



## Aboriginal Cultural Standards Framework Audit

### Whole Staff Response (April 2018)

#### EBI which have been addressed

#### Relationships

Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local aboriginal community

<b>School Self-Assessment Average</b>	<b>Cultural Understanding (Developing)</b>
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Performance Descriptors	What Works Well (WWW)	Even Better If (EBI)
1. Staff establish and maintain positive relationships with Aboriginal students, their parents and families	-IEPs -Establish good relationships/meetings etc -Support Aboriginal students by presenting culturally sensitive material i.e HASS	-Professional Development -Texts on local area for differing learning abilities. -Organise community consultation to broaden networks
2. Staff engage professionally with local Aboriginal community members and organisations.	-NAIDOC -Welcome to Country -Liaise with elders -Turtle watch -Harmony Day Activities	-Staff liaison person to liaise with Cockburn council and resources – Maree Young
3. Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership.	-Student reps/faction captains are invited to stand given assistance?	-Aboriginal families on School Board/P&C
4. Staff broaden their knowledge and improve practices in Aboriginal education	-Professional Development sessions	-Specific to our area



## Teaching

**Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential**

<b>School Self-Assessment Average</b>	<b>Cultural Understanding (Developing)</b>
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Performance Descriptors	What Works Well (WWW)	Even Better If (EBI)
1. Teachers know how culture and experiences shape the learning of each Aboriginal student	Cultural training for every such as HASS – approaches and perspectives -Respect for child's background for culturally sensitive approaches	-Information about students – tagged on handover folders via SAER file -staff require more PL in Aboriginal culture and educational needs (Committee members to attend Cultural Framework PL)
2. Teachers know the curriculum content and how best to teach it to Aboriginal students	-Whole school activities -NAIDOC Week -Harmony Day	-We had more PL -PL from resource centre people -Whole school activities need to be more integrated (HASS operational plan 2019)
3. Teachers plan for and implement effective teaching practices for Aboriginal students	-All teaching practices are inclusive to all students (IEPs, differentiation, modified assessment) -What's worked well in the past and build on that (IEP) -Max extra teaching staff with positive praise	
4. Teachers assess, provide feedback and report on the progress of aboriginal students	-Check in/Check out with relevant Aboriginal students	



## Resources

### Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students

School Self-Assessment Average April 2018	Cultural Awareness (Emerging)
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Performance Descriptors	What Works Well (WWW)	Even Better If (EBI)
1. Staff acknowledge and value the expertise of Aboriginal staff	-Lyn has Aboriginal heritage, highly valued – mentors other principals	-Identify staff members that have strengths and skills <b>-Identify as ATSI</b> Cristy Coulson Lyn Beard -Find AIEO/EAs to work at school and get involved in community activities <b>-Teachers (Committee)</b> Kahlia Chapman-Hill Maree Young Lorrena Duce Rochelle Anderson Brooke Sputore Kerry Whittaker
2. School leaders allocate staff to support the learning needs of individual Aboriginal students	-Support and resources allocated to Aboriginal students	-One staff to coordinate for early, middle childhood. (Committee to decide) -Access Gilmore <b>Access Fremantle College</b> -Have Aboriginal families on school board or P&C
3. School leaders target the learning needs of individual Aboriginal students when allocating financial resources		-Culturally appropriate PD for staff <b>-Rep to allocate funding for individuals – Aboriginal students/finance committee</b>
4. Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning	-Mr Thorne Senior has come in to show the students artefacts, talk about culture. <b>Resourcing library with artefacts.</b>	<b>-Scope and Sequence of culturally appropriate perspectives/year level - Cockburn council Coastcare program including dune planting</b> -Access local knowledge through local government -



