POLICY STATEMENT

Rationale

This policy statement reflects the views and values of Aboriginal people on education and is designed to promote educational achievements for Aboriginal students and to educate all students about Aboriginal Australia.

The Aboriginal Education Policy is also informed by developments in state and national education and training policies and reports on Aboriginal issues. These highlight the importance of literacy skills for Aboriginal students in gaining the necessary foundation for their continuing education and training, and for knowledge of Aboriginal Australia to be integrated into school curricula.

Monitoring the delivery and outcomes of Aboriginal education programs and educational services to Aboriginal students is fundamental to the achievement of equity and social justice.

The Aboriginal Education Policy provides a framework for taking up this challenge. The focus of this policy will be the delivery of quality teaching and learning programs in Seven Hills North PS for Aboriginal and non-Aboriginal students alike, and the development of strategic initiatives.

Principles

The following basic principles underpin the Aboriginal Education Policy:

- Aboriginal students have an entitlement to appropriate and adequate resources, recognising the effects of past inequities, to enable them to achieve educational outcomes from schooling that are comparable with those of the rest of the student population
- Aboriginal communities are entitled to negotiate the decisions that affect their children’s schooling through active partnership with the Department of Education and Training at all levels
- Aboriginal students are entitled to high quality, culturally appropriate education and training programs as a foundation for lifelong learning
- All students are entitled to learn about Aboriginal Australia, understanding that Aboriginal communities are the custodians of knowledge about their own cultures and history
- Aboriginal students are entitled to feel safe and secure in expressing and developing their own identity as Indigenous people within schools and the wider society
- Aboriginal students are entitled to participate in a system which is free of racism and prejudice
Outcomes

- Improvement of numeracy and literacy outcomes for Aboriginal students
- Increased staff and student understanding of contemporary and historic Aboriginal Culture and Identity
- Increased sense of identity of Aboriginal students
- Incorporation of Aboriginal Culture into Key Learning Areas

Strategies

- Special events will be opened with “Acknowledgement of Country”
- All school assemblies will be opened with an “Acknowledgement of Country”
- School will participate where possible in Harmony Day and NAIDOC Celebrations
- Incorporation of Aboriginal Culture into HSIE/Science/Art and Craft
  - Families past and present
  - Need for shelter
  - Living in communities
  - Places then, now and tomorrow
  - Celebrations
  - Global Environments
  - People and Beliefs
  - Identity and Values
  - Early Australian History
  - Australia, Your Standing in it
  - Built Environments
  - Environmental Education
- STL in the area of numeracy and literacy at appropriate stage levels
- Excursions to Muru Mittigar, Brewongle, Longneck Lagoon
- Incursions Aboriginal dancers and story tellers

Focus Area

- To increase Aboriginal community engagement with the school
- Increase staff understanding of contemporary and historic Aboriginal Culture and Identity

ALL STAFF WILL HAVE KNOWLEDGE, UNDERSTANDING OF, AND RESPECT FOR ABORIGINAL CULTURE