



ACT
Government
Education

ABORIGINAL & TORRES STRAIT ISLANDER EDUCATION 2015-16

REPORT TO THE
LEGISLATIVE ASSEMBLY
OF THE AUSTRALIAN
CAPITAL TERRITORY



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MESSAGE FROM THE DIRECTOR-GENERAL



On behalf of the ACT Education Directorate, I acknowledge the Ngunnawal and Wreck Bay peoples as the traditional custodians of the lands on which we educate our children through public schools. I pay respect to their Elders, past and present. I also extend respect to other Aboriginal and Torres Strait Islander peoples who have come to call the ACT home.

I am pleased to present the ACT Legislative Assembly the annual report on Aboriginal and Torres Strait Islander Education in ACT public schools for the period July 2015 to June 2016. At February 2016, there were 1,739 Aboriginal and Torres Strait Islander students enrolled in ACT public schools, making up 80 percent of all Aboriginal and Torres Strait Islander students in the ACT.

The Education Directorate plays an important role in supporting Aboriginal and Torres Strait Islander children, young people and their families. This report celebrates the positive and collaborative approach the Directorate upholds to ensure that schools can meet the needs of students and allow them to reach their ultimate potential, regardless of where they live, their cultural background or the school they attend. The Directorate continues to make progress in assisting Aboriginal and Torres Strait Islander students to learn and thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives.

The Directorate recognises that more work needs to be done to achieve more equitable education outcomes for Aboriginal and Torres Strait Islander students. The *Education Capital: Leading the Nation Strategic Plan 2014-17* complements the *Whole of Government Aboriginal and Torres Strait Islander Agreement 2015-18* and identifies our priorities and commitments to lift the achievement of Aboriginal and Torres Strait Islander students in reading and numeracy and increase Aboriginal and Torres Strait Islander year 12 completion rates and commencement of high level qualifications.

The Directorate has implemented a suite of programs and strategies to maximise the learning outcomes for Aboriginal and Torres Strait Islander students across the education spectrum. Together, the Directorate will engage with local families and communities to build stronger, meaningful relationships. We will aim to provide holistic support to Aboriginal and Torres Strait Islander students so that they can achieve their goals and aspirations.

The Directorate's Reconciliation Action Plan *Keeping it Alive* was launched on 26 May 2016. This was a culmination of a collaborative and rewarding process of reflection and consultation. The *Education Capital: Leading the Nation Strategic Plan 2014-17* outlines what we have to do to close the achievement gap. *Keeping it Alive* expresses the commitment and determination of all our staff to make a difference to achieve this goal.

Natalie Howson
Director-General

HIGHLIGHTS

- > In 2015, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard for both reading and numeracy than was the case nationally.
- > The ACT is one of only three jurisdictions on track to meet the COAG target for attendance rates for Aboriginal and Torres Strait Islander students by 2018. The ACT saw an increase of 1.6 percentage points, from 83.6 percent in 2014 to 85.2 percent in 2015.
- > In ACT public schools in 2015, the apparent retention rate of Aboriginal and Torres Strait Islander students from year 7 to year 10 was 100 percent. This was the same as the rates in 2013 and 2014, and an increase from 88.4 percent in 2012.
- > The apparent retention rate for students from year 7 through to year 12 was 89.5 percent in 2015, an increase from 81.0 percent in 2014 and 65.2 percent in 2013.
- > Of the 71 Aboriginal and Torres Strait Islander students who completed year 12 in 2015, seventeen received a Tertiary Entrance Statement compared with nine students in 2014.
- > In term 1, 2016 as part of the Student Aspirations Program, five schools, with approximately 40 students, participated in school-directed enrichment activities.
- > In 2016, six Aboriginal and Torres Strait Islander Secondary Scholarships were awarded to year 11 and 12 students, three for students interested in teaching, and three for students interested in a career in the health field.
- > In 2015-16, the Directorate employed 14 Aboriginal and Torres Strait Islander education officers (from 11 in 2014-15) to assist teachers in improving attendance, supporting transitions, establishing connections and building relationships between schools, families and communities.
- > In 2015-16, the Directorate has continued the operation of five Koori Preschools across the ACT, which provide targeted early learning programs for children aged 3-5 years assisting them to develop strong language, numeracy and cultural understanding.
- > In 2015-16, the Directorate partnered with the Community Services Directorate to employ two Engagement Officers to support the participation of Aboriginal and Torres Strait Islander children (birth to five years) in preschool education, transitions to school and family engagement.
- > In May 2016, the Directorate launched *Reconciliation – Keeping it Alive 2016 – 2018*, its new Reconciliation Action Plan (RAP). The purpose of the RAP is to engage all Directorate employees in the creation of an organisational culture enriched by the diversity and knowledge of Aboriginal and Torres Strait Islander peoples' strengths and cultures.
- > In November 2015, 90 educators participated in the final workshop in the Teacher Quality Institute (TQI) accredited workshop series facilitated by the Aspirations Initiative, *Embedding Aboriginal and Torres Strait Islander histories and cultures in the learning program*. This was an increase of 45 percent on the 62 educators who participated in 2014-15.
- > In November 2015, 130 educators participated in the TQI Accredited *Australian Curriculum: Health and Physical Education* workshops, delivered by the Australian Curriculum, Assessment and Reporting Authority. Workshops incorporated the Aboriginal and Torres Strait Islander cross curriculum priority and the Intercultural Understanding general capability.
- > The Education Directorate has worked closely with staff from Gugan Gulwan and Opening Doors to support the engagement of Aboriginal and Torres Strait Islander families to the National Disability Insurance Scheme (NDIS).
- > As at July 2016, 107 Aboriginal and Torres Strait Islander families have been supported to test their eligibility for the NDIS, giving them access to individualised support packages that enable better educational outcomes.
- > Engagement of Aboriginal and Torres Strait Islander primary school aged students has been particularly successful, with 66 percent of students accessing a Disability Education program engaging with the NDIS (as at January 2016).

QUALITY LEARNING

We will ensure Aboriginal and Torres Strait Islander learners have access to high quality, powerful and relevant learning experiences.

STUDENT ENROLMENTS

In February 2016, there were 1,739 Aboriginal and Torres Strait Islander students enrolled in our public schools. This was an increase of 76 students since 2015, and 402 students since 2012. From 2012 to 2016, there has been a 30% increase in Aboriginal and Torres Strait Islander student enrolments compared to a 12% increase in overall student enrolments for the same period. This compared with an increase in the overall student population in public schools over the same period of 12 percent.

Table 1: Number of enrolments of Aboriginal and Torres Strait Islander students, ACT public schools, 2012 to 2016.

	2012	2013	2014	2015	2016
Enrolments (no.)	1,337	1,379	1,564	1,663	1,739

Note: Includes a small number of students who attend more than one school. Students with duplicate enrolments are enrolled in Koori and mainstream preschool programs. There are instances of students with special needs (preschool and compulsory schooling) enrolled part-time at a specialist school and part-time at a mainstream school.

Aboriginal and Torres Strait Islander students in Canberra public schools comprise 3.8 percent of the total number of public school students. The proportion is highest for older students in college (those aged older than 18 but younger than 20), followed by preschool. The smallest proportion of Aboriginal and Torres Strait Islander students is in year 12 (2.9%).

The highest number of enrolments of Aboriginal and Torres Strait Islander students is in preschool (227 students), followed by kindergarten (165 students) and year 11 (133 students).

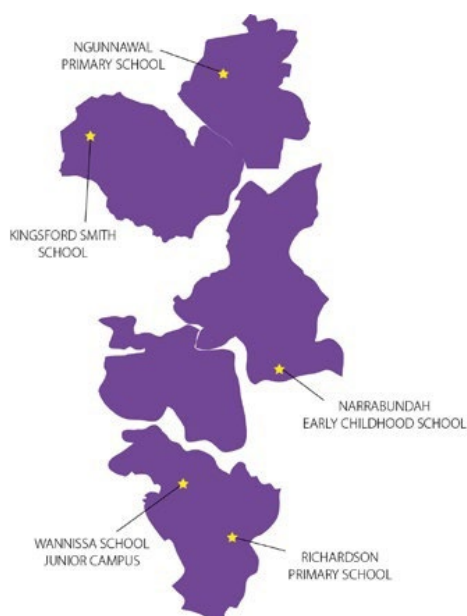
Table 2: Number of Aboriginal and Torres Strait Islander enrolments by level of schooling and year level, 2016¹

Level of schooling Enrolments (no.)		Aboriginal and Torres Strait Islander enrolments as a proportion of public school enrolments (%)
Primary		
Preschool	227	5.1
Kindergarten	165	4.2
Year 1	131	3.5
Year 2	123	3.6
Year 3	116	3.5
Year 4	131	4.0
Year 5	112	3.6
Year 6	106	3.7
Subtotal primary	1,111	4.0
High		

¹ Includes a small number of students who attend more than one school

Level of schooling Enrolments (no.)		Aboriginal and Torres Strait Islander enrolments as a proportion of public school enrolments (%)
Year 7	114	4.3
Year 8	88	3.6
Year 9	100	4.1
Year 10	98	3.6
Subtotal high	400	3.9
College		
Year 11	133	3.9
Year 12	88	2.9
Older	7	12.8
Subtotal college	228	3.5
Total	1,739	3.8

EARLY YEARS – KOORI PRESCHOOL



The Directorate's Koori Preschool Program provides targeted early childhood education to Aboriginal and Torres Strait Islander children for two days per week for a total of nine hours during school terms. There are five Koori Preschools that provide a program strong in language, numeracy and cultural understanding for up to 100 Aboriginal and Torres Strait Islander children from birth to five years of age.

