



**ACT**  
Government

Education and Training

# **ABORIGINAL & TORRES STRAIT ISLANDER EDUCATION 2014-15**

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 and Training 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.

This report celebrates our success as a community in achieving positive outcomes for Aboriginal and Torres Strait Islander children and identifies areas for further reducing the education gap between Indigenous and non-Indigenous students. The report reinforces the importance of a collaborative approach from the community, families and effective school systems through inspirational leaders with high expectations of performance and innovation to improve outcomes for our next generation of leaders.

Every child deserves access to a high standard of education, regardless of their background, culture, beliefs or location. The Directorate recognises that often Aboriginal and Torres Strait Islander students face additional barriers, and has implemented a suite of programs and strategies to provide additional support and assistance to Aboriginal and Torres Strait Islander students across the education spectrum.

On 23 April 2015, the ACT Government signed the Whole of Government Aboriginal and Torres Strait Islander Agreement 2015-18. The Agreement reinforces the importance of connection to country and the collaborative community approach to build strong foundations which support Aboriginal and Torres Strait Islander families to achieve their personal goals. The Agreement specifically references the Education Capital: Leading the Nation Strategic Plan 2014-17 commitments to increase the Aboriginal and Torres Strait Islander year 12 completion rates and commencement of high level qualifications.

The Directorate continues to work closely with the Aboriginal and Torres Strait Islander Elected Body and the Aboriginal and Torres Strait Islander Consultative Group to achieve significant and sustainable education improvements to ensure all students believe “I can achieve. I am confident. My future is exciting.”



Diane Joseph

Director-General

## HIGHLIGHTS

- › During the reporting period, the number of schools participating in the Tutorial Support Scheme for Aboriginal and Torres Strait Islander students increased from 20 schools in 2013-14 to 27 schools.
- › In 2014, the ACT had a higher proportion of Aboriginal and Torres Strait Islander students that achieved at or above the NAPLAN national minimum standard for both reading and numeracy in years 3, 5, 7 and 9 compared to the national average.
- › In 2014, 22 Aboriginal and Torres Strait Islander students received competencies towards a vocational qualification through participating in a Flexible Learning Option (FLO).
- › In semester 1, 2015, 14 Aboriginal and Torres Strait Islander students received competencies towards a vocational qualification through participating in a FLO.
- › In March 2015, 62 educators participated in the TQI accredited workshop facilitated by the Aspirations Initiative, Embedding Aboriginal and Torres Strait Islander histories and cultures in the learning program. The number of enrolments increased to 90 for the May workshop.
- › Between June 2012 and September 2014, there was a 62.5% increase in the number of Aboriginal and Torres Strait Islander staff employed by the Education and Training Directorate. The most significant increase was in the number of Aboriginal and Torres Strait Islander teaching staff, including school leaders.
- › Two Education and Training Directorate staff members were on the Murranga Murranga Executive Team and Director General, Ms Diane Joseph, was the Murranga Murranga champion.
- › In March 2015, the inaugural tertiary health scholarship was awarded to an undergraduate student studying a Social Work degree at the Australian Catholic University, Signadou Campus.
- › In 2014, four past and present tertiary scholarship recipients were employed by ACT public schools as Learning Support Assistants.
- › Between 2014 and 2015, 14 secondary scholarships were awarded, 11 for teaching and three for health.
- › In December 2014, 21 students participated in the first Student Aspirations Year 5 and 6 Leadership Day held at Birrigai.
- › In 2014, 79 ACT public schools had personalised learning plans (PLPs) in place for Aboriginal and Torres Strait Islander students. In 2015, one school introduced PLPs for all students and as the basis for parent teacher interviews.
- › In 2014, the Education and Training Directorate introduced the Mura Achievement Awards. In the first year of the awards, 62 were awarded to students from 24 ACT public schools.



# INTRODUCTION

This is the ninth report to the ACT Legislative Assembly on Aboriginal and Torres Strait Islander Education in ACT public schools and covers the period July 2014 to June 2015.

The February 2015 Canberra School Census identified 1,663 Aboriginal and Torres Strait Islander students enrolled in ACT public schools. This represents 3.8% of total enrolments and an increase of 95 students since 2014.

Aboriginal and Torres Strait Islander students are enrolled in all schools across the ACT, with the largest enrolments at Namadgi School, Wanniasa School, Melrose High School, Caroline Chisholm School, Ngunnawal Primary School, Harrison School and Jervis Bay School.

This report details achievements and progress against the priorities of the Directorate's *Education Capital: Leading the Nation Strategic Plan 2014-17* and the Directorate's *2015 Action Plan*.

This report includes NAPLAN data obtained for student achievements in literacy and numeracy, a **Glossary** and provides a breakdown of Aboriginal and Torres Strait Islander student enrolments at **Appendix A**.



# GLOSSARY

## **Aboriginal and Torres Strait Islander Education section**

Team within the Student Engagement Branch of the Education and Training 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.

## **Aboriginal and Torres Strait Islander Family Support Officer**

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**

School based staff participate in a year-long process of reflection, planning, data collection and analysis, research and collaboration to enhance their 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 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 and training 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 group 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) survey**

The AEDC survey is conducted every three years. The last survey was completed in 2012 and the next one will be conducted in 2015. Teachers complete the AEDC survey of children in their first year of fulltime education. The survey identifies children who are developmentally vulnerable, as well as the number of children performing well on each of the domains tested.

### **The Count Me in Too (CMIT) and Middle Years Mental Computation (MYMC)**

CMIT and MYMC school-based facilitators deliver professional learning across the four school networks to further develop teacher capacity and improve student outcomes in numeracy.

### **Early Years Learning Framework – Belonging, Being & Becoming**

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 in Mithaka (SW Queensland) and provides a three phase strength based approach to complex challenges in schools, classrooms and organisations.

### **Literacy and Numeracy Coordinators**

Each ACT public school has an identified Literacy and Numeracy Coordinator who leads best practice approaches in literacy and numeracy teaching, including the coaching and mentoring of classroom teachers.

