

**Holy Family Primary School
GOWRIE**



**ABORIGINAL
EDUCATION**

Policy



Aboriginal Education Policy

Related Policies

CE Aboriginal education Policy

Purpose

In 1993, the Archdiocese of Canberra and Goulburn launched its Aboriginal Education Policy. It is through the example of Jesus, who sought to achieve justice and harmony for all peoples, that the growing awareness of the sublime dignity of human people and their rights to educational opportunities is evident. These opportunities, which lead to a productive work life, is the province of all educational institutions.

Staff at Holy Family, are encouraged to play an important role in establishing processes and procedures to support Aboriginal and Torres Strait Islander peoples in contemporary society. Developing working partnerships with Aboriginal and Torres Strait Islander peoples, in order to achieve more equitable outcomes in education, is a priority. Through the Australian Curriculum all learners will deepen their knowledge of Australia by engaging with the world's oldest continuous living culture.

Policy

The aim of the Holy Family Aboriginal Education Policy is to work within the framework of the Catholic Education Office Aboriginal Education Policy to:

- Provide Aboriginal and Torres Strait Islander students access to and participation in all educational processes.
- Encourage quality educational outcomes for Aboriginal and Torres Strait Islander students.
- Provide a warm and inclusive welcome to Aboriginal and Torres Strait Islander students and their families throughout and at every stage of their learning journey.
- Establish support procedures for all Aboriginal and Torres Strait Islander students and their families in order to achieve equitable outcomes in the educational process.

Procedures

The following measures have been implemented to promote Aboriginal and Torres Strait Islander student's education throughout the school.

- Ensuring Aboriginal and Torres Strait Islander communities are welcomed through the inclusion of Acknowledgement of Country and the display of

Aboriginal and Torres Strait Islander flags in prominent positions around the school. www.creativespirits.info

- We recognise the needs of Aboriginal and Torres Strait Islander families and their membership in extended families.
- Culturally appropriate on-entry assessment programmes are provided to evaluate students' literacy and numeracy skills to assist with the implementation of early intervention strategies, should this be necessary.
- Special celebrations, including Sorry Day and NAIDOC Week are provided across the school. These celebrations indicate the value placed on Aboriginal and Torres Strait Islander culture and spirituality.
- Through the development of Personal Learning Plans, parents of Aboriginal and Torres Strait Islander students are encouraged to meet with teachers and the Aboriginal Liaison Contact Teacher to establish learning goals for their children. These meetings develop positive relationships with the school community, resulting in effective rapport being established.
- An annual process of collecting and regularly monitoring baseline data for reporting on Aboriginal and Torres Strait Islander student's progress and achievement in literacy and numeracy is an on-going process, whereby student ability is quickly assessed and remedied.
- Through the Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures covered in the Australian Curriculum, staff will ensure that all possible means are employed to develop sensitive, meaningful links to Aboriginal culture, beliefs and lifestyle which affirms identity and the ability to operate in cross cultural situations.

References

In part: Aboriginal Education
Catholic Education Office
Archdiocese of Canberra and Goulburn

Forms

Nil

Approved by:	Holy Family School Board
Implementation Date:	2014
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School Contact Officer:	Anne-Marie Marek