Koori Preschools are located at:

- > Ngunnawal Primary School (Gungahlin)
- > Wannassa School (Tuggeranong)
- > Richardson Primary School (Tuggeranong)
- > Narrabundah Early Childhood School (Inner South)
- > Kingsford Smith School (Belconnen).

In February 2016, there were 78 Aboriginal and Torres Strait Islander students enrolled in Koori preschools, across five schools. This was similar to 2015, when there were 79 students enrolled in Koori preschools, and an increase from 69 students in 2012.

Table 3: Number of Aboriginal and Torres Strait Islander enrolments in Koori preschool, by school, 2016²

School	Enrolments (no.)
Ngunnawal Koori Preschool	13
Kingsford Smith Koori Preschool	11
Narrabundah Koori Preschool	16
Richardson Koori Preschool	20
Wanniassa Koori Preschool	18
Total	78

Aboriginal and Torres Strait Islander children are able to enrol in a Koori preschool in addition to their local preschool, allowing access of up to 24 hours per week of free preschool education in the 18 months prior to starting kindergarten. At February 2016, 44 eligible students participated in both Koori and mainstream preschool.

Aboriginal and Torres Strait Islander children can also access an additional six months of mainstream preschool education through the Directorate's procedure *Early Entry for Aboriginal and Torres Strait Islander Children* before commencing full-time schooling.

Teacher Assistant positions in all five Koori Preschools are identified Aboriginal and Torres Strait Islander positions and all are currently filled.

At Jervis Bay School, Aboriginal and Torres Strait Islander children can access 15 hours of preschool per week across the school year, from the age of three years.

Professional learning accredited by the ACT Teacher Quality Institute is provided twice yearly for all Koori preschool educators. In 2015 and 2016, staff participated in professional development on *Engaging with the Environment*, *Integrating iPads into Koori Preschool* and *Encountering Place*. The professional learning strengthens the cultural competence of educators and builds their capacity to design and deliver high quality early childhood programs.

The Directorate works closely with a number of ACT Government Directorates and service providers, including the Community Services Directorate and the Health Directorate, to link and promote services for children and families. The *ACT Koori Preschool Network Initiative*, funded through the Australian Government's Indigenous Advancement Strategy, strengthens the connection between Koori Preschools and Child and Family Centres. Under this initiative, the Community Services Directorate has employed two Early Years Engagement Officers based at Child and Family Centres. The Early Years Engagement Officers commenced their roles in December 2015 and work closely with Koori Preschools to support participation of Aboriginal and Torres Strait Islander children (birth to five years) in education services, transition to school, and family engagement.

In 2015, the Directorate engaged a consortium of researchers from the Western Sydney University to undertake an evaluation of the effectiveness of the Koori Preschool Program and the Early Childhood Schools. This evaluation is due for completion in late 2016.

² Includes a small number of students who attend more than one school

NAPLAN

In 2015, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard for both reading and numeracy across the years of testing than was the case nationally (Table 4).

Table 4: Proportion of Aboriginal and Torres Strait Islander students at or above national minimum standard, 2015.

Year Level	Type of Assessment	ACT %	Australia %
Year 3	Reading	85	78
	Numeracy	85	78
Year 5	Reading	85	74
	Numeracy	88	79
Year 7	Reading	88	81
	Numeracy	86	83
Year 9	Reading	87	72
	Numeracy	85	83

The results also showed that in the ACT, and across Australia, the mean scores for Aboriginal and Torres Strait Islander students were significantly lower than the mean scores for non Aboriginal and Torres Strait Islander students across all year levels and all testing domains.

Figure 1: Performance of Aboriginal and Torres Strait Islander students in reading, 2015

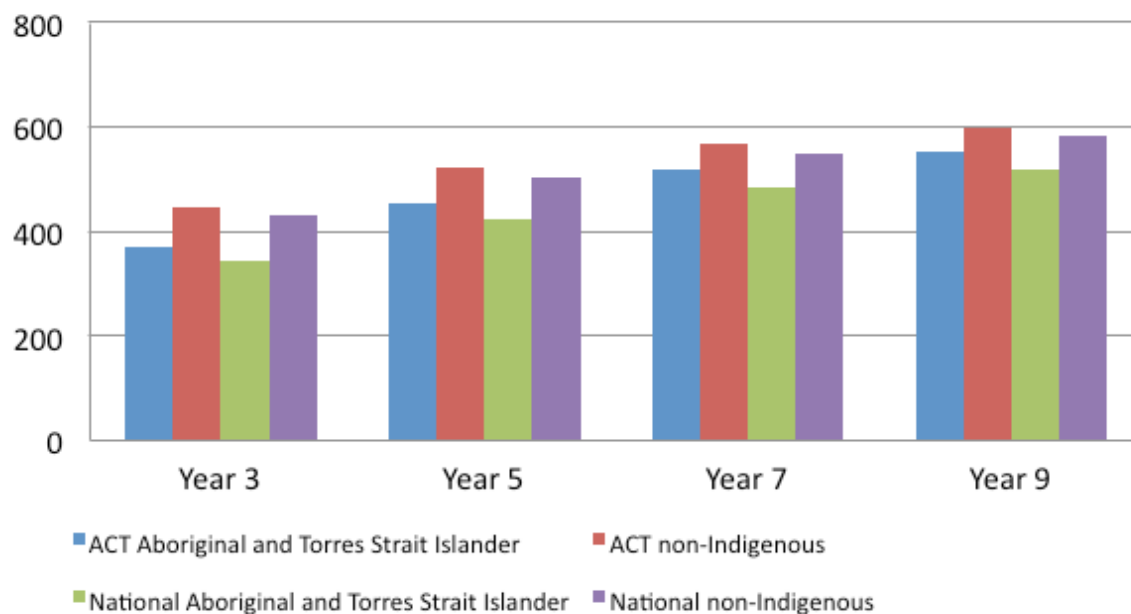
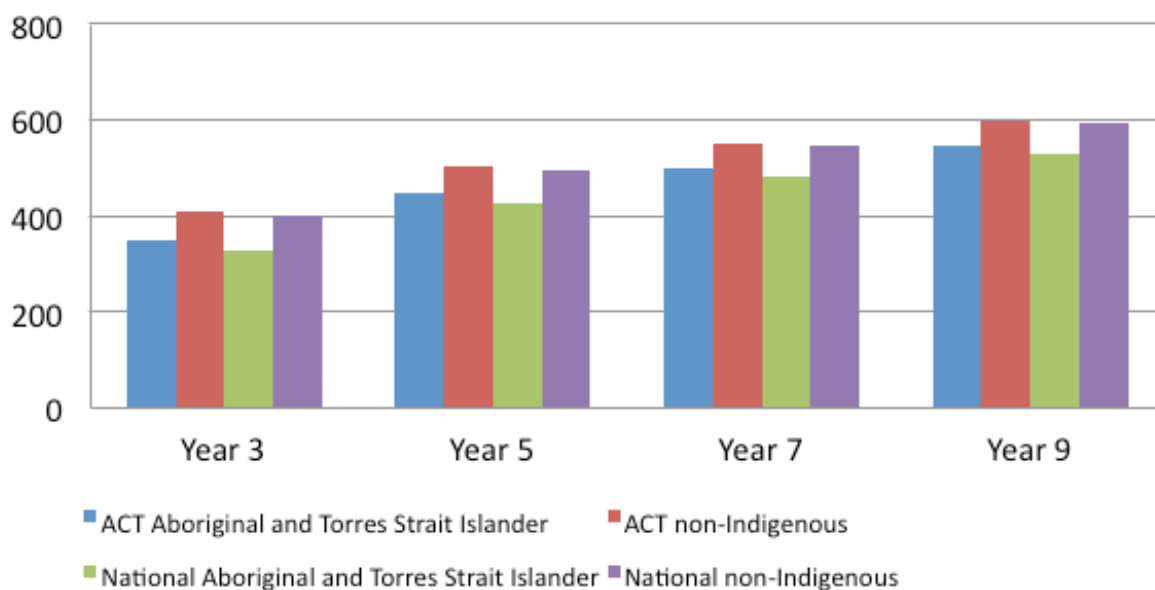


Figure 2: Performance of Aboriginal and Torres Strait Islander students in numeracy, 2015



Generally, the reading and numeracy results for ACT Aboriginal and Torres Strait Islander students were higher than the results for metropolitan Aboriginal and Torres Strait Islander students across Australia, and similar to the achievement of Aboriginal and Torres Strait Islander students in metropolitan centres in Victoria and New South Wales.

From 2008 to 2015, there was no significant change in the NAPLAN performance of ACT Aboriginal and Torres Strait Islander students in either reading or numeracy across all years.

Figure 3: Achievement of year 3 Aboriginal and Torres Strait Islander students in reading, 2008 to 2015.