## **Literacy and Numeracy Field Officers**

There are 21 specialist Literacy and Numeracy Field Officer positions in ACT public schools. Field Officers work in collaboration with Literacy and Numeracy Coordinators and build teacher capacity to improve student outcomes in literacy and numeracy.

## **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**

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.

## **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.





## **Principals as Literacy Leaders in Schools (PALLS)**

The PALLS program is designed to develop the capabilities of ACT public school principals as effective literacy leaders.

## **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 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.

# QUALITY LEARNING

**The Education and Training Directorate will ensure all learners have access to powerful and relevant learning experiences.**

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## Literacy and Numeracy

The needs of Aboriginal and Torres Strait Islander students are a priority in every school. Within each school, principals set targets and plans for improving their students' literacy and numeracy performance and achieving these targets. They guide their teachers' practice to make informed decisions about the allocation of resources to support literacy and numeracy.

All schools promote inclusive home and school partnerships through connecting with parents and carers 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 and Field Officers. 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 Directorate is committed to local decision making about the professional learning opportunities that best meet the needs of staff and achieve each school's performance targets and priorities.

Each ACT public school has an identified Literacy and Numeracy Coordinator who leads best practice approaches in literacy and numeracy teaching, including the coaching and mentoring of classroom teachers.

There are 21 specialist Literacy and Numeracy Field Officer positions in ACT public schools. Field Officers work in collaboration with Literacy and Numeracy Coordinators and build teacher capacity to improve student outcomes in literacy and numeracy.

The Directorate facilitates teacher professional learning forums in literacy and numeracy for Literacy and Numeracy Coordinators and Field Officers each term. The ACT Teacher Quality Institute's (TQI) accredited, high quality professional learning forums are designed to support Literacy and Numeracy Coordinators and Field Officers in their coaching roles within schools. The professional learning forums provide opportunities to workshop innovative teaching and school improvement practices, and network with other specialists in similar positions.

In 2014-15, school networks developed school-based professional learning projects relating to building workforce capability to support improvements in student literacy and numeracy outcomes, including outcomes for Aboriginal and Torres Strait Islander students. Examples include the Principals as Literacy Leaders in Schools (PALLS), Count Me in Too (CMIT) Facilitator training and Middle Years Mental Computation (MYMC) Facilitator training.

The Principals as Literacy Leaders in Schools (PALLS) program is designed to develop the capabilities of ACT public school principals as effective literacy leaders, with a specific focus in reading. In 2013 14, principals and school leaders from 34 public primary schools participated in the PALLS professional learning sessions over twelve months. In 2015, PALLS was expanded to include public secondary schools with an additional 33 schools participating in the program. In April 2015, 720 teachers and principals from 33 primary and secondary ACT public schools attended the TQI accredited PALLS Reading Institute Day at the Australian National University (ANU), facilitated by eight national and international literacy experts.

The Directorate convenes literacy and numeracy focussed forums each term. These provide professional learning through discussion of literacy related issues and support for schools through the sharing of best practice. These meetings are designed to build capacity and increase teacher effectiveness in meeting the needs of all students including Aboriginal and Torres Strait Islander students.

### **Action Inquiry Program**

In 2014, eight schools in the Action Inquiry Program conducted inquiries with a focus on literacy and numeracy. These eight projects were:

- › A focus on engagement with writing through the use of technology such as iPads
- › Implementation of Mini Lit early reading skills program
- › Culturally relevant response to intervention Tier II program with a focus on oral language skills
- › The effectiveness of repeated oral reading on fluency and comprehension
- › Identity and Literacy: combining the cultural program and the learning assistance program
- › Analysing oral language students through play-based learning
- › Wordless texts in assisting the development of reading comprehension skills
- › A numeracy inquiry that focussed on building number concepts through Numicon, a numeracy resource for primary schools.

Outcome reports were then collated and distributed to participating schools to share successful strategies. School Network Leaders were then presented with reports and a summary of specific recommendations schools were planning to implement in 2015.

All Action Inquiry schools in 2015 are including monitoring and implementing attendance strategies in their inquiries.

### **Tutorial Support Scheme**

Funds allocated to the Tutorial Support Scheme are accessed by schools in order to implement targeted strategies and programs to best meet the individual learning needs and aspirations

of Aboriginal and Torres Strait Islander students. Some students, particularly those at college, access tutorial support on a one-on-one basis and in high schools tutorial support is generally provided in small group settings. The tutoring is provided by qualified teachers or tutors through an accredited Tutoring Agency.

Tutorial support is best utilised when aligned with students' personal learning goals and students are involved in the planning of the tutoring during the application process.

There are two funding rounds for the Tutorial Support Scheme occurring in semesters 1 and 2. The amount allocated per student was increased from \$250 in 2014 to \$275 in 2015.

In the 2014-15 financial year, \$245,600 was distributed to 27 schools to provide tutorial support. This is a significant increase from 2013-14 during which \$140,395 was distributed to 20 schools.

### **Supplementary Programs**

Supplementary funding is available to primary or secondary schools to implement a broad range of programs and strategies aimed at improving learning outcomes of Aboriginal and Torres Strait Islander students. Literacy and numeracy skills acquisition is the focus of the majority of the programs and strategies.

During the reporting period, 25 proposals for supplementary funding totalling \$103,571 were supported by the Directorate. The projects and strategies included additional one-on-one and small group reading programs and targeted classroom support.

### **Whole School Literacy and Numeracy Support**

A recommendation from the Taskforce on Students with Learning Difficulties Final Report (June 2013) was to investigate models to support students with learning difficulties using response to intervention strategies.

