



ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION **2010-2011**

REPORT TO THE LEGISLATIVE ASSEMBLY OF
THE AUSTRALIAN CAPITAL TERRITORY



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MESSAGE FROM THE DIRECTOR-GENERAL

In reporting to the Legislative Assembly on Aboriginal and Torres Strait Islander education, on behalf of the Education and Training Directorate I would like to acknowledge the Ngunnawal and the Wreck Bay peoples as the custodians of the lands on which our schools are located. I pay my respect to the Elders both past and present. I also extend my respect to other Aboriginal peoples and Torres Strait Islander peoples in the ACT and express the hope that we might continue to work together to create an education and training system in which our children and young people learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

In the ACT public school system there is much to celebrate in Aboriginal and Torres Strait Islander education in this reporting period. Our students in the ACT continued to outperform Aboriginal and Torres Strait Islander students in other jurisdictions in literacy and numeracy achievement. Schools have been engaging with the community in increasingly sophisticated ways, as demonstrated by the vibrancy of community partnerships and the creation and implementation of Reconciliation Action Plans. More Aboriginal and Torres Strait Islander students than ever before are enrolled in our schools and are staying to complete year 12. Equally, there are continuing challenges. The achievement gap between Aboriginal and Torres Strait Islander students and other students persists and the attendance rate for Aboriginal and Torres Strait Islander students remains below that of other students. Attendance and achievement will be a major focus of our efforts in the year ahead.

In the 2009 report I concluded by writing that it had been a year of taking stock and committing to renewed effort. In the eighteen months since that report we have set our course, galvanised our efforts across the ACT public school system and started to deliver on this renewed commitment. The next two years will be marked by coordinated and committed delivery of the Education and Training Directorate's *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010–2013* as we continue to work towards closing the achievement gap between Aboriginal and Torres Strait Islander students and other students.

The Directorate's Reconciliation Action Plan *Reconciliation Matters* was launched at a community event at Birrigai Education Centre in July 2010. This was the culmination of a long process of reflection and consultation. The strategic plan outlines what we have to do to close the achievement gap and *Reconciliation Matters* expresses the commitment and determination of all our staff to make a difference and achieve this goal.

Dr Jim Watterston
Director-General

INTRODUCTION

This is the fifth report to the ACT Legislative Assembly on Aboriginal and Torres Strait Islander Education and covers the period January 2010 to June 2011. During the reporting period, and after extensive community consultation, the Education and Training Directorate published the first strategic plan for Aboriginal and Torres Strait Islander education in ACT Public schools - *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010–2013* (the Plan). The establishment of a comprehensive strategic plan is a considerable achievement. The Directorate's commitment to closing the achievement gap between Aboriginal and Torres Strait Islander students and other students is reflected in *Reconciliation Matters* our Reconciliation action plan. We are confident that the two Plans will guide and coordinate the effort necessary to continually improve the educational outcomes of Aboriginal and Torres Strait Islander students in our schools. The current report represents the first annual report against the key actions and performance measures articulated in the Strategic Plan.

The current report also aligns the reporting periods for the *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010–2013*, the annual report to the Legislative Assembly and the Directorate Annual Report. This alignment will improve the coherence of reporting and over time allow better tracking of effort and progress toward improved educational outcomes for Aboriginal and Torres Strait Islander students. As a consequence of this alignment this report covers the eighteen months between January 2010 and June 2011. Future reports will return to reporting progress over twelve months from July to June. A number of appendices have been included in the report to provide further information relating to enrolment, attendance, retention rates, transitions and pathways and achievement in literacy and numeracy during the reporting period. A list of Focus Primary Schools has also been included. Focus Schools are those schools with Aboriginal and Torres Strait Islander students with the greatest need and where effort should be focused to make the greatest possible difference.

The *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010–2013* is aligned with the Directorate's strategic plan *Everyone Matters 2010–2013*, ensuring that the targets set have coherence throughout the organisation. The Plan also embeds the key priorities of the national *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* that was published late in the current reporting period. The priorities, performance measures and key actions outlined in the Plan provide a framework for committed action and innovative responses to meet the needs of Aboriginal and Torres Strait Islander students, their families and communities.