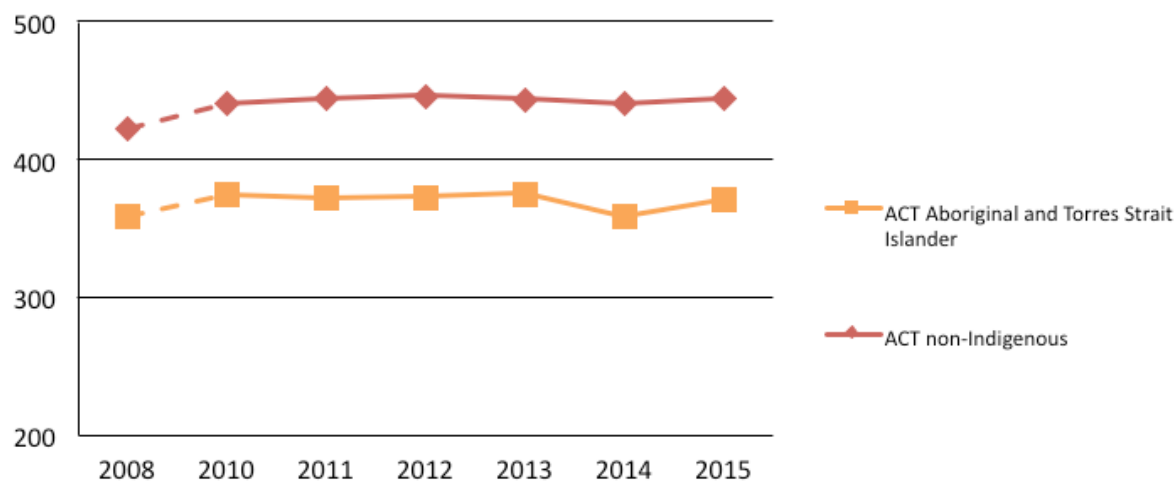


Figure 4: Achievement of year 3 Aboriginal and Torres Strait Islander students in numeracy, 2008 to 2015.

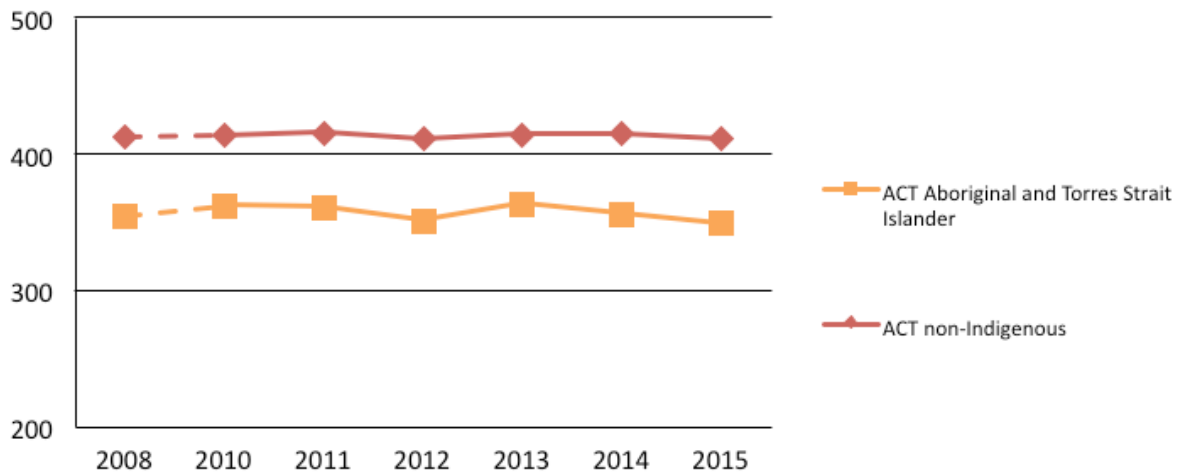


Figure 5: Achievement of year 5 Aboriginal and Torres Strait Islander students in reading, 2008 to 2015.

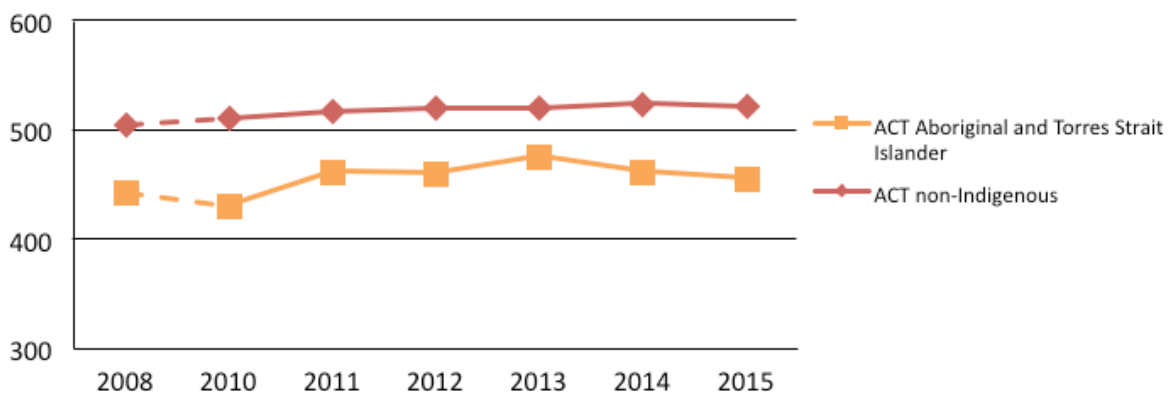


Figure 6: Achievement of year 5 Aboriginal and Torres Strait Islander students in numeracy, 2008 to 2015.

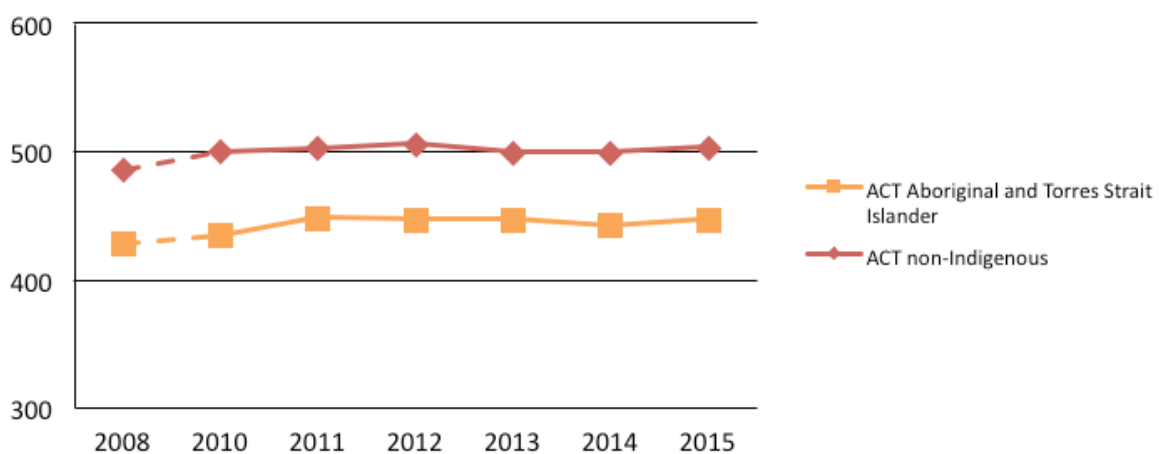


Figure 7: Achievement of year 7 Aboriginal and Torres Strait Islander students in reading, 2008 to 2015.

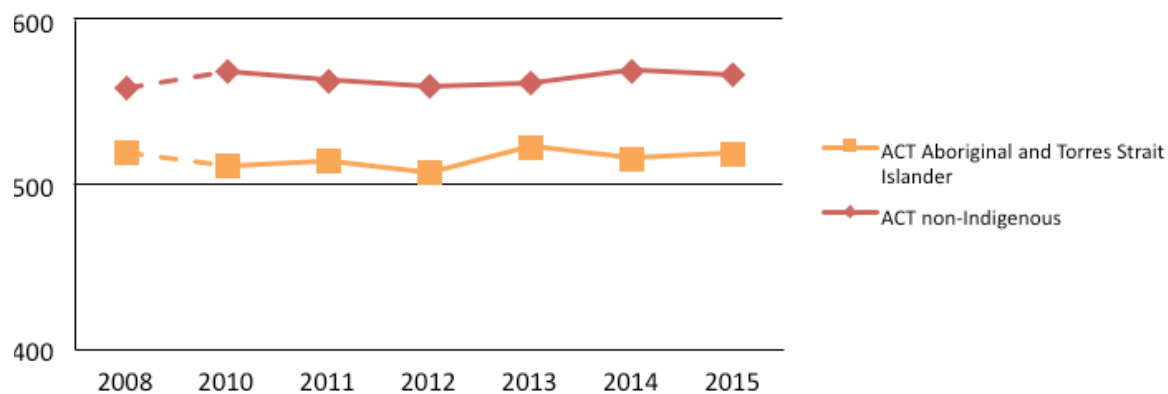


Figure 8: Achievement of year 7 Aboriginal and Torres Strait Islander students in numeracy, 2008 to 2015.