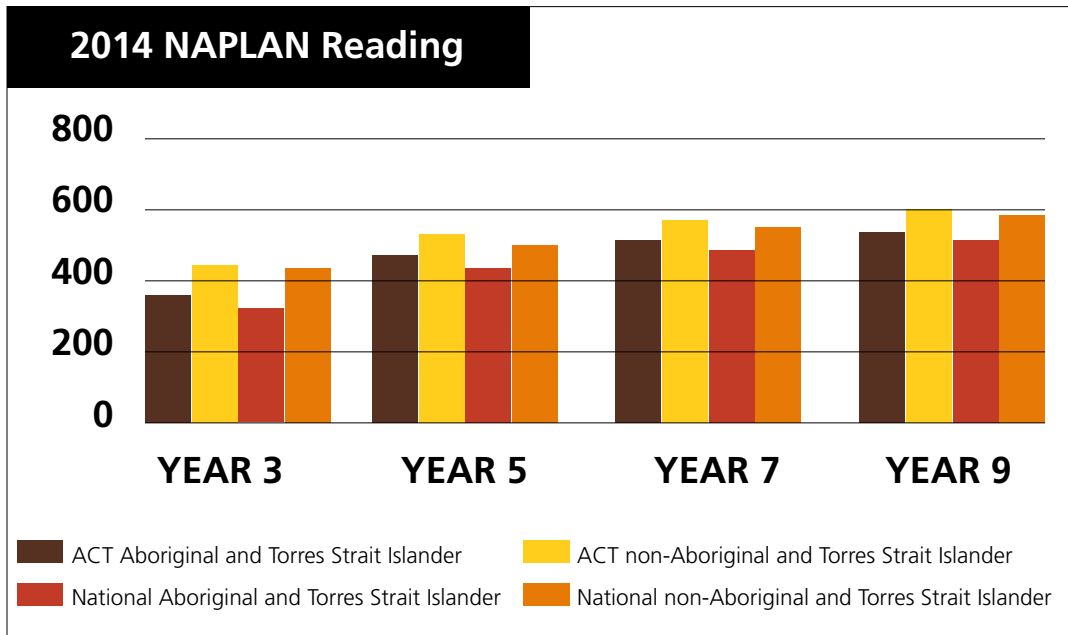
These strategies included a whole class instruction, small group instruction and instructions that are most appropriate for individual students. A ten week trial of the use of the strategies to support Aboriginal and Torres Strait Islander students was carried out at two pilot schools in 2014.

Data showed reading improvements for all cohorts involved in both schools. One school supplemented their instruction with explicit reading instruction in the "Big 5" (phonological awareness, phonics, reading fluency, reading vocabulary and reading comprehension) analysis of pre versus post assessment reading data showed gains when compared to the other school. As a result, the pilot schools continue to implement many of the strategies to support their instruction.

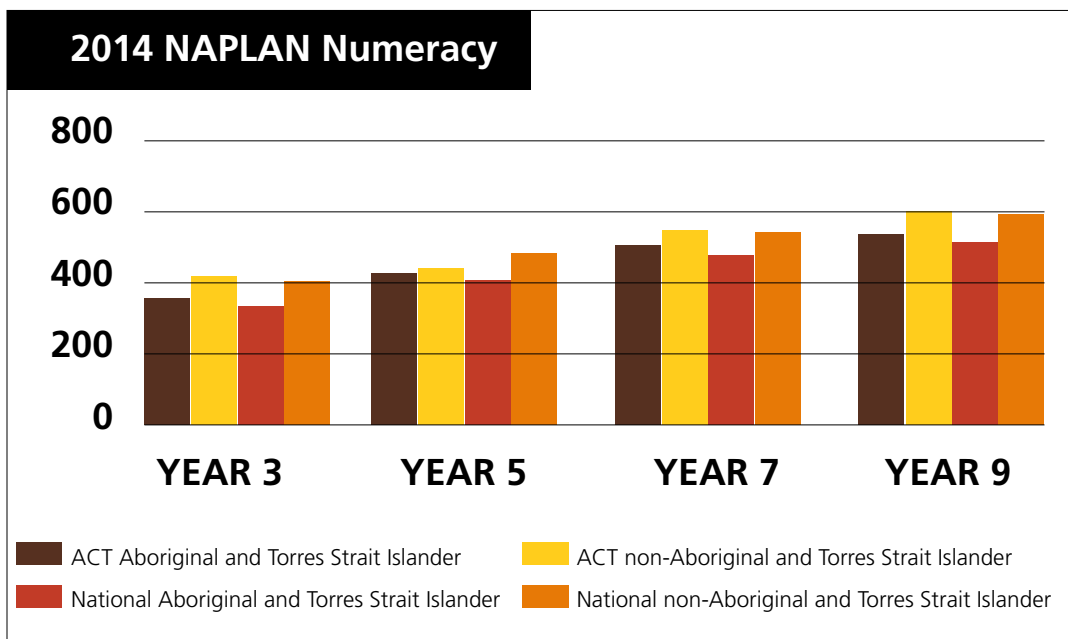
### **NAPLAN**

The 2014 NAPLAN results 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 domains.

