vocational education and training system that renews and shares an Indigenous learning culture with all Australians..."



ABORIGINAL EDUCATION AND TRAINING KEY DRIVERS 2005–2008

Accelerated Learning

Quality Leadership

Targeted Resourcing

Effective Advice and

Engagement



School Sector Priorities

PRIORITY 1

Improving Indigenous literacy

Outcome:

Aboriginal students demonstrate literacy awareness and understanding in the kindergarten and pre-school years and demonstrate comparable performance and achieve equitable outcomes as non-Aboriginal students in literacy in the primary and secondary years.

Description:

Provides information on Indigenous and non-Indigenous students' achievements against the national benchmark in the assessed strands of reading, writing and spelling in Years 3, 5 and 7.

Standard:

The 2008 target of Indigenous students who achieve the literacy benchmark in reading is:

Year 3 88% **Year 5 81%** **Year 7 67%**

The 2008 target of Indigenous students who achieve the literacy benchmark in writing is:

Year 3 66% **Year 5 69.5%** **Year 7 68%**

The 2008 target of Indigenous students who achieve the literacy benchmark in spelling is:

Year 3 57% **Year 5 59%** **Year 7 53%**

PRIORITY 2

Improving Indigenous numeracy

Outcome:

Aboriginal students demonstrate numeracy awareness and understanding in the kindergarten and pre-school years and demonstrate comparable performance and achieve equitable outcomes as non-Aboriginal students in numeracy in the primary and secondary years.

Description:

Provides information on Indigenous and non-Indigenous students' achievements against the national benchmark in the assessed strand of numeracy in Years 3, 5 and 7.

Standard:

The 2008 target of Indigenous students who achieve the numeracy benchmark is:

Year 3 76% **Year 5 66%** **Year 7 60%**

PRIORITY 3

Increasing the employment of Indigenous Australians in education

Outcome:

The total number and full-time equivalents (FTE) of Aboriginal staff employed on a permanent or continuing basis and in categories of positions, including mainstream and designated under Clause 50D for the Equal Opportunity Act, are increased.

Description:

Provides an indication of Indigenous presence in schools and system commitment to the employment of Indigenous people.

Standard:

The 2008 target for the number of Indigenous teachers employed in public schools is **110 people**.

PRIORITY 4

Improving educational outcomes for Indigenous students

Outcome:

Schools implement appropriate programs to ensure equitable access to improved educational outcomes for Indigenous students.

Description:

Provides information to ensure the educational outcomes of Aboriginal students in public schools are met through attendance, enrolments and completion.

Standard:

The 2008 average attendance target for Indigenous students in primary schools is 88% and 78% for Indigenous students up to Year 10.

The 2008 target for apparent retention rate for Indigenous students in Year 10 to Year 12 is **40%**.

PRIORITY 5

Increasing Indigenous enrolments with particular emphasis on attendance and retention

Outcome:

All Aboriginal students, through enrolments, have access to, and participate in, all levels of schooling and education related programs including kindergarten through the compulsory and post-compulsory school years.

Aboriginal students, through regular and improved attendance, progress through compulsory schooling, attain grade progression levels through to and complete at least Year 10, and attain school to vocational education and training and school to work pathways.

Aboriginal students, through regular and improved attendance, progress from compulsory to post-compulsory schooling, attain grade progression levels through to Year 12, and attain Year 12 certificates.

Description:

Provides information about the attendance and retention rate of Indigenous students compared with non-Indigenous students at all levels.

Standard:

The 2008 average attendance target for Indigenous students in primary schools is 88% and 78% for Indigenous students up to Year 10.

The 2008 target for apparent retention rate for Indigenous students in Year 10 to Year 12 is **40%**.

PRIORITY 6

Increasing the involvement of Indigenous parent/community members in educational decision-making

Outcome:

There is an increase in the total number of Aboriginal people (including parents, caregivers, community members, employees and students) involved in advisory, reference and management committees that deal specifically with Aboriginal issues and with issues relating to all students within the schooling and educational context at local, district, regional and State levels.

Description:

Provides information about the percentage of Indigenous representation on Indigenous and other advisory, reference or management committees at the local and State levels.

Standard:

Indigenous advisory committees have a majority of Indigenous members.