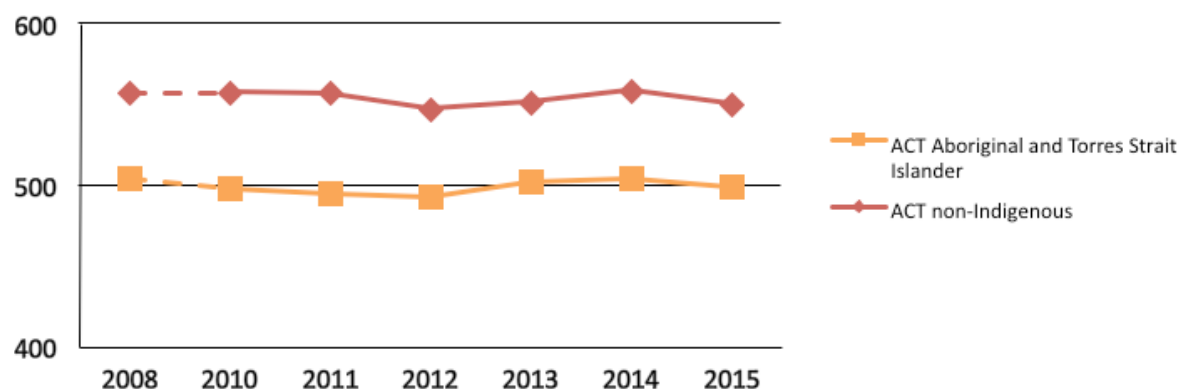


Figure 9: Achievement of year 9 Aboriginal and Torres Strait Islander students in reading, 2008 to 2015.

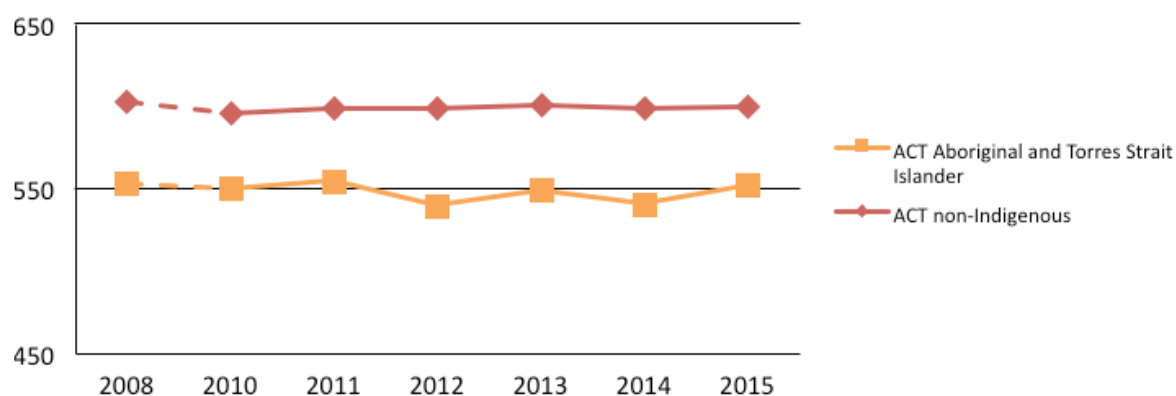
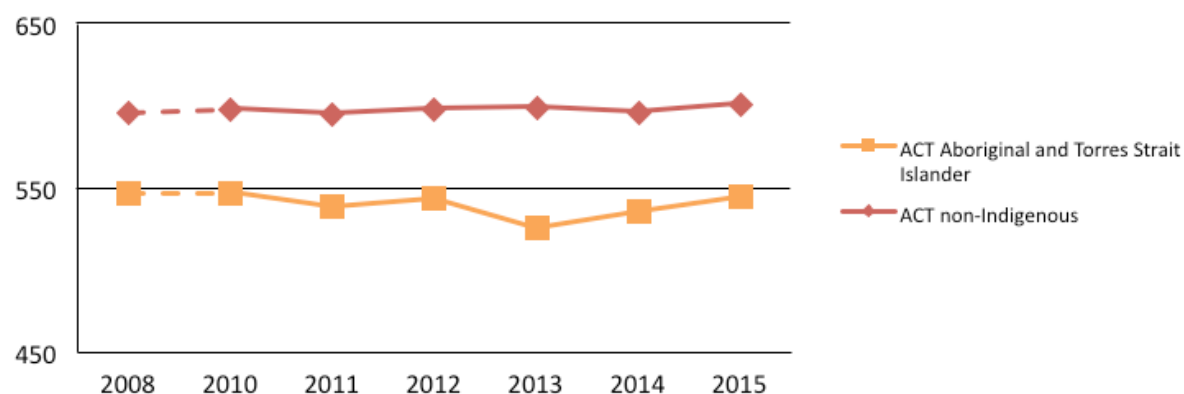


Figure 10: Achievement of year 9 Aboriginal and Torres Strait Islander students in numeracy, 2008 to 2015.



PARTICIPATION IN NAPLAN

Participation rates in 2015 for Aboriginal and Torres Strait Islander students, locally and nationally, were below the rates for non-Aboriginal and Torres Strait Islander students.

Table 5 below shows NAPLAN participation rates for students in all ACT schools (public and non-government) aggregated by primary school, high school and all schools for reading. In 2015, over 90 percent of non-Aboriginal and Torres Strait Islander students in the ACT participated in the NAPLAN reading, compared with 80 percent of Aboriginal and Torres Strait Islander students. Participation among Aboriginal and Torres Strait Islander students were higher in primary school compared with high school.

Table 5: Indigenous and non-Indigenous participation in NAPLAN, 2015, all schools

Sector	Indigenous		Non-Indigenous		Gap
	Number of students	%	Number of students	%	Percentage points
Primary school	245	82.5	9,180	94.3	11.8
High school	198	77.3	8,940	92.7	15.4
All schools	443.	80.1	18,120	93.5	13.4

LITERACY AND NUMERACY

The Directorate operates a range of programs to ensure that the ACT continues to strengthen literacy and numeracy results among Aboriginal and Torres Strait Islander students.

GREAT TEACHERS AND GREAT TEACHING

The Directorate's key publications *Great Teachers by Design* and *Great Teaching by Design* emphasise the importance of highly effective teaching.

These frameworks draw together current and future actions, initiatives and processes that support the development of highly effective teachers, and an overall picture of how highly effective teaching can be embedded in every classroom.

Within each school, principals set targets and plans for improving their students' literacy and numeracy performance. They guide their teachers' practice to make informed decisions about the allocation of resources to support literacy and numeracy achievement for all students, including Aboriginal and Torres Strait Islander students. Each ACT public school has identified Literacy and Numeracy Coordinators who lead best practice approaches in literacy and numeracy teaching, including the coaching and mentoring of classroom teachers to build teacher capacity and improve student outcomes.

All ACT schools promote inclusive home and school partnerships through connecting with parents and carers, including Aboriginal and Torres Strait Islander families, within the school and through timely and effective communication of student literacy and numeracy practices. School leadership teams establish a shared vision for teaching and learning literacy and numeracy in the school context; model and promote a professional learning community and promote common understandings of literacy and numeracy skills.

Principals ensure all literacy and numeracy interventions are evidence-based to assist with decision making and determine strategies at the school level to improve student learning outcomes. Schools promote highly effective instruction by every classroom teacher with in-class student support provided by Literacy and Numeracy Coordinators. In addition, short term support is provided for individual students identified for intensive assistance. Where appropriate, a case management approach is undertaken to monitor interventions and assess student progress.

THE AUSTRALIAN CURRICULUM

The Foundation to Year 10 *Australian Curriculum*, taught in ACT schools provides the framework for teachers to ensure that Aboriginal and Torres Strait Islander students are able to see themselves, their identities and their cultures reflected in each learning area and can fully participate in the curriculum. The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to learn about the histories and cultures of Aboriginal and Torres Strait Islander people. The cross-curriculum priority encourages all teachers and students to engage in reconciliation, to recognise and respect the worlds' oldest continuous living cultures.

Schools continue to work towards embedding Aboriginal and Torres Strait Islander perspectives across all subject areas and are supported through the professional learning such as the Action Inquiry Program, cultural awareness courses and curriculum workshops.

In November 2015, the Directorate facilitated TQI Accredited cross-sectoral professional learning for 130 teachers on the *Australian Curriculum: Health and Physical Education*, delivered by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Content in this learning area incorporates the Aboriginal and Torres Strait Islander cross curriculum priority and the Intercultural Understanding general capability. *Health and Physical Education* provides opportunities for students to develop the skills, knowledge, and understanding to strengthen their sense of self; understand and appreciate their own cultures, languages and beliefs, and those of others; build and manage satisfying, respectful relationships; and develop health literacy.

ACCEPTING THE CHALLENGE ACTION INQUIRY PROGRAM

The Action Inquiry Program co-ordinates and delivers professional learning and other support for teachers and school leaders to conduct school based projects related to improving education outcomes of Aboriginal and Torres Strait Islander students.

The Action Inquiry Program is a component of the Accepting the Challenge Leadership Program – Improving outcomes of Aboriginal and Torres Strait Islander students. It has been operating since 2010 and has been TQI accredited since 2014.

Action Inquiry co-ordinates and delivers professional learning and other support for teachers and school leaders to conduct school based projects related to improving education outcomes of Aboriginal and Torres Strait Islander students.

The 2015 program focused on inquiries supporting student attendance and outcomes through induction processes; building literacy and/or numeracy outcomes to facilitate successful transition to high school or college; and home school literacy and numeracy engagement in early years.

A total of 228 Aboriginal and Torres Strait Islander students were enrolled in the 11 participating schools. Although not all students were part of the inquiry at each school, the inquiries build school capacity to work with and support all students.