**Figure 1: Mean scores of Aboriginal and Torres Strait Islander students in reading, 2014**



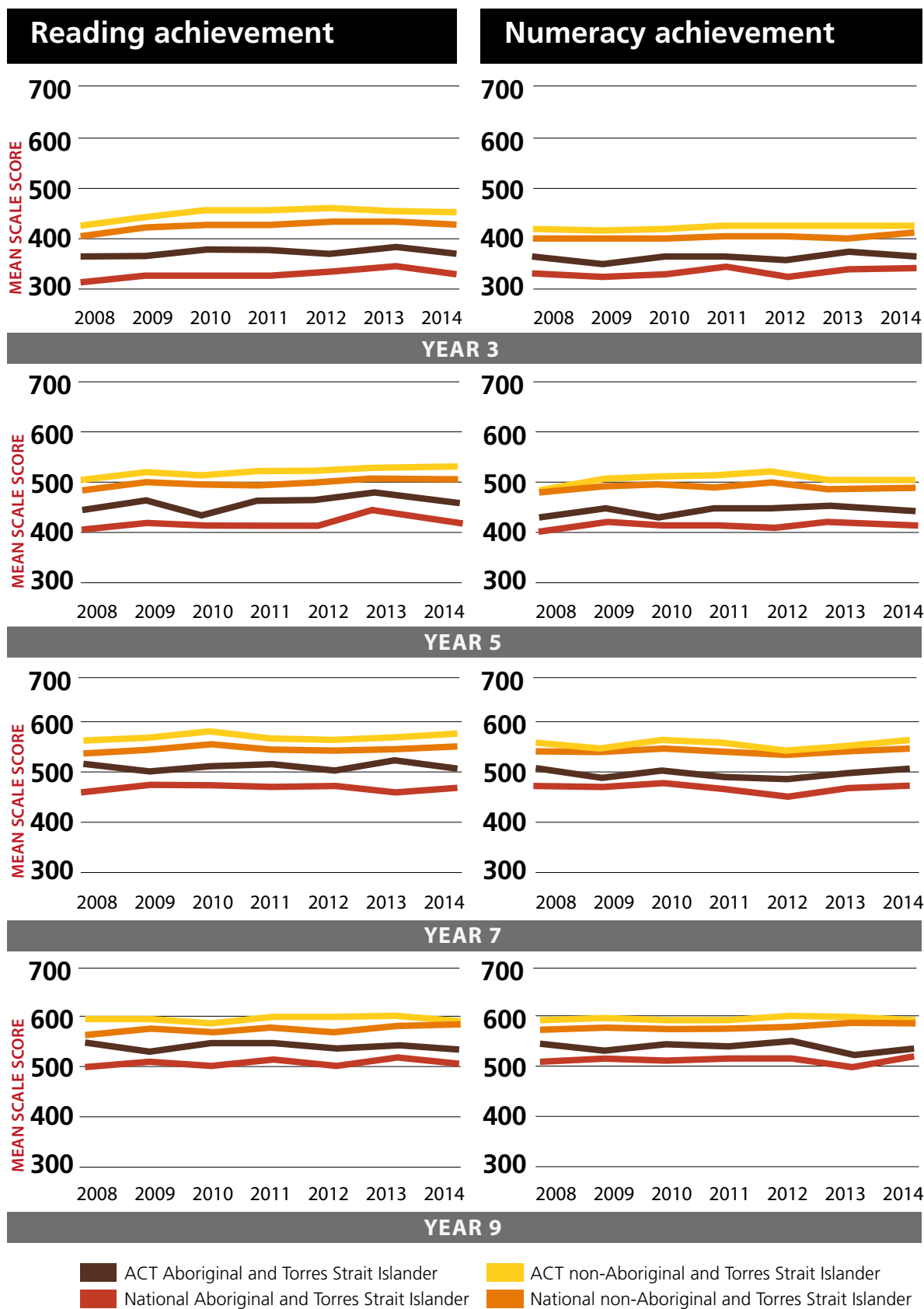
**Figure 2: Mean scores of Aboriginal and Torres Strait Islander students in numeracy, 2014**



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 2014, 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: Years 3-9 Aboriginal and Torres Strait Islander students reading and numeracy achievements, 2008 to 2014.



In 2014, 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 1).

**Table 1: Proportion of Aboriginal and Torres Strait Islander students at or above national minimum standard, 2014.**

		ACT %	Australia %
<b>YEAR 3</b>	Reading	83	75
	Numeracy	88	78
<b>YEAR 5</b>	Reading	83	70
	Numeracy	84	71
<b>YEAR 7</b>	Reading	83	77
	Numeracy	85	80
<b>YEAR 9</b>	Reading	79	71
	Numeracy	83	76

Participation rates for Aboriginal and Torres Strait Islander students, locally and nationally, were below the non-Aboriginal and Torres Strait Islander rates and declined across the years of testing.

## Early Years

### Koori Preschool

The Directorate's Koori Preschool Program operates for two days per week for a total of nine hours. 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.

In February 2015, there were 79 children enrolled in and attending Koori Preschools located at:

- › Ngunnawal Primary School;
- › Wanniasa School;
- › Richardson Primary School;
- › Narrabundah Early Childhood School; and
- › Kingsford Smith School.

The Directorate's *Early Entry for Aboriginal and Torres Strait Islander children* supports early enrolment for Aboriginal and Torres Strait Islander children into kindergarten and preschool in ACT public schools under the *Early Entry for Aboriginal and Torres Strait Islander children* procedures. Children using Early Entry can access an additional six months of mainstream preschool before commencing school.

Aboriginal and Torres Strait Islander children in the ACT can enrol in both their local preschool and a Koori Preschool Program. Children accessing both preschool programs have up to 24 hours per week of free preschool education available to them.

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

At Jervis Bay School, Aboriginal and Torres Strait Islander children have access to a preschool program from the age of three, providing them with access to preschool for 12 hours per week in semester 1 and 18 hours in semester 2.

Professional learning accredited by the TQI is run specifically for all staff in Koori preschools twice a year. This is in addition to network sessions run each term to build capacity of preschool staff. Two sessions have been run across the networks and for Koori preschool staff, specifically *Engagement through environment and Unpacking the Cultural Literacy Pack*.

The Directorate works in partnership with a number of ACT Government directorates and service providers including the Community Services Directorate and the Health Directorate, linking together to promote services. This partnership strengthens the connection between the Child and Family Centres and Koori Preschools to further enhance engagement with ACT public schools and programs.

An evaluation of the Early Childhood Schools and the Koori Preschool Program is underway and will be completed by December 2015. The evaluation will look at the effectiveness of each of the models in use at each site, with a focus on supporting vulnerable and disadvantaged families and children in accordance with integrated service delivery, highly effective programs and practice, family support and participation and sustainability.

## Vocational Education and Training

### Transitions and Careers Support

Transitions and careers support, including work experience and Career Days Out 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.

### 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, 2014, nine students completed competencies toward qualifications in Construction, Community Services, Hair Dressing, Business and/or Hospitality taking the



total number of Aboriginal and Torres Strait Islander students who received a Statement of Attainment in 2014 to 22.

In semester 1, 2015, 16 students enrolled in FLO. Of these 16 students, 14 received competencies towards a vocational qualification.

## **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 decision making and goal setting in order to develop and plan their future.

The Pathways website was launched in 2014, enabling students, teachers and families to have structured and informed conversations about career development and future plans, with a focus on transition between primary school and high school, and high school and college settings.