In particular the Strategic Plan establishes as priorities high quality curriculum, literacy and numeracy, engagement and connection, decision making, pathways, relationships and leadership. The current report describes progress in implementing the key actions and achievements against these priorities. Future reports will record the implementation of the key actions and the growth in performance measures articulated in the Plan.

LEARNING AND TEACHING

Improve literacy and numeracy outcomes for all Aboriginal and Torres Strait Islander students

Deliver high quality curriculum which incorporates Aboriginal and Torres Strait Islander perspectives

Proficiency in literacy and numeracy is critical for successful participation in society for all students. Aboriginal and Torres Strait Islander students in the ACT as in all states and territories continue to achieve below other students in literacy and numeracy.

In 2009 the ACT Government made a commitment to halving the gap between Aboriginal and Torres Strait Islander students and non-Indigenous students in reading, writing and numeracy within a decade. The *Literacy and Numeracy Strategy 2009-2013* continued to guide effort to achieve improved outcomes for Aboriginal and Torres Strait Islander students throughout the reporting period. 2010 marked the first full year of implementation of the Strategy.

During the reporting period Aboriginal and Torres Strait Islander students in the ACT performed better than Aboriginal and Torres Strait Islander students across Australia as measured on the National Assessment Program – Literacy and Numeracy (NAPLAN). In 2010 the target set for Aboriginal and Torres Strait Islander student achievement under the National Partnership for Literacy and Numeracy was achieved with 90 percent of year 3 students achieving at or above national minimum standards in reading compared to the target of 83 percent.

All kindergarten students in ACT public schools are assessed in February and November in aspects of literacy and numeracy using the Performance Indicators in Primary School (PIPS) instrument. Overall in 2010 the percentage of Aboriginal and Torres Strait Islander students who made expected or better than expected progress in mathematics was 60 percent. In reading 62 percent of Aboriginal and Torres Strait Islander students made expected or better than expected progress over the 2010 school year. There is a trend of improvement for Aboriginal and Torres Strait Islander students in the mathematics and reading assessment at the beginning of the year which suggests these students are starting their kindergarten year better prepared than previous cohorts of students. Data relating to Learning and Teaching performance outcomes are at Appendix A.

There was, however, a continuing gap in achievement between Aboriginal and Torres Strait Islander students and other students in the ACT across all assessment categories and year levels as measured in the 2010 NAPLAN test. The achievement gap was observed in year 3 with this gap becoming slightly smaller by year 9.

Quality curriculum and high expectations underpin student achievement. Evidence shows that students who are expected to achieve at school and who have high expectations of themselves are more likely to achieve. It is vital that teachers have high expectations for Aboriginal and Torres Strait Islander students and deliver high quality curriculum that includes Aboriginal and Torres Strait Islander perspectives. Aboriginal and Torres Strait Islander perspectives in the curriculum are essential to the development of a mature cultural identity for all students and to ensure a safe learning environment for Aboriginal and Torres Strait Islander students where they have their identity validated.

During the current reporting period *Every Chance to Learn* was the guiding document in establishing high quality curriculum across all ACT schools. Work on implementation of the Australian Curriculum and on

developing Aboriginal and Torres Strait Islander perspectives within this curriculum commenced. Modules incorporating Ngunnawal perspectives into the curriculum were developed.

The *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010–2013* identified six key actions to implement over the course of the Plan to achieve the priorities identified under the Learning and Teaching domain.



Aboriginal and Torres Strait Islander students in high schools have developed confidence in their skills as speakers and now present information about aspects of their culture to other students in their school as well as local primary schools. Pictured are students from Melrose High School giving a presentation about Aboriginal weapons.

WHAT PROGRESS HAS BEEN MADE AGAINST THE KEY ACTIONS?

Establish personalised learning strategies that include individual targets and support mechanisms for improved literacy and numeracy for students at or below NAPLAN national minimum standard in reading, writing and numeracy.

- The Directorate contributed to national work under the auspices of the Aboriginal and Torres Strait Islander Working Group of the Department for Education Employment and Work Place Relations to develop a nationally consistent definition of personalised learning plans. The national guidelines were published in the current reporting period
- The Directorate developed draft guidelines for personalised learning strategies and commenced consultations with key stakeholders
- Schools continued to use a modified template to guide the development of personalised learning plans during the reporting period.