In addition to specific inquiries, all schools participating were required to examine and monitor their attendance data and include it in their reports along with strategies the schools are using to promote attendance at both the universal level and in the context of students who have particular needs.

All schools completed formal reports that include recommendations for 2016 and beyond. The schools use the reports to inform new projects, generally under the guidance of, or in consultation with, their principal. Recommendations from the 2015 Action Inquiry Program include:

- > a formal action plan for the Indigenous Team be developed to ensure the successful induction processes currently being implemented by the team are embedded into the school culture
- > there be a focus on mentoring of students and more effective use of Personalised Learning Plans (PLPs)
- > at least four staff members participate in the Cultural Competency Foundation Course facilitated through the Aboriginal and Torres Strait Islander Education Section.

Thirty teachers from 11 schools (early childhood to college settings) are participating in the 2016 Action Inquiry Program where the priorities are early intervention, literacy and numeracy programs and engagement, achievement and transition of secondary and college students through yearlong induction programs or through targeted literacy/numeracy programs.

Inquiries in 2016 include a longitudinal numeracy study, oral language initiatives, supporting transitions into Science, Technology, Engineering and Mathematics (STEM) subjects and literacy support in upper primary.

At the February 2016 School Census, a total of 262 Aboriginal and Torres Strait Islander students were enrolled in the 11 participating schools.

FLEXIBLE LEARNING OPTIONS

Flexible Learning Options (FLO) personalise learning for students by providing career guidance and work experience, as well as mentoring. FLO are delivered by external training providers, in partnership with schools and community agencies, and have assisted Aboriginal and Torres Strait Islander students to engage with vocational education and career exploration in a variety of industry areas through small group delivery in authentic learning environments. The combination of nationally accredited training, effective career advice, wrap around support services and work experience placements, builds student confidence, increases engagement with education and provides opportunities to explore future pathways.

In semester 2, 2015, 13 students completed competencies toward qualifications in Construction, Community Services, Hair Dressing and Fitness. This took the total number of Aboriginal and Torres Strait Islander students who received a Statement of Attainment in 2015 to 27. In semester 1, 2016, ten students received competencies towards a vocational qualification in Construction and Land Management and Conservation. The Land Management and Conservation FLO was delivered on country for students to learn more about Aboriginal culture, conservation, preservation of cultural sites and traditional uses of plants. A second Land Management and Conservation FLO will be run later in 2016.

TRANSITIONS AND CAREERS SUPPORT

Transitions and careers support, including work experience is available to all students, providing formal and informal pathways in education, employment and self-development for Aboriginal and Torres Strait Islander students in ACT public schools.

PATHWAYS PLANNING

Aboriginal and Torres Strait Islander students in primary school, high school and college have access to Pathways Planning via the Pathways website, which is a career development and transition tool. The Pathways website allows all students to reflect on who they are, their interests and aspirations, and provides opportunities to practise essential life skills such as decision making and goal setting.

ANNUAL CANBERRA CAREERSXPO

The Annual Canberra CareersXpo is open for all students to attend. Public high schools and colleges organise excursions to the CareersXpo for students in years 9-12. The 2016 CareersXpo incorporates an expanded Indigenous Employment Exhibition that includes a larger range of service providers, agencies and community members.

TUTORIAL SUPPORT SCHEME

The Tutorial Support Scheme for high schools and colleges enables the implementation of targeted strategies and programs to best meet the individual learning needs and aspirations of Aboriginal and Torres Strait Islander students using qualified teachers and/or a reputable tutoring agency.

In the 2015-2016 financial year \$266,500 in Tutorial Support Scheme funding was distributed to 24 schools, an increase on the \$245,600 distributed to 27 schools in 2014-15.

Feedback from schools indicates that the additional support provided through the Tutorial Support Scheme has resulted in increased homework and assignment completion, improved exam results and greater connections between the school, students and families.

SUPPLEMENTARY PROGRAMS

Primary and secondary schools implement a broad range of programs and strategies aimed at further improving learning outcomes of Aboriginal and Torres Strait Islander students. Student engagement with learning and literacy and numeracy skills acquisition are the foci of the majority of the programs and strategies.

During the reporting period, approximately \$425,000 was distributed to 49 schools for Supplementary Programs, an increase on the 2014-15 total of \$103,571 distributed for 25 proposals. The projects and strategies included additional one-on-one and small group reading programs and targeted classroom support.

When acquitting supplementary funds, schools report improved literacy and numeracy levels, more positive engagement with learning, successful student transitions, increased incorporation of Aboriginal and Torres Strait Islander content in teaching and learning programs, and a greater presence of Aboriginal and Torres Strait Islander art and culture in the school environment including native gardens, artwork and assemblies.

INSPIRATIONAL TEACHING AND LEADERSHIP

We will build the capacities of our teachers and leaders – by design, not by chance.

Inspirational teachers and school leaders are essential for improving outcomes for Aboriginal and Torres Strait Islander students in our public schools. The Directorate recruits high quality teachers locally and from across Australia. Professional development is included in the Teacher Staff Enterprise Agreement to ensure that teachers and school leaders continue to develop their skills.

PROFESSIONAL LEARNING

CULTURAL COMPETENCE FOUNDATION COURSE

Sixty-nine teaching and support staff completed a New South Wales Technical and Further Education (TAFE) accredited cultural competency course in 2015. The course includes an online component delivered by the Centre for Cultural Competence Australia and a series of workshops designed to provide the local (Ngunnawal) context and opportunities for reflection and planning action.

Approximately 78 central office and school staff are undertaking the Cultural Competence Foundation Course in 2016.

THE ASPIRATION INITIATIVE

The Aspirations Initiative (TAI) is a national education initiative under The Aurora Project that aims to increase the number of Aboriginal and Torres Strait Islander students participating in tertiary study.

The final workshop in a series to support teachers to embed the Aboriginal and Torres Strait Islander cross-curriculum priority was held in November 2015, with 90 teachers attending. Workshops were facilitated by the Directorate in partnership with The Aspiration Initiative.

TEACHER SCHOLARSHIP PROGRAM

The Teacher Scholarship program provides Directorate teachers with support to undertake further study, training and/or research that will lead to improved student learning outcomes.

In 2015-16, of the 63 scholarships awarded, one supported a teacher to study the unit 'Indigenous Education in the Early Years' within a Bachelor of Teaching and Learning.

Aboriginal and Torres Strait Islander education has been advertised as a priority focus for cohorts in 2016-17.

HIGH EXPECTATIONS, HIGH PERFORMANCE

We have high expectations for Aboriginal and Torres Strait Islander students and will meet the learning needs of every student.

ATTENDANCE

The Directorate is strongly focused on Aboriginal and Torres Strait Islander student attendance and retention, which is critical for students to achieve their full potential. This focus is framed by the National Indigenous Reform Agreement, which outlines the intergovernmental reforms, targets and performance benchmarks to close the gap in Indigenous disadvantage.

In 2014, the Council of Australian Governments (COAG) agreed to a new target to close the gap in school attendance by the end of 2018. The COAG attendance rate target for Aboriginal and Torres Strait Islander students is 90 percent, while the ACT has a slightly higher local target of 91.5 percent for all public school students.

The recent *Closing the Gap 2016 Prime Minister's Report* notes a 0.2 percent increase in national attendance rates for Aboriginal and Torres Strait Islander students between 2014 (83.5%) and 2015 (83.7%). The ACT was one of three jurisdictions on track to meet the COAG target for attendance rates for Aboriginal and Torres Strait Islander students by 2018. The ACT saw an increase of 1.6 percentage points, from 83.6 percent in 2014 to 85.2 percent in 2015. This is the first time this target has been reported.

It is encouraging that there has been an improvement in 2015, but the Directorate is mindful that a difference of 7 percentage points remains and that this difference can fluctuate. Consequently, the monitoring of student attendance remains a priority for all ACT public schools.

Table 6: Attendance rate for semester 1, years 1 to 10, public schools, 2010 to 2015

Year	Aboriginal and Torres Strait Islanders (%)	Non-Indigenous (%)	Difference (percentage points)
2010	84.7	91.9	7.2
2011	84.3	91.5	7.2
2012	84.1	91.7	7.6
2013	85.1	92.4	7.3
2014	83.6	91.8	8.2
2015	85.2	92.2	7.0

In addition to system wide initiatives such as the multidisciplinary Network Student Engagement Teams (NSETs), which include Student Engagement Officers whose primary focus is attendance, the Directorate has implemented specific strategies to increase Aboriginal and Torres Strait Islander student attendance rates.

Using attendance data from each term, staff identify, monitor and coordinate appropriate support for Aboriginal and Torres Strait Islander students experiencing difficulty engaging with school and learning which is reflected in the attendance data.