## **Curriculum**

### **Aboriginal and Torres Strait Islander perspectives**

One of the three Cross-Curriculum Priorities of the Australian Curriculum is Aboriginal and Torres Strait Islander histories and cultures. Schools continue to work towards embedding Aboriginal and Torres Strait Islander perspectives, histories, cultures, and languages across all subject areas.

The Gungahlin cluster of schools (Preschool to year 12) developed an online collection of Aboriginal and Torres Strait Islander teaching and learning resources for use within their schools. This included a community forum in May 2015 at Ngunnawal Primary School. The forum provided an opportunity for the local Aboriginal and Torres Strait Islander community to view and give feedback on the website and the resources.

Schools also engaged with Yarning Strong, a series of learning and teaching resources for reading for 8 to 14 year olds. The curriculum resource develops cultural awareness and understanding of Aboriginal and Torres Strait Islander people and culture. In addition to the reading resources, a suite of online resources was also made available. Twenty one teachers from four primary schools trialled and evaluated the comprehensive Yarning Strong resource package in year 3 to 6 classes in 2014. Approximately 690 students participated in the trial. Feedback about the resource was very positive and indicated that schools will continue to use the Yarning Strong resource package to support learning in culture, heritage and identity.

In March 2015, 22 teachers from 15 schools participated in a workshop called "Resources for teaching the Aboriginal and Torres Strait Islander curriculum priority – a reliable guide". The Directorate partnered with the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) to present a wide range of resources including key Ngunnawal resources. The presentation was aligned with the Australian Curriculum and covered kindergarten to year 12 learning. A number of effective teaching strategies were identified and links to additional resources were provided to the participants.

# INSPIRATIONAL TEACHING AND LEADERSHIP

**The Education and Training Directorate will build the capacities of our teachers and leaders – by design, not by chance.**

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## Professional Learning

### 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 Directorate partnered with TAI to deliver a series of workshops that commenced in March 2015. The workshops were designed to build teacher capacity to embed Aboriginal and Torres Strait Islander histories and cultures into learning programs.

The workshop series has been accredited by the TQI for teacher registration purposes.

A total of 62 educators from 49 ACT public schools participated in the March workshops with enrolments increasing to 90 for the May workshops.

### Cultural Competence Foundation Course

In semester 1 2015, 30 teaching and support staff commenced in a NSW TAFE accredited Aboriginal and Torres Strait Islander Cultural Competence Foundation Course facilitated by Directorate staff. Participants completed an online component delivered by the Centre for Cultural Competence Australia. They also attended three workshops that provided a local Ngunnawal context as well as opportunities for reflection, discussion and planning a workplace project or action.

There was a high completion rate and innovative delivery using online and workshop sessions that expanded on Ngunnawal content and how the course content could be applied to teaching programs and work situations. Participant feedback has been very positive.

### Stronger Smarter Leadership Program

In September 2014, eight leaders completed the Stronger Smarter Leadership Program in Queensland. Nine completed the Program through the University of Canberra partnership in October 2014 and seven in February 2015.

The cohort of the Directorate's Stronger Smarter trained officers is now over 40 and includes all sectors and central office staff.

To build on the significant investment in the professional learning provided through the Stronger Smarter Leadership Program over several years, a workshop was held in October 2014 (18 participants) and another in May 2015 (13 participants) with officers who had been

trained through the Stronger Smarter Leadership Program. They shared progress, strategies and challenges relating to facilitating change in the work place and classroom.

Participants trained in this leadership approach are developing a supportive network that aims to drive and contribute to Directorate priorities relating to Aboriginal and Torres Strait Islander education.

### **Engoori**

Engoori is a key element of the Stronger Smarter Leadership Program. Engoori provide a three phase strength based approach to complex challenges in schools, classrooms and organisations.

In April 2015, a two day workshop exploring Engoori was attended by approximately 30 teaching and administrative staff from across the Directorate's Education Strategy Division. The workshop was facilitated by Scott Gorringer, co-developer of Engoori.

### **Deficit Discourse**

In April 2015, principals and deputies from the Woden/Weston Network along with central office staff participated in a forum on Deficit Discourse, facilitated by Scott Gorringer. This initiative of the School Network Leaders was the first significant Directorate forum for discussion about deficit discourse, its roots and impact on the learning and life outcomes of Aboriginal and Torres Strait Islander people.

### **Foundation Skills**

The Directorate has developed and conducted a number of workshops offering training in Foundation Skills to Registered Training Organisation (RTO) staff. The content of these professional development courses, which are offered free of charge, targets marginalised groups, including Aboriginal and Torres Strait Islander students. Future RTO workshops will also offer cultural awareness training.

## **Workforce**

### **Aboriginal and Torres Strait Islander Employment Action Plan**

The Directorate's *Connection Collaboration Careers Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017* articulates 35 initiatives relating to attraction, retention, capacity building and cultural competency.

Between June 2012 and September 2014, Aboriginal and Torres Strait Islander staff numbers grew from 40 to 65, an increase of 62.5%.

The most significant increase in Aboriginal and Torres Strait Islander staff was in teaching staff, including school leaders.

### **Education and Training Staff Network**

The Education and Training Aboriginal and Torres Strait Islander Staff Network (the Network) provides opportunities for Aboriginal and Torres Strait Islander staff to network across roles and

professions. The Network also offers an avenue for members to provide input into strategic directions regarding employment, retention, career pathways and leadership opportunities for Aboriginal and Torres Strait Islander staff.

Membership is open to all Aboriginal and Torres Strait Islander staff within the Directorate, including full-time, part-time, casual and temporary staff. Pre-service teachers and administrative staff on the casual and relief register are also welcome to join.

Currently, there are 52 active members of the Network.

### **Murranga Murranga**

Murranga Murranga, meaning “hand in hand” in the Ngunnawal language, is the ACT Public Service (ACTPS) Aboriginal and Torres Strait Islander staff network.

Murranga Murranga provides a regular forum for the exchange of information between Aboriginal and Torres Strait Islander employees across the ACTPS. The forum provides employees an opportunity to make recommendations regarding the design, implementation and delivery of services and programs that are funded by the ACT Government, as well as providing advice to the ACT Government to support the career aspirations and leadership development and opportunities for Aboriginal and Torres Strait Islander ACTPS employees, with the aim of increasing the number of senior officers across the ACTPS.