## Leadership

**Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.**

<b>School Self-Assessment Average April 2018</b>	<b>Cultural Understanding (Developing)</b>
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Performance Descriptors	What Works Well (WWW)	Even Better If (EBI)
1. School leaders develop a clear vision for the teaching and learning of Aboriginal students	<ul style="list-style-type: none"> <li>-We are addressing the ACSF and beginning to make staff aware of the standards</li> <li>-Staff document as a result of audit of the ACSF by whole school to direct future actions</li> </ul>	<ul style="list-style-type: none"> <li>-Embed Aboriginal Cultural Standards more thoroughly into Operational Plans (2019 plans)</li> <li>-Someone could drive this more – find or establish networks and resources (Brooke has past experience in this)</li> <li>-Develop stronger partnerships</li> </ul>
2. School leaders build staff capability for effective teaching of Aboriginal students	<ul style="list-style-type: none"> <li>-Positive attitude and respect towards indigenous culture from staff</li> <li>-Aboriginal leaders involved in teaching perspectives re: Harmony Day</li> </ul>	<ul style="list-style-type: none"> <li>-Staff members felt more confident in the ACSF and its implementation</li> <li>-Liaise with AIEO to ensure accuracy of teaching indigenous perspective – support for resources</li> </ul>
3. School leaders support innovation and change in Aboriginal education	<ul style="list-style-type: none"> <li>-Support of and celebration of NAIDOC Week, Welcome to country, etc</li> <li>-Adaptive approach to improve outcomes for Aboriginal students</li> </ul>	<ul style="list-style-type: none"> <li>-Have the history curriculum (overarching – general capabilities) integrated throughout the year not just a one off week (operational plan HASS 2019)</li> </ul>
4. School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families	<ul style="list-style-type: none"> <li>-High school students mentoring/leadership in classrooms.</li> <li>-A parent in Erin's class is willing to bring boys from Fremantle College (accessed for NAIDOC Day 2018)</li> </ul>	<ul style="list-style-type: none"> <li>-Let's start with small changes that are culturally appropriate – Consult with local groups to find out what is important to indigenous students and communities.</li> </ul>



## Learning Environment

**Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children**

<b>School Self-Assessment Average April 2018</b>	<b>Cultural Understanding (Developing)</b>
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Performance Descriptors	What Works Well (WWW)	Even Better If (EBI)
1. Staff support Aboriginal students to feel a sense of belonging and connection to the school	<ul style="list-style-type: none"> <li>-Incorporate aboriginal themes into HASS</li> <li>-Art projects</li> <li>-Acknowledgement of country at assembly and other whole school events</li> </ul>	<ul style="list-style-type: none"> <li>-We flew the aboriginal flag (Grant money has been accessed to have 2 more flagpoles installed)</li> <li>-recognise land (have signage in aboriginal language (One room signed in Noongar))</li> </ul>
2. Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students	<ul style="list-style-type: none"> <li>-Fostering working relationships with families (see 4)</li> </ul>	<ul style="list-style-type: none"> <li>-Use local facilities/sites such as Spectacles, Beeliar Wetlands and Native Arc (Beeliar Boodja), Cockburn AO (Mr Thorne sen), Environmental Education CREEC</li> </ul>
3. Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour	<ul style="list-style-type: none"> <li>-Merit Certificates</li> <li>-Progress Meetings</li> <li>-Assemblies</li> <li>-Differentiation of teaching</li> </ul>	<ul style="list-style-type: none"> <li>-Specific targets of rewards such as attendance targets and reward negotiated with family</li> </ul>
4. Staff establish a supportive and safe learning environment for Aboriginal students	<ul style="list-style-type: none"> <li>-TRIBES</li> <li>-Breakfast Club</li> <li>-Feedback surveys</li> <li>-Nature Playground</li> <li>-Student voice</li> <li>-Outdoor classrooms</li> <li>-Flexible classrooms</li> </ul>	<ul style="list-style-type: none"> <li>-Specific contacts for students</li> <li>3 Minute Mentor</li> <li>Check in and Check out where appropriate</li> <li>Ed Connect where appropriate</li> </ul>