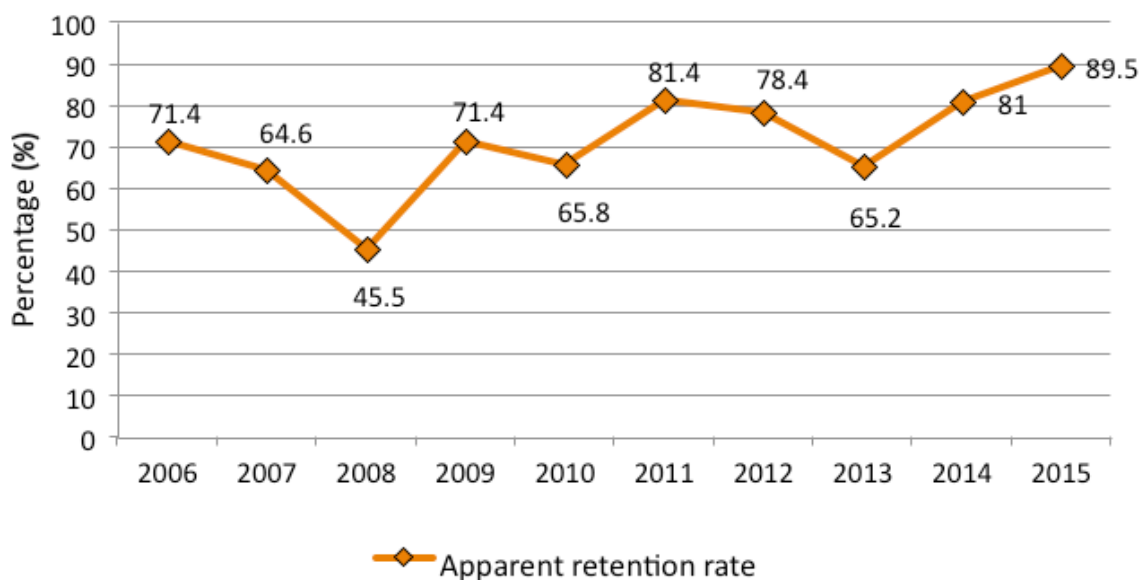
In 2015, each of the 11 schools that participated in the Accepting the Challenge Action Inquiry program included a review of Aboriginal and Torres Strait Islander student attendance in their inquiries.

RETENTION

In ACT public schools in 2015, the apparent retention rate of Aboriginal and Torres Strait Islander students from year 7 to year 10 was 100 percent. This was the same as the rates in 2013 and 2014, and an increase from 88.4 percent in 2012.

The apparent retention rate for students from year 7 through to year 12 was 89.5 percent in 2015, an increase from 81.0 percent in 2014 and 65.2 percent in 2013. Caution is advised in the interpretation of this data due to the small number of Aboriginal and Torres Strait Islander students in Canberra public schools.

Figure 11: Apparent retention rate from year 7 to year 12, Aboriginal and Torres Strait Islander students in public schools, 2006 to 2015



YEAR 12 ATTAINMENT

One target of the National Indigenous Reform Agreement (NIRA) is halving the gap for Indigenous people aged 20-24 in year 12 attainment or equivalent (Certificate II or higher) attainment rates by 2020.

At the February 2016 School Census there were 95 Aboriginal and Torres Strait Islander students enrolled in a year 12 program in the ACT public system. This compared with 102 students in 2015, 83 students in 2014 and 55 students in 2013.

In 2015, 71 students graduated with a Year 12 Certificate, bringing the year 12 certification rate to 70 percent. This was an improvement on the 2014 figure of 49 students, which represented a year 12 certification rate of 59 percent. One student who did not receive a year 12 Certificate achieved a Vocational Education and Training Certificate II or above.

Of the 71 Aboriginal and Torres Strait Islander students who completed year 12 in 2015, seventeen received a Tertiary Entrance Statement compared with nine students in 2014.

Strategies implemented by colleges to increase year 12 attainment include personalised learning plans, pathways planning and establishing pathways to employment through vocational education and training.

The progress of the 2015 year 11 students was monitored throughout the year and colleges identified students requiring additional support in 2016. Year 10 students requiring additional transition support were also identified.

IMPROVING ATTENDANCE, RETENTION AND OUTCOMES

In order to support Aboriginal and Torres Strait Islander students to reach their potential, the Directorate delivers a suite of programs that aim to foster high achieving Aboriginal and Torres Strait Islander students, developing them into future leaders and supporting them into further study.

PERSONALISED LEARNING

In order to support and mentor all Aboriginal and Torres Strait Islander learners, ACT public schools continue to implement Personalised Learning Plans (PLPs). In 2016, forty-five ACT public schools have PLPs in place for the majority of their Aboriginal and Torres Strait Islander students.

Throughout the reporting period, schools have accessed support to develop, monitor and review the effectiveness of PLPs for their school context, including support through the Action Inquiry Program.

STUDENT ASPIRATIONS PROGRAM

Student Aspirations Coordinators work with Aboriginal and Torres Strait Islander students from year 5 to year 12 who show high academic achievement, engagement in school and strong leadership potential to support them through their schooling and into further study post-year 12. There are approximately 150 students in the Student Aspirations Program.

Pathways planning supports and guides students transitioning between key transition points in their schooling and further education, training or employment. A focus of the Student Aspirations Program for 2016 is pathways planning for all Aspirations students using the Pathways website (<https://pathways.act.edu.au>) and in 2016, Student Aspirations Coordinators have met with approximately 90 students to discuss pathways.

In term 1, 2016 as part of the Student Aspirations Program, five schools, with approximately 40 students, participated in school-directed enrichment activities. Students from Namadgi School, Ngunnawal Primary School, Red Hill Primary School and Kingsford Smith School attended the Halogen Youth Leadership Day for Primary Schools, and students from Torrens Primary School enjoyed learning activities at Questacon.

STUDENT ASPIRATIONS YEAR 5 AND 6 LEADERSHIP DAY

The 2015 Student Aspirations Leadership Day was held on 3 December 2015 at the Hedley Beare Centre for Teaching and Learning and Birrigai.

Twenty students participated in two workshops, *Cool Friend*, *Good Friend* and *Peer Groups* from the *Friendly Schools Plus* teacher resource for students aged 10 and 11 years.

Students also participated in team building activities which involved strong leadership; networking; communication; mentoring; problem solving; and exercise. As part of the Tertiary Scholarship Program, four recipients assisted with the facilitation of workshops and team building activities.

SENIOR SECONDARY SCHOLARSHIP PROGRAM

Seventy five thousand is available annually for the Aboriginal and Torres Strait Islander Secondary Scholarships Program.

In 2016, three scholarships were awarded students pursuing teaching careers, and three were awarded to students who were studying for qualifications in health. The scholarships are valued at \$5,000 per annum and were awarded to four year 11 students and two year 12 students.

The scope of Secondary Scholarship Program has been broadened for 2017 to include scholarships for students wishing to pursue a vocational education and training pathway, enabling a greater number of Aboriginal and Torres Strait Islander students access to scholarships

TERTIARY SCHOLARSHIP PROGRAM

Eighty thousand dollars in scholarship funds is available each year for tertiary students studying teaching or an approved health course. Five applications were awarded in 2016, three for teaching and two for health. Recipients are required to complete voluntary placement in a school as part of the Tertiary Scholarship Program. In semester 2, 2015, two recipients completed voluntary placements then gained casual part time employment as Learning Support Assistants, taking the number of scholarship recipients who are also casual employees of the Directorate to five.

One 2015 recipient completed her teaching degree and was appointed to an ACT public school in 2016.

THE MURA ACHIEVEMENT AWARDS

The Mura Awards were launched in 2014 for students in years 4 to 9. In 2016, the awards were expanded to include students transitioning from year 10 to year 11. Teachers are invited to nominate students for demonstrating one or more of the following:

- > Excellent attendance
- > Strong commitment to their learning
- > Greatly improved engagement in their learning
- > Good academic progress
- > Active involvement in the community and/or extra-curricular activities.

Successful students receive a small bursary to go towards educational costs. Bursaries range from \$180 for year 4 recipients to \$600 for year 10 recipients.

In 2015, 136 nominations were received, with 68 awarded and the remaining nominees receiving a smaller bursary of \$100 for students in years 4 to 8 and \$150 for students in years 9 and 10.

The total cost of the Mura Achievement Awards in 2015 was \$25,740.

Bursaries are held at the students' school and used at the parents' discretion. The bursaries are used to assist with such things as excursion costs, purchasing uniforms and other school related expenses.

Nominations for the 2016 awards opened in May and close on 19 August 2016.

CONNECTING WITH FAMILIES AND THE COMMUNITY

We will partner with families and engage with the community to build meaningful relationships.

In order to improve outcomes for our Aboriginal and Torres Strait Islander students, it is important to focus not only on individual students, but also on their family and community. The Directorate has a number of programs and strategies that aim to build and sustain partnerships with families and communities, improve community and industry engagement and reduce red tape to make it easier for families to engage in their children's education.

RECONCILIATION ACTION PLAN – KEEPING IT ALIVE 2016 - 2018

The theme of the Directorate's third Reconciliation Action Plan (RAP) is *Reconciliation – Keeping it Alive 2016-2018*. The RAP was launched on National Sorry Day, 26 May 2016. The purpose of the RAP is to engage all employees in the creation of an organisational culture enriched by the diversity and knowledge of Aboriginal and Torres Strait Islander peoples, strengths and cultures through our common values.

The Chair of the Aboriginal and Torres Strait Islander Staff Network, Ms Vicki Lucas, has commented on the success of the Reconciliation Action Plan, remarking that *“this RAP is different. Rather than focusing on deficit discourse, it challenges us to consider how we want to be together as an organisation in order to achieve Reconciliation”*.