During the reporting period, two members of the Directorate’s Aboriginal and Torres Strait Islander Staff Network were on the Murranga Murranga Executive Team and Ms Diane Joseph, Director General of the Directorate was the champion of Murranga Murranga.

### **Tertiary Scholarship Program**

Four tertiary scholarships are available to Aboriginal and Torres Strait Islander students enrolled in an ACT university and studying an approved education or health course.

Three \$20,000 tertiary scholarships are on offer each year, for teacher education students enrolled at an ACT university.

The inaugural \$20,000 tertiary health scholarship was awarded in 2015 to an undergraduate student enrolled in a Social Work degree at the Australian Catholic University.

As part of the Tertiary Scholarship Program, recipients are required to volunteer a minimum of eight hours per semester to assist with an approved school program in an early childhood, primary or secondary school.

Once the initial voluntary placement has been successfully completed the Directorate supports schools to provide casual employment for the recipients as Learning Support Assistants. During 2014, four past and present tertiary scholarship recipients worked in part time Learning Support Assistant roles in ACT public schools. In 2015, two current recipients are completing their voluntary placements and will apply to work as Learning Support Assistants in semester 2, taking the number of scholarship recipients who are also casual employees of the Directorate to six.

# HIGH EXPECTATIONS, HIGH PERFORMANCE

**The Education and Training Directorate has high expectations for all and will meet the learning needs of every student.**

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## Student Aspirations Program

Student Aspirations Coordinators work across schools with Aboriginal and Torres Strait Islander students in years 5 to 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.

The relationships built between Student Aspirations Coordinators, school staff and Aspirations students is vital to students' empowerment in taking on leadership roles, aspiring to receive recognition through the Mura Awards, applying for scholarships and attending system wide Student Aspirations events.

In 2014, students involved in the Student Aspirations Program participated in the following activities and excursions based on their interests and pathways:

- › Excursion to the Academy of Interactive Entertainment for students interested in special effects and game design
- › Charles Sturt University (Wagga Wagga and Dubbo campuses) MyDay activities for students interested in careers that included communication and creative industries, education and nursing
- › Hospitality excursion to The Abbey restaurant and Canberra Institute of Technology (CIT)
- › Why not social work? information day at the Australian Catholic University
- › UC4Yourself, an opportunity for students to get a taste for study and life at the University of Canberra.

Currently, there are approximately 170 Aboriginal and Torres Strait Islander students involved in the Student Aspirations Program from years 5 to 12.

## School Directed Aspirations Activities

Through the Student Aspirations Program, schools are provided the opportunity to take students involved in the Student Aspirations Program and a non-indigenous friend to participate in leadership activities and subject specific excursions. The involvement of students and teachers from each school provides an opportunity for relationship building. Including their classmates in school directed activities, enables involved students to share their experiences making them more meaningful and inclusive.

In 2015, schools offered opportunities to take students to:

- › Halogen National Young Leaders Day in Sydney;
- › The Museum of Australian Democracy;
- › Questacon; and
- › The War Memorial.

Students who participated in the Museum of Australian Democracy excursion gained understanding about the United Nations Convention on the Rights of the Child and were able to apply this knowledge when taking part in a role play activity held in one of the Museum's historic Chambers.

## **Senior Secondary Scholarship Program**

Senior Secondary Scholarships are available to students in years 11 and 12 who are interested in a career in teaching or in the health field. Students are able to apply in years 10 or 11 for scholarships worth \$5,000 p.a.

In 2013 and 2014, panels comprising representatives from the Directorate, principals and academics awarded 11 teaching and three health scholarships to students for commencement in the 2014 and 2015 school years.

The Minister for Education and Training, Joy Burch MLA, presented the scholarships to recipients at ceremonies held in early 2014 and 2015. The ceremonies have also involved other Members of the Legislative Assembly, including Chris Bourke MLA and Minister for Aboriginal and Torres Strait Islander Affairs, Yvette Berry MLA, the ACT Aboriginal and Torres Strait Islander Elected Body, the ACT Aboriginal and Torres Strait Islander Education Consultative Group, and the Indigenous support centres from the University of Canberra, Australian National University and Australian Catholic University.

Applications for the scholarships close in late September each year.

The 2014 recipients were given a number of leadership opportunities including assisting with the facilitation of the 2014 Year 5 and 6 Leadership Day and presenting to the 2015 scholarship applicants at scholarship information sessions.

## **Student Aspirations Year 5 and 6 Leadership Day**

The 2014 Student Aspirations Year 5 and 6 Leadership Day was held at Birrigai in December. Twenty one students from ACT public primary schools attended and participated in cultural activities, run by Thunderstone Aboriginal and Cultural Land Management Services and Culture on the move as well as team building activities run by Birrigai staff.

Helping with the facilitation of the day were two of the school-based Aboriginal and Torres Strait Islander Education Officers and two Secondary Scholarship recipients. The scholarship recipients participated as part of the Secondary Scholarship Mentoring Program.

## Attendance

At the December 2013 COAG meeting, jurisdictions agreed to work towards the target of Aboriginal and Torres Strait Islander student attendance rates of 90% in all schools by 2018 with a 5% increase each year until the target is reached. Jurisdictions also agreed to conduct regular audits on school attendance data for Aboriginal and Torres Strait Islander students.

In 2014, the Directorate commenced the COAG agreed action of identifying and supporting ACT public schools with attendance rates for Aboriginal and Torres Strait Islander students of less than 80%. Across 2014, 13 schools recorded average attendance by Aboriginal and Torres Strait Islander students less than 80%.

Strategies to improve attendance rates include the creation of the Aboriginal and Torres Strait Islander Student Engagement and Transitions Project Manager position and two Student Engagement Officer positions; all commenced at the beginning of the 2015 school year.

The role of the Aboriginal and Torres Strait Islander Student Engagement and Transitions Project Manager is to enhance the capacity of colleges and high schools to support and engage Aboriginal and Torres Strait Islander students in years 7 to 12.