Track and monitor performance, progress and achievement of Aboriginal and Torres Strait Islander students

- One hundred and two Aboriginal and Torres Strait Islander students who achieved below the national minimum standard (NMS) in one or more of the areas assessed were identified
- Primary and high schools were required to provide advice on remedial strategies for identified students to the end of 2011 school year, with targeted resources provided where required.

Target strategies and resources to improve performance and achievement

- Thirty-one Focus schools were identified for 'focused' action under the national *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*. These schools were the 31 primary schools with the highest Aboriginal and Torres Strait Islander student enrolment (Refer to Appendix A)
- Focus schools were allocated \$150,000 to support local activities around key actions in the four domains of the strategic plan
- A full day presentation and workshop program with all Focus primary schools and their associated

high schools was held to address the priorities for Aboriginal and Torres Strait Islander education for their school and community

- In 2010, in consultation with the Aboriginal and Torres Strait Islander Elected Body and the Aboriginal and Torres Strait Islander Education Consultative Group, six Aboriginal and Torres Strait Islander Literacy and Numeracy Officer positions were relocated from central office directly to the 31 Focus schools.

Deliver professional learning programs in literacy and numeracy, cultural competence, quality teaching and Aboriginal and Torres Strait Islander cultural and historical knowledge and understanding

- Information including website links to key resources to support cultural understanding have been sent to high schools. The resources include *Eight Aboriginal Ways of Learning; What works? The Works Program; and Yulunga: Traditional Indigenous Games*
- Literacy Field Officers located in five high schools provided professional learning to teachers to support students
- The Literacy and Numeracy Section provide regular professional learning to literacy and numeracy coordinators based in all schools across the ACT. Strategies to support the learning needs of Aboriginal and Torres Strait Islander students are explicitly addressed through Literacy and Numeracy Coordinators.

Develop and implement units of work incorporating local Aboriginal content.

- Curriculum materials incorporating Aboriginal and Torres Strait Island perspectives and content celebrating the Centenary of Canberra were distributed to schools
- The Directorate, in partnership with the National Library of Australia, developed lesson plans, a teacher resource kit and professional learning program incorporating Aboriginal and Torres Strait Islander perspectives
- Ten school leaders participated in the *Leading Indigenous Perspectives in the National Curriculum* conference conducted by Dare to Lead
- *Understanding the land through the eyes of the Ngunnawal people* modules were developed.

Establish supplementary tutoring for students from year 5 to year 12.

- In 2010 \$180 000 was allocated to high schools and colleges to support the delivery of subject specific tutorial assistance to Aboriginal and Torres Strait Islander students
- In 2011 \$200 000 was allocated to provide subject specific tutorial assistance for Aboriginal and Torres Strait Islander students based on individual need
- A partnership was formalised with Gugan Gulwan Youth Aboriginal Corporation (Gugan Gulwan) to broker additional tutorial support for high school and college students. The tutorial assistance was delivered at the Gugan Gulwan site in Wanniasa.

WHAT ARE OUR PLANS FOR THE NEXT TWELVE MONTHS?

Establish personalised learning strategies that include individual targets and support mechanisms for improved literacy and numeracy for students at or below NAPLAN national minimum standard in reading, writing and numeracy.

- Guidelines that articulate processes for developing personalised learning plans for Aboriginal and Torres Strait Islander students will be developed and implemented. These will include processes for students who have a disability and those students for whom an extended learning plan should be implemented and will insure alignment with other planning processes such as Pathways Plans and Individual Learning Plans
- All Aboriginal and Torres Strait Islander students will have a refreshed personalised learning plan.

Track and monitor performance, progress and achievement of Aboriginal and Torres Strait Islander students

- Performance of Aboriginal and Torres Strait Islander students in kindergarten will be mapped to allow intervention plans in literacy and numeracy to be delivered
- Attendance of Aboriginal and Torres Strait Islander students will be monitored and attendance management plans established as part of personalised learning plans where appropriate
- Processes to continue tracking of student performance to completion of year 12 will be formalised after trialling in schools identified in phase one of this work
- An intensive literacy program for Aboriginal and Torres Strait Islander students in years 6-9 who achieved at or below the national minimum standard in one of the strands assessed in NAPLAN. The program will be delivered in collaboration with four high schools and Gugan Gulwan.