The Innovative RAP is communicated through a suite of tools:

- > *Reconciliation Postcard* - a tool to engage all Directorate staff in ongoing conversations, cultural integrity practices in the workplace
- > *Reconciliation - Keeping it Alive* - double sided poster for internal distribution and prominent display throughout the Directorate
- > *Reconciliation - Keeping it Alive* - Reconciliation Australia endorsed corporate booklet was launched in NAIDOC week July 3-10 2016.
- > Reconciliation Australia's online RAP tool for schools, *Narragunnawali*, was launched in 2015 and has proved valuable in encouraging and supporting schools to develop a RAP. In 2015, 12 schools reported as having a RAP in place with another 57 schools in the process of developing one.

PROGRESSING PARENTAL ENGAGEMENT IN THE ACT PROJECT

Progressing Parental Engagement in the ACT is a cross-sectoral project led by the ACT Government. The project demonstrates the ACT Government's commitment to developing strong and effective partnerships with families and schools to enhance learning and wellbeing outcomes for all ACT children.

In 2014, the Directorate commissioned the Australian Research Alliance for Children and Youth (ARACY) to develop a shared understanding of parental engagement, articulate 'what works' through a series of resources for schools and parents and develop an instrument to measure levels of parental engagement in schools.

In November 2015, a suite of resources was launched including parent factsheets, teacher factsheets, key idea postcards and parental engagement poster sets. Included in the series is the fact sheet *Engaging*

with *Aboriginal and Torres Strait Islander Australian Families*, which supports schools to review their parental engagement strategies and assist Aboriginal and Torres Strait Islander families to actively participate in educational decision-making. These resources were delivered to all ACT primary schools and key stakeholders, and published on the Directorate's website.

Extensive consultation has occurred to engage key stakeholders and inform the work within the project. ARACY has worked closely with the ACT Aboriginal and Torres Strait Islander Education Consultative Group, the ACT Aboriginal and Torres Strait Islander Elected Body and the Directorate's Aboriginal and Torres Strait Islander Education section. These groups have shared the work more broadly within their networks before providing feedback. This has ensured that the resources developed are relevant and accurately reflect the viewpoints of local Aboriginal and Torres Strait Islander people.

The project is continuing in 2016-17 with the release of fact sheets to support parental engagement in high schools, including Aboriginal and Torres Strait Islander families, and resources to support parents and teachers of students with complex needs and challenging behaviours.

COMMUNITY YARNS

The Community Yarns project was developed as part of the Directorate's *Connection Collaboration Careers Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017*. The aim of Community Yarns is to engage members of the Aboriginal and Torres Strait Islander community who are interested in employment opportunities with the Directorate, including casual employment.

Community Yarns are delivered across each of the four networks once a term, providing an opportunity for Aboriginal and Torres Strait Islander community members to network with Directorate staff, and hear about employment opportunities and staff's experiences working in the education system.

REPRESENTATIVE BODIES

Throughout the reporting period, the Directorate met regularly with the ACT Aboriginal and Torres Strait Islander Elected Body and the ACT Aboriginal and Torres Strait Islander Education Consultative Group to discuss local and national educational issues and directions. These meetings have provided a valuable forum for ongoing discussions about the implementation of the Aboriginal and Torres Strait Islander Whole of Government Agreement 2015-18.

COMMUNITY PARTNERSHIP AGREEMENTS

A Community Partnership Agreement (CPA) is a collaborative agreement between a school or a cluster, and their local Aboriginal and Torres Strait Islander community. CPAs demonstrate a school's commitment to building and strengthening relationships with the local Aboriginal and Torres Strait Islander community and promoting Aboriginal and Torres Strait Islander histories and cultures within the school environment. To date, twenty-one schools have developed a CPA.

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION OFFICERS (IEOS)

The role of the Aboriginal and Torres Strait Islander Education Officers (IEOs) includes supporting students and teachers in the school environment and supporting schools to strengthen relationships between teachers, students, families and communities. There were 14 Aboriginal IEOs across public schools in 2016. The schools were:

- > Caroline Chisholm School
- > Gordon Primary School
- > Kingsford Smith School
- > Lyneham High School
- > Macgregor Primary School
- > Melba Copland Secondary School
- > Melrose High School
- > Namadgi School
- > Ngunnawal Primary School
- > Richardson Primary School
- > Telopea Park School
- > Wanniasa School Senior Campus
- > Macquarie Primary School
- > Harrison School
- > Amaroo School

NATIONAL ABORIGINES AND ISLANDERS DAY OBSERVANCE COMMITTEE (NAIDOC) GRANTS

Each year, schools are invited to apply for a grant to support NAIDOC activities within the school community.

In 2015, a total of \$20,170 was distributed to 48 schools to support NAIDOC Week activities and celebrations. In 2016, \$17,400 in NAIDOC Grants was distributed to 35 schools and 17 preschools. Activities and projects include:

- > students learning traditional dances
- > events where Aboriginal and Torres Strait Islander students share their culture with other students at the school
- > engaging local Elders to share their knowledge of the local region and creating a school resource with the knowledge shared.

NATIONAL DISABILITY INSURANCE SCHEME

As part of a collaborative effort, central office staff from the Directorate, Aboriginal and Torres Strait Islander Education Officers and Gudan Gulwan Youth Aboriginal Corporation worked together to increase the number of Aboriginal and Torres Strait Islander students and families accessing the National Disability Insurance Scheme (NDIS). This collaboration led to an increase in the number of students and families signed up with the NDIS. In May 2016, 54 percent of potentially eligible students had made application to participate in the scheme and only 4 percent of Aboriginal and Torres Strait Islander students accessing Directorate in-kind supports of personal care support and Special Needs Transport, had not applied.

BUSINESS INNOVATION AND IMPROVEMENT

We will support innovation, improve our business systems and be open and accountable for our decisions.

To better support Aboriginal and Torres Strait Islander students, the Directorate recognises how important it is to have high quality data, systems, resources and learning environments. It is also imperative that funding provided to schools is targeted towards those with greatest need to ensure that resources are being distributed effectively.

STUDENT RESOURCE ALLOCATION

The Student Resource Allocation (SRA) Program includes a review of Aboriginal and Torres Strait Islander student policy and practices to develop a needs-based funding model for the start of 2017.

The design and implementation of the SRA Program for ACT public schools is guided by the ACT Government's commitment to student needs based school funding and to reform directions reflected in the National Education Reform Agreement (NERA).

The NERA ACT Bilateral Agreement sets out in detail the reform directions for the ACT in relation to quality teaching, quality learning, empowered school leadership, student needs funding, and transparency and accountability.

For 2016, ACT public school budgets consist of core funding plus needs based funding for students from low Socio-Economic Status backgrounds. The Socio-Economic Status needs-based loading can support investment in strategies that improve practices for teaching, strengthen leadership to drive school improvement, focus on early intervention for students at risk of underperformance, are flexibly implemented to address local needs, encourage parent and community engagement, and are based on robust data and evidence that can inform decisions about educational effectiveness and student outcomes.

During 2016, work is continuing on the design and implementation of other student needs based loadings, including for Aboriginal and Torres Strait Islander students. Jervis Bay School is funded at the school level, outside the SRA funding model.

The needs-based funding for students with English as an Additional Language or Dialect is being reviewed for implementation in 2017 and needs-based funding for Students with Disability is planned to be implemented for 2018.

In addition to the implementation of the needs based funding model, the SRA Program is also designed to deliver:

- > high quality, effective teaching and learning programs to all students
- > improved workforce capability and accountability framework
- > efficient and effective use of public funds by allocating resources where it is needed the most
- > business systems to support decision making capability at the school level, with provision of real time data.

SCHOOL PERFORMANCE

The new *People, Practice and Performance: School Improvement in Canberra Public Schools: A Framework for Performance and Accountability* outlines how all ACT public schools will undergo external School Reviews every five years. Following School Reviews, schools will be encouraged to include actions for improved learning outcomes for Aboriginal and Torres Strait Islander students when developing their new School Strategic Plans. School Network Leaders and school leaders will monitor progress throughout the year and principals will report on progress through their school's Annual Action Plans and Annual School Board Reports.

WIRELESS IN PRIMARY SCHOOLS

Following on from the successful wireless expansion project for all ACT Government Colleges, High Schools and P-10 Schools, the wireless expansion project is now updating wireless access across all Canberra Public Primary Schools, with a scheduled completion of March 2017. These upgrades provide a more modern, personalised learning experience for all students with wireless access to the fastest education network in Australia.

GOOGLE APPS FOR EDUCATION

Google Apps for Education (GAFE) is a modern, cloud-based learning platform for students and teachers that is available from any device. GAFE was launched in ACT Government schools in February 2015 to provide Canberra Public School students and teachers with simple and powerful collaboration tools for teaching and learning. With unlimited online storage for learning resources, collaborative documents and online communities, Google Apps provides rich features to enable a more digitally connected classroom. Eighty-one schools have currently adopted the Google Apps platform, with 41 thousand students and close to 3 million files in Google Drive since its launch in 2015.

ENSURING EQUITABLE ACCESS TO TECHNOLOGY

The Directorate is also working towards closing the digital divide between Indigenous and non-Indigenous students, by providing funding of \$1.5 million in 2015-16 for ICT devices, meeting the ACT Government's election commitment. This funding has been distributed across all Canberra public schools, to provide one device for every three students. This will ensure that no-one is left behind, and that all students have access to the same learning opportunities.

