



Macarthur Girls High School

Principal: Ms G Cluff

1-19 Macarthur St
Parramatta, NSW 2150
Email: macarthurg-h.school@det.nsw.edu.au
Website: www.macarthurg-h.schools.nsw.edu.au
Phone: (02) 9683 1866
Fax: (02) 9890 1992

ABORIGINAL EDUCATION POLICY

Rationale

The focus of this policy is on:

- establishing, building and strengthening relationships with Aboriginal people and communities
- providing, in partnership with Aboriginal people and communities, education and training which promotes quality teaching, is engaging, and is culturally appropriate and relevant
- promoting education and training as a lifelong pursuit; to ensure Aboriginal people are better equipped to secure meaningful and rewarding employment and to lead healthy, fulfilling and successful lives.

The Policy highlights the need for all staff to focus on three guiding elements for its effective implementation:

- Relationships
- Engagement
- Ongoing Learning.

This policy can be found at:

<https://education.nsw.gov.au/policy-library/policies/aboriginal-education-and-training-policy?refid=28584>

School Policy

We are committed to closing the achievement gap for Aboriginal students. We know that we need to learn about, nurture and value the cultural identity of our Aboriginal students in order to assist them to be successful learners.

We welcome Aboriginal and Torres Strait Islander family members, parents and community members to our school so that we can get to know each other, learn about the local Aboriginal community and develop shared goals and plans for Aboriginal students.

We encourage Aboriginal students to learn how to negotiate and develop strategies by providing unique leadership opportunities.

Macarthur Girls High School will:

- Accept and integrate all students and their families who identify as being of Aboriginal or Torres Strait Islander (ASTI) background
- Use "welcome to country" as part of all formal gatherings on the school site to recognize ATSI communities from region
- Ensure the perspective of ASTI people are appropriately incorporated into all teaching and learning programs
- Develop programs to meet the special needs of students who identify as being of ATSI background
- Develop Personal Education Plans (PEP) for all students identifying as ATSI, targeting identified areas for improvement in Numeracy and Literacy

- Provide opportunities for local Aboriginal groups to be part of planning for IEP's for aboriginal students
- Ensure all staff are appropriately trained in their awareness of the ATSI culture as part of their individual teaching areas
- Provide opportunities for ATSI students to participate in all areas of school life, including leadership activities
- Utilize student knowledge of ATSI heritage where appropriate in formal activities in school life (eg reading the welcome to country at formal school gatherings)
- Developing processes to monitor appropriate incorporation of ATSI perspective in TLP's from all curriculum areas.
- Recognise "National Aborigines day" and similar as part of the usual activities within the school
- Provide career advice and career development opportunities as appropriate for their aspirations and abilities

Outcomes

Macarthur GHS has systems in place, using the DoE enrolment process, to select students who identify as being of ATSI background. The enrolment process allows the school to appropriately place these students into classes which provide the necessary levels of support and engagement for their heritage background

The school has in place processes to ensure the "welcome to country" is an integral part of all formal gatherings, either during the school day or outside of usual school hours. There is also a process to utilize members of the local AECG, or students to perform this important task.

All students identifying as ATSI have a PEP developed for their individual situation, needs and aspirations and that this plan is updated at least annually to reflect changes in the needs and aspirations of the ATSI student identified in the PEP.

All teaching Learning Programs contain an appropriate ATSI perspective for all students, and all teachers are capable of developing teaching activities to deliver these perspectives.

The school has in place a range of processes to ensure the celebration and recognition of significant events in the lives of students and community members identifying as ATSI.

ATSI students will be provided with careers advice which is achievable and appropriate for their individual situation. This advice will also extend to subject choices suitable for these career aspirations, and guidance for any scholarships or other support available to them as ATSI students undertaking these post school opportunities.

Author: Gail Cluff (Principal)

Date of implementation: Sept 2017

Review by: August 2021

ABORIGINAL EDUCATION POLICY

SCHOOL POLICY IMPLEMENTATION / PROCEDURES

Related policies and guidelines include:

- [Aboriginal Human Resources Development Plan 2012-2017 \(PDF 3717 KB\)](#)
- [Connected Communities](#)
- [OCHRE - NSW Government Plan for Aboriginal Affairs](#)
- [Partnership Agreement \(PDF 1013 KB\)](#)
- [Welcome to Country Protocols \(487 KB\)](#)

Procedures

Macarthur GHS will implement the Aboriginal education policy in 2 ways – within the school community and within the classroom.