All key advisory committees have Indigenous representation.

PRIORITY 7

Increasing professional development for staff involved in Indigenous education

Outcome:

Aboriginal employees have increased access and participation in professional development or training specifically related to their role regarding the education of Aboriginal students, delivery of Aboriginal studies and cross cultural awareness programs, and dealing with Aboriginal issues within the schooling and educational context.

Description:

Provides information about the professional learning undertaken by Indigenous teachers and Aboriginal Islander Education Officers (AIEOs) and the percentage of AIEOs who have completed or partially completed study towards a degree, diploma, AQF certificate or other.

Standard:

Indigenous teachers, support staff and staff involved in Indigenous education will participate in professional learning – the number of hours of professional learning and number of staff participating in professional learning will be reported on.

PRIORITY 8

Expanding culturally inclusive curricula

Outcome:

Aboriginal students retain and build on their Aboriginal cultural capital in the kindergarten and pre-primary years through engagement in an ongoing, structured Aboriginal Studies and Language Program. Aboriginal students are encouraged to engage in activities to address Aboriginal perspectives across the curriculum, Aboriginal studies within the curriculum and to learn an Aboriginal language in the primary and secondary years.

Description:

Provides information about the provision of Indigenous perspectives across the curriculum, inclusion of Indigenous Studies programs in schools and involvement of Indigenous people in the development and delivery of Indigenous Studies.

Describes the activities undertaken to promote, maintain and preserve Indigenous languages.

Standard:

Indigenous perspectives across the curriculum and Indigenous studies programs will be included in the school curriculum.

Indigenous people will be involved in the development and delivery of Indigenous studies. Indigenous languages will be promoted, maintained and preserved.



Vocational Education and Training Sector Priorities

PRIORITY 1

Increase involvement of Indigenous people in decision-making about policy, planning resources and delivery

Outcome:

There is an increase in the total number of Aboriginal people (including community members, employees and students) involved in advisory, reference and management committees that deal specifically with Aboriginal issues and with issues relating to all students within the training context at local, district, regional and State levels.

Description:

This objective recognises the need for Aboriginal people to be involved in VET as decision makers in the key areas of policy, planning, resources and delivery to ensure that VET reflects the needs and aspirations of their communities.

Standard:

Indigenous advisory committees have a majority of Indigenous members.

All key advisory committees have Indigenous representation.

Increase employment of Indigenous people in professional and lecturing positions within the Department of Education and Training and TAFEWA.

PRIORITY 2

Achieve participation in VET for Indigenous people equal to that of the rest of the Australian community

Outcome:

There is an increase in the number of Aboriginal students participating in VET at all levels.

Description:

While Aboriginal people are participating in VET at increasing rates, participation tends to be in lower level courses reflecting the high numbers who speak a language other than English at home and the lower levels of schooling achieved. This objective recognises the need to improve pathways and support for students to successfully move between lower and higher levels of VET, including increased opportunities for recognition of prior learning (or current competencies).

Standard:

The 2008 target is the proportion of Indigenous students enrolled in Certificate III and above qualifications as compared to all students.

The 2008 target is the module load completion rate of Indigenous students compared to all students.

In 2008 the target is that all staff in TAFEWA participate in cultural awareness training initiatives.

PRIORITY 3

Achieve increased, culturally appropriate and flexibly delivered training, including the use of IT for Indigenous people

Outcome:

Culturally appropriate curriculum is delivered through flexible pathways for Indigenous students in VET.

Description:

Cultural appropriateness and flexible delivery are critical in the design, development and delivery of VET. This objective also recognises the need for Aboriginal people and communities to have improved access to training in information technology.

Standard:

The 2008 target is to increase the proportion of Indigenous students who are very satisfied with the quality of training delivered.

PRIORITY 4

Develop closer links between VET outcomes for Indigenous people and industry and employment

Outcome:

Links between participation in VET and employment outcomes for Indigenous people are increased.

Description:

This objective recognises the need to create links between VET and employment. This includes the need to create strong partnerships between government, training providers, industry and communities to improve opportunities for Aboriginal graduates to obtain meaningful jobs.

Standard:

The 2008 target is to reduce the gap in employment outcomes between Indigenous students and all VET students.



Department of
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