The two Student Engagement Officers work within the multidisciplinary Network Student Engagement Team structure to strengthen the capacity of schools to support all students, including Aboriginal and Torres Strait Islander students, with engagement and attendance concerns.

The Student Engagement Officers and the Engagement and Transitions Project Manager are authorised officers as described in the *Appointment and Functions of Authorised Persons* policy, and understand the *Education Participation (Enrolment and Attendance)* policy, and the suite of underpinning procedures, including *Attendance at ACT Public Schools*.

The Family Support Officer works with the Network Student Engagement Teams, other ACT Government and community service providers to facilitate additional supports for Aboriginal and Torres Strait Islander students and their families so that students remain engaged or successfully re engage with education.

Positive relationships and engagement are key influences on attendance and the Directorate continues to promote the Engaging Schools Framework to schools, as a guide to taking a holistic approach to engaging students and their families.

Within the framework, there are four underlying principles schools can apply to successfully engage students, families and communities:

- › Ensure every student belongs to their school;
- › Engage everybody;
- › Focus on success; and
- › Respond to context.

## Retention and Year 12 Attainment

In 2014, there were 83 Aboriginal and Torres Strait Islander students enrolled in year 12 or mature age programs in ACT public colleges at February census. Forty nine students graduated with a Year 12 Certificate (59%). Although this was short of the target of 66 students (80%), the number of Year 12 Certificates awarded in 2014 was consistent with previous years.

The number of enrolments of Aboriginal and Torres Strait Islander students in year 12 or mature age programs in 2014 (83) increased significantly from 2013 (55) – an increase of 51%, which drove the decline in the percentage of students achieving Year 12 Certificate. Of those who did not achieve a Year 12 Certificate in 2014, seven have continued their education in 2015.

In semester 1, 2015 the Student Engagement and Transitions Project Manager worked with all ACT public colleges to implement strategies to support Aboriginal and Torres Strait Islander students in years 11 and 12 who were at risk of disengaging with education. Strategies implemented by colleges include personalised learning plans, pathways planning and pathways to employment through vocational education and training.

## Personalised Learning

ACT public schools continue to implement whole school approaches to personalised learning including the use of personalised learning plans.

In 2014, 79 ACT public schools had Personalised Learning Plans (PLPs) in place for the majority of 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. Support included school workshops and staff meeting presentations and intensive support through the Action Inquiry Program.

In 2015, one primary school commenced using the school developed Aboriginal and Torres Strait Islander student PLP for all students and as the basis for parent teacher interviews.

## The Mura Achievement Awards

The Mura Achievement Awards (the Awards) were introduced in 2014. The Awards acknowledge Aboriginal and Torres Strait Islander students who demonstrate one or more of the following:

- › Excellent attendance;
- › Strong commitment or greatly improved engagement in their learning;
- › Good academic progress; and
- › Active involvement in the school community and extra-curricular activities.

Schools nominate students in years 4 to 10 and successful students receive a small bursary to cover educational costs. Bursaries range from \$180 for year 4 recipients to \$600 for year 10



recipients. In 2014, there were 62 Mura Achievement Award recipients from 24 ACT public schools. The total cost of this program in 2014 was \$16,040.

Bursaries are held at the students' school and used at the parents' discretion. The bursaries awarded in 2014 have been used to assist with such things as excursion costs, purchasing uniforms and other school related expenses.

Feedback about the Awards has been very positive. Teachers have appreciated the additional opportunity to acknowledge and celebrate student successes and to strengthen relationships with families.

# CONNECTING WITH FAMILIES AND THE COMMUNITY

**The Education and Training Directorate will partner with families and engage with the community to build meaningful relationships.**

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## 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 aims 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. The Australian Research Alliance for Children and Youth (ARACY) has been contracted to undertake the work. 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 contextually relevant and accurately reflect the viewpoints of local Aboriginal and Torres Strait Islander people.

## Annual Canberra CareersXpo

In 2015, the Indigenous Employment Exhibition will be incorporated into the annual CareersXpo. This will be the result of extensive collaboration with local service providers, agencies and community members.

## Reconciliation Action Plans and Community Partnership Agreements

In 2014, 58 schools had a Reconciliation Action Plan (RAP) or Community Partnership Agreement (CPA) in place, either individually or as part of a school cluster. These RAPs and CPAs aimed to strengthen relationships and encourage schools to engage and work more directly with their local Aboriginal and Torres Strait Islander families and communities.

In 2014, Reconciliation Australia piloted the online RAP tool, *Narragunnawali*, and launched the tool in Reconciliation Week 2015. This tool allows schools, in partnership with families and communities, to create, monitor and review a school RAP online.

The Directorate organised and facilitated a workshop for 31 staff (16 schools) leading reconciliation in their workplace. Reconciliation Australia presented a workshop called *What's new with school Reconciliation Action Plans?* and provided information about the new resources Reconciliation Australia has made available to schools.

The workshop provided the opportunity to clarify issues such as how to develop a RAP with participation and ownership of the school community and how to use the *Narragunnawali* RAP builder.

## **Representative Bodies**

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

## **Vocational Education and Training**

Provisions for Aboriginal and Torres Strait Islander students are built into all ACT training initiatives. This approach, rather than targeting this group with specialised initiatives, is consistent with international best practices that support the success of Aboriginal and Torres Strait Islander people in education and training.

## **Skilled Capital**

Loadings and concessions of \$500 are available for various target groups, including Aboriginal and Torres Strait Islander people. Aboriginal and Torres Strait Islander students enrolled in Skilled Capital may also be eligible for further concessions. The CIT also provides financial support for at risk Aboriginal and Torres Strait Islander youth.

As of 21 May 2015, there are 53 Aboriginal and Torres Strait Islander students enrolled in Skilled Capital, representing 4% of total enrolments, which is proportionally greater than their representation of 1.5% of the ACT's overall population.

In Skilled Capital, Aboriginal and Torres Strait Islander students are enrolled in a range of qualifications, from Certificate II to Diploma. Five of these students are enrolled at CIT.