MONITORING ATTENDANCE

New processes have been developed to monitor and report on attendance at school for Aboriginal and Torres Strait Islander students. The processes include monthly monitoring of ACT public schools with low attendance rates for Aboriginal and Torres Strait Islander students, and national reporting of attendance for Semester 1. The new data collection and reporting of attendance of Aboriginal and Torres Strait Islander students will assist the Directorate in meeting the COAG attendance target.

The new processes allow the Directorate to monitor attendance rates in public schools and ensure that strategies are in place to lift attendance by Aboriginal and Torres Strait Islander students.

APPENDIX A: GLOSSARY

Aboriginal and Torres Strait Islander Education section

The Aboriginal and Torres Strait Islander Education section is a team within the Student Engagement Branch of the Directorate.

Aboriginal and Torres Strait Islander Education Officers (IEOs)

The role of the Aboriginal and Torres Strait Islander Education Officers (IEOs) is to support students through key transition points in their education, build connections and relationships between schools, families and communities and support students and teachers in the school environment. In primary schools, this can also include classroom support.

Activities facilitated by IEOs during the reporting period include art programs, an Aboriginal and Torres Strait Islander school e-newsletter and National Reconciliation Week events. IEOs also facilitated traditional games within schools, parent involvement in the Smith Family's Learning for Life program, Personalised Learning Plan support and mentoring for Aboriginal and Torres Strait Islander students.

Aboriginal and Torres Strait Islander Family Support Officer

The Aboriginal and Torres Strait Islander Family Support Officer is a member of the Aboriginal and Torres Strait Islander Education section. This officer works with families and schools to implement strategies to encourage greater student engagement with learning and to improve attendance.

Aboriginal and Torres Strait Islander Perspectives

Aboriginal and Torres Strait Islander views of historical events, bodies of knowledge, ways of knowing and culture.

Accepting the Challenge Action Inquiry Program

Through the, *Accepting the Challenge Action Inquiry* program, school based staff participate in a year-long process of reflection, planning, data collection and analysis, research and collaboration. The program enhances participants' capacity to assess the effectiveness of programs and initiatives and implement improvement at individual, team, school and cluster level.

ACT Aboriginal and Torres Strait Islander Agreement 2015-18 (Whole of Government Agreement)

The Whole of Government Agreement sets out the commitment of the ACT Government and the ACT Aboriginal and Torres Strait Islander Elected Body to work together to recognise and respond to the needs of Aboriginal and Torres Strait Islander people living in the ACT and surrounding region and their communities.

ACT Aboriginal and Torres Strait Islander Education Consultative Group

The Aboriginal and Torres Strait Islander Education Consultative Group is made up of parent and community representatives. The Group consults with ACT Aboriginal and Torres Strait Islander communities, groups and organisations and provides advice to the ACT and Australian governments on Education Directorate programs and initiatives under the national Aboriginal and Torres Strait Islander Education Action Plan.

ACT Aboriginal and Torres Strait Islander Elected Body

Established under the *ACT Aboriginal and Torres Strait Islander Elected Body Act 2008*, the Elected Body comprises of seven members who represent the interests of the local community.

ACT Teacher Quality Institute (TQI)

TQI was established by the ACT Government under the *ACT Teacher Quality Institute Act 2010* to uphold the standards of the teaching profession in the ACT and to strengthen the quality and sustainability of the teaching workforce.

The Aspirations Initiative (TAI)

TAI is a national education initiative under The Aurora Project that aims to increase the number of Aboriginal and Torres Strait Islander students participating in tertiary study.

The Aurora Project

The Aurora Project is an organisation funded by Commonwealth government departments and corporate bodies. It operates a number of training and scholarship programs aimed at strengthening Aboriginal and Torres Strait Islander organisations and improving education and employment outcomes.

Australian Early Development Census (AEDC)

The AEDC is conducted every three years. The last census was completed in 2015. Teachers complete the AEDC for children in their first year of full-time education. The survey identifies children who are developmentally vulnerable, as well as the number of children performing well on each of the domains tested.

Early Years Learning Framework – Belonging, Being & Becoming

The Early Years Learning Framework is a national framework that describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school.

Engaging Schools Framework

The Engaging Schools Framework is an internal Directorate document that schools can use to successfully engage students, families and communities.

Engoori

Engoori is a key element of the Stronger Smarter Leadership Program. Engoori is based on Mithaka (SW Queensland) knowledge and teaching and provides a three phase strength based approach to complex challenges in schools, classrooms and organisations.

Literacy and Numeracy Coordinators

Each school has a Literacy and Numeracy Coordinator who promotes highly effective instruction by every classroom teacher by providing coaching and mentoring with teachers. These Coordinators support the literacy and numeracy priorities within each School Plan and coordinate the sharing of effective practices.

Mura Achievement Awards – Mura is a Ngunnawal term, meaning 'pathways'

Schools nominate Aboriginal and Torres Strait Islander students in years 4 to 10 for Mura Achievement Awards based on excellent attendance, strong commitment or greatly improved engagement in learning, good academic progress and/or active involvement in the school community and extra-curricular activities. Successful students receive a small bursary to cover educational costs.

Murranga Murranga – a Ngunnawal term, meaning 'hand in hand'

Murranga Murranga is the ACT Public Service (ACTPS) Aboriginal and Torres Strait Islander staff network.

NAPLAN

The National Assessment Program – Literacy and Numeracy.

Network Student Engagement Teams (NSETs)

Network Student Engagement Teams are multidisciplinary teams within the Student Engagement Branch. These teams include a Deputy Principal, Senior Psychologist, Social Worker, Behaviour Support Partner and Disability Education Partner.

Pathways Planning

Pathways Planning is an ongoing career education/career development process that encourages young people to think about who they are, what they know, where they are going, how they will get there and who can help them. This process supports the transition of students between school sectors and between school and further education, training or employment.

Performance Indicators in Primary Schools (PIPS)

PIPS is a computer based assessment program that assists teachers to assess each student's early literacy and numeracy skills, monitor ongoing progress and identify students who will benefit from intervention or enrichment programs.

Personalised Learning

Personalised learning is student centred learning which meets the interests, learning needs and aspirations of individual students.

Personalised Learning Plans (PLP)

PLP is a student centred plan. Parents/care givers are actively involved in the development of Plans. Plans vary in format but are linked to pathways planning and are often articulated as learning goals.

Reading Benchmark Levels

Reading Benchmark Levels refer to the minimum competency levels a student may be expected to achieve in a particular year of schooling.

Reconciliation Action Plan (RAP)

A RAP documents what a school or organisation will do within its sphere of influence to contribute to reconciliation in Australia. A RAP documents practical actions to build strong relationships and enhanced respect between Aboriginal and Torres Strait Islander people and other Australians.

School Community Partnership Agreement

A School Community Partnership Agreement is a collaborative agreement between a school or a cluster, and their local Aboriginal and Torres Strait Islander community.

Stronger Smarter Leadership Program

The Stronger Smarter Leadership Program aims to challenge and support school and community leaders in their pursuit of educational excellence for all students by providing learning opportunities to enhance their leadership capacity, challenge their assumptions and contribute to the critical mass of leaders creating positive changes in education.

Student Aspirations Program

The Student Aspirations Program supports students to reach their potential through successful completion of secondary school and progression to further education, training and employment options. It caters to students from years 5 to 12 and provides career education, career development and mentoring opportunities.

APPENDIX B

ABORIGINAL AND TORRES STRAIT ISLANDER ENROLMENTS BY YEAR LEVEL 2016

There were 2,174 Aboriginal and Torres Strait Islander students enrolled in ACT schools at February 2016, an increase of 92 students (4.4%) compared with 2015. There were 1,739 Aboriginal and Torres Strait Islander students (80%) enrolled in public schools, with 20% in non-government schools. The number of Aboriginal and Torres Strait Islander students represented 3.0 percent of total enrolments across all levels of schooling.

Aboriginal and Torres Strait Islander students are enrolled in all schools across the ACT, with the largest enrolments at Kingsford Smith School, Namadgi School, Jervis Bay Primary School (68), Erindale College (50), Melrose High School (49), Caroline Chisholm School (48), Ngunnawal Primary School (45), Harrison School (44), Gungahlin College (42) and Theodore Primary School (31).

Table 1: Number of enrolments by Aboriginal and Torres Strait Islander status, level of schooling and year level, ACT school census February 2016^{3,4}

Level of schooling	Public	Non-government	Total persons	Proportion of Aboriginal and Torres Strait Islander enrolments (%)
Primary				
Preschool	227	8	235	10.8
Kindergarten	165	30	195	9.0
Year 1	131	21	152	7.0
Year 2	123	23	146	6.7
Year 3	116	28	144	6.6
Year 4	131	38	169	7.8
Year 5	112	30	142	6.5
Year 6	106	40	146	6.7
Subtotal primary	1,111	218	1,329	61.1
High				
Year 7	114	33	147	6.8
Year 8	88	52	140	6.4
Year 9	100	40	140	6.4
Year 10	98	33	131	6.0
Subtotal high	400	158	558	25.7
College				
Year 11	133	27	160	7.4
Year 12	88	32	120	5.5
Older	7	na	7	0.3
Subtotal college	228	59	287	13.2
Total	1,739	435	2,174	100.0

na - Not applicable.

³ Includes a small number of students who attend more than one school.

⁴ Includes students from specialist schools.