Program 1: Within the whole school Community:

MGHS will observe the protocols regarding invitation and participation of the local Aboriginal community in whole school and specialist events held at MGHS. These include (but are not limited to):

Whole school assemblies

Recognition assemblies

Parent events

Presentation day

National Aboriginal celebration events/times eg National Aboriginals week

Anzac day

Remembrance day

Multicultural Day/week events

Sporting events (carnivals where appropriate)

Macarthur GHS will establish links with a range of elders from the local ASTSI community for inclusion in invitations/events. These elders will form a group which can be called upon to provide advice and support to the school when necessary for inclusivity on the range of activities happening as part of a diverse educational institution of the 21st century. They can also be asked to provide guidance on the incorporation of the “aboriginal perspective” in the curriculum aspects of the school as required by each syllabus.

For special events, such as those identified above, the invited Elder may be asked to open proceedings with the “Welcome to Country” and/or a very short (eg 2 minutes) background to the significance of the place on which the event is being held (eg this area was part of the corroboree ground etc). They should also be asked to participate in the presentation/other activities of the event if appropriate. Should there be a student of Aboriginal Heritage receiving recognition at this event, then it would be appropriate for the Elder to make this presentation at the suitable time

Program 2: Classroom/Learning activities

- Within the classroom, each subject is to implement the Aboriginal perspective in accordance with the NESA syllabus being taught. These syllabuses identify the aspects of ATSI life and/or culture to be investigated.
- Teaching/Learning programs will include the mandated ATSI elements to be investigated and covered in the learning materials presented. Where required, learning materials developed will be sympathetic to this perspective and show a balanced view. Teachers are not to provide their own perspective on the “official” viewpoint covered by the syllabus.
- Where possible, it would be advantageous to include the input on this particular section of a course from the Elders of the local ATSI community as a reference point for the learning regarding ATSI members of the community. There is a need to be sensitive to the sensitivities of any ATSI students within the class
- Teachers are to investigate the ATSI background of students within their class, using the SENCER database as a means of identification. They should then identify the specific literacy and numeracy needs of these students and work towards providing educational experiences to improve areas identified as needing remediation.
- Within classrooms each teacher needs to be mindful of the contents of the individual students IEP, prepared by the LAST team, in consultation with the family of the student and the specialist ATSI liaison officers. This document outlines areas where improvements are possible and any challenges or other impediments to working with the student to achieve the improved educational outcomes.

People

School staff have a responsibility to:

Principal

- Invitations to events
- Recognition of country
- Liaison with local elders

Senior Executive

- Planning of events
- Inclusion of welcome to country
- invitation suggestions

Executive

- Planning of events
- Inclusion of welcome to country
- Initiation suggestions
- Teaching programs contain relevant and correct information

Classroom Teachers

- Deliver aboriginal context where appropriate
- Aware of students in class identifying as aboriginal
- Develop techniques to “close the gap” in aboriginal students
- Investigate SMART & RAP data regarding Aboriginal students
- Work with HT Wellbeing in developing a IEP for aboriginal Students

HT Wellbeing

- Develop IEP for all students identifying as ATSI
- Disseminate and explain aspects of this plan to CRT & Exec
- Monitor all ASTI students re attendance and wellbeing

SASS

- Flag flown as appropriate
- Calendar up to date regarding ASTI events
- Notices in Macmatters
- Enrolment information

Students

- Respect ATSI events and occurrences
- Respect ATSI peers in their interactions
- Use each opportunity to learn about ATSI aspects of the courses they are studying

Parents and caregivers

- Recognize ATSI perspective on

Review, evaluation and reporting

There should be an annual review of the implementation of ATSI guidelines relating to school events. Faculties should review implementation of the ATSI perspective annually as part of their teaching/learning program review

Each event report posted on the schools social media sites should contain reference to the inclusion of the ATSI community elders and their roles.