## **Australian Apprenticeships (User Choice)**

As of 2 June 2015, 247 Aboriginal and Torres Strait Islander students were enrolled in User Choice, 108 of which are at CIT. Aboriginal and Torres Strait Islander students make up 4.3% of total current User Choice enrolments.

## **Better Linkages**

The Directorate coordinates partnerships that improve transitions for disadvantaged job seekers in the ACT. Habitat, a specialised employment service provider for Aboriginal and Torres Strait Islander people, was a partner in a number of the projects.

A total of \$100,000 in funding is available for this initiative, with up to \$15,000 available for each approved project. Past projects have included cultural awareness training.

## Adult Community Education Grants

The ACT Adult Community Education (ACE) Grants Program aims to provide pathways to further education and work that are not funded elsewhere. One of the projects awarded for 2015 was a Youth Mediation Training Scholarship that will provide support to young Aboriginal and Torres Strait Islander people, as well as people from culturally and linguistically diverse backgrounds, to complete nationally accredited mediation training.

On completion, students will be employed as session mediators by the Conflict Resolution Service to mediate in contexts involving young people.

The training is delivered in seven full day sessions over a two month period and includes theory, demonstrations, mentoring and role plays.

## Other support

Further initiatives to support Aboriginal and Torres Strait Islander students in Vocational Education and Training (VET) are available through CIT, including the Yurauna Centre, and the Community Services Directorate.

The 2014 release of the Forrest review, *Creating Parity*, has placed an increasing focus on collecting information on Aboriginal and Torres Strait Islander initiatives in VET.

## 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 was piloted in June 2015 at Theodore Primary School and provided 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.

## National Disability Insurance Scheme

As part of a collaborative effort, central office staff from the Directorate, Aboriginal and Torres Strait Islander Education Officers and Gugan 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 from 11% to 22%.

## NAIDOC Grants

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

In 2015, the Directorate saw an increase of schools applying for NAIDOC grants, with a total of \$20,170 being distributed between 48 schools, compared to \$8,800 being distributed between 22 schools in 2014.

## **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.

During the reporting period, 11 IEOs supported students, families and school staff across nine high schools and five primary schools:

- › Calwell High School
- › Caroline Chisholm School
- › Wanniasa School Senior Campus
- › Melrose High School
- › Namadgi School
- › Telopea Park School
- › Lyneham High School
- › Melba Copland Secondary School
- › Richardson Primary School
- › Ngunnawal Primary School
- › Gilmore Primary School
- › Theodore Primary School
- › Gordon Primary School

# BUSINESS INNOVATION AND IMPROVEMENT

**The Education and Training Directorate will support innovation, improve our business systems and be open and accountable for our decisions.**

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## Student Resource Allocation

The Student Resource Allocation (SRA) Program will review the Needs Based Loading – Aboriginal and Torres Strait Island status for inclusion in the funding model by 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 of quality teaching, quality learning, empowered school leadership, student needs funding, and transparency and accountability.

In implementing the SRA program, for 2016 ACT public school budgets will consist of core funding plus needs based funding for students from low Socio-Economic Status backgrounds. The remaining program funding for 2016 school budgets will consist of a School Operational Allocation and funding of 'a student needs form' through existing methodologies for educational disadvantage, including for Aboriginal and Torres Strait Islander students.

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

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; and
- › Business systems to support decision making capability at the school level, with provision of real time data.

## Learning Environments

Introduction of enhanced wireless access in all high schools and colleges has provided the ability for all students to have access to the internet and expanded online curriculum resources.

## 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 schools with low attendance rates for Aboriginal and Torres Strait Islander students, and half-yearly national reporting of attendance. The new data collection and reporting of attendance of Aboriginal and Torres Strait Islander students will ensure that the Directorate is able to meet COAG targets in respect to improving attendance.

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.

## School Performance

Advice is provided to schools when developing their School Year Plans and Annual Operating Plan to include actions to achieve improved learning outcomes of Aboriginal and Torres Strait Islander students. School Network Leaders and school leaders monitor progress throughout the year and principals report within the school's Annual Report.

# APPENDIX A

## Aboriginal and Torres Strait Islander enrolments by year level 2015

Table 2 shows the number of Aboriginal and Torres Strait student enrolments compared with the student population across that level of schooling in ACT public schools. The number of Aboriginal and Torres Strait students represented on average 3.8 % of the total population across all schooling levels. Aboriginal and Torres Strait student enrolments represent 5.7 % of all preschool enrolments.

**Table 2: Number of enrolments by Aboriginal and Torres Strait Islander status, level of schooling and year level, ACT school census February 2015<sup>1,2</sup>**

Level of schooling		Proportion of Aboriginal and Torres Strait Islander students (%)	Non-Indigenous	Not stated	Total
<b>Primary school</b>					
Preschool	264	5.7	4,321	7	4,592
Kindergarten	136	3.6	3,594	3	3,733
Year 1	115	3.4	3,312	3	3,430
Year 2	111	3.3	3,248		3,359
Year 3	121	3.8	3,087	4	3,212
Year 4	105	3.4	2,967	7	3,079
Year 5	104	3.7	2,707	6	2,817
Year 6	120	4.3	2,686	6	2,812
<b>Subtotal primary school</b>	<b>1,076</b>	<b>4.0</b>	<b>25,922</b>	<b>36</b>	<b>27,034</b>
<b>High school</b>					
Year 7	87	3.6	2,346	8	2,441
Year 8	97	4.1	2,276	9	2,382
Year 9	98	3.9	2,385	18	2,501
Year 10	89	3.4	2,511	23	2,623
<b>Subtotal high school</b>	<b>371</b>	<b>3.7</b>	<b>9,518</b>	<b>58</b>	<b>9,947</b>
<b>College</b>					
Year 11	103	3.2	3,103	25	3,231
Year 12	103	3.3	3,025	35	3,163
Mature/Older	10	19.2	42		52
<b>Subtotal college</b>	<b>216</b>	<b>3.4</b>	<b>6,170</b>	<b>60</b>	<b>6,446</b>
<b>Total all schools</b>	<b>1,663</b>	<b>3.8</b>	<b>41,610</b>	<b>154</b>	<b>43,427</b>

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

2 Includes students from specialist schools.