Deliver professional learning programs in literacy and numeracy, cultural competence, quality teaching and Aboriginal and Torres Strait Islander cultural and historical knowledge and understanding

- Cultural competence training program will be delivered to classroom teachers and non-teaching staff
- Training for new educators will include curriculum resources that have Aboriginal and Torres Strait Islander content
- A presentation by Dr Anita Heiss on Aboriginal and Torres Strait Islander identity and stereotyping in literature.

Develop and implement units of work incorporating local Aboriginal content.

- Curriculum Support Officers will work with teachers to align the outcomes of *Understanding the land through the eyes of the Ngunnawal people* teaching resource with learning outcomes in the Australian curriculum
- Professional learning for *Understanding the land through the eyes of the Ngunnawal people* and other resources will be delivered to classroom teachers P-10.

SCHOOL ENVIRONMENT

Increase Aboriginal and Torres Strait Islander student engagement with, and connectedness to school.

Increase opportunities for Aboriginal and Torres Strait Islander peoples' involvement in schooling and decision making.

Attending school and engaging with learning is fundamentally important in helping Aboriginal and Torres Strait Islander children and young people acquire the skills they need for life. There is ample evidence that the more regularly students attend school the greater their success in learning.

The factors that lead to successful student engagement in school learning are complex. Students need to feel safe and feel that their aspirations are recognised and achievable. It is important that families of Aboriginal and Torres Strait Islander children feel safe, valued and welcomed and that there is deep engagement between schools and families and the broader community. This means genuine engagement in decision making about individual students and about the broader educational policy.

The Directorate recognises the importance of early engagement, the value of investing in early childhood education and the benefits that accrue for children who experience high quality early education programs. For Aboriginal and Torres Strait Islander children, participating in culturally inclusive, high quality early childhood education programs can assist them get the best start in life.

During this reporting period the trend for increased enrolment of Aboriginal and Torres Strait Islander children in preschool continued. In February 2011, 172 Aboriginal and Torres Strait Islander children were enrolled in ACT public school preschools compared with 111 in February 2009.

During this reporting period the Directorate saw the refreshing of community agreements and school reconciliation action plans, the establishment of new plans and agreements and the ACT became the second education jurisdiction in Australia to publish a Reconciliation Action Plan. A notable example of this reconciliation is that it has become normal practice across schools and sections to invite Ngunnawal Elders to important events to conduct *Welcome to Country* ceremonies.

More Aboriginal and Torres Strait Islander students are enrolling in public schools and they are staying longer at school. Despite these encouraging trends in engagement, attendance rates remain below those for other students and have not improved over the reporting period. Note that in depth data relating to attendance and participation is at Appendix B.

The Directorate has worked closely with the Aboriginal and Torres Strait Islander Education Consultative Group throughout 2010 and 2011 and will continue to provide administrative support for the group to build the Directorate's capacity to achieve deeper and more embedded engagement with the community.



Staff members from schools in the North Canberra/Gungahlin School Network with the North Canberra School and Community Partnership Agreement.

Advice from the Consultative Group on future engagement strategies and specific targeted strategies to increase attendance and engagement for the successful completion of schooling for Aboriginal and Torres Strait Islander students is vital.

The *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010–2013* identified five key actions to implement over the course of the Plan to achieve the priorities identified under the School Environment domain.

WHAT PROGRESS HAS BEEN MADE AGAINST THE KEY ACTIONS?

Implement Directorate and school-based Reconciliation Action Plans (RAP).

- The RAP Working Group was re-formed to monitor the implementation of the RAP
- The Working Group was comprised of six members – three Aboriginal or Torres Strait Islander people and three non-Indigenous people
- Respect, Equity and Diversity Contact Officers were identified as the officers with responsibilities for monitoring and communicating responsibilities of sections under the RAP
- The first report against RAP targets was completed
- Melba Copland Secondary School developed a cluster-based Reconciliation Action Plan which was launched in November 2010.

Implement functioning Partnership Agreements at school or cluster level.

- Schools in the North Canberra cluster updated their Partnership Agreement and celebrated the refreshed Partnership at a public event in September 2010. Schools in this cluster continued to meet monthly during 2010-11 to monitor the partnership and to coordinate programs to improve participation and educational outcomes for Aboriginal and Torres Strait Islander students.

Implement the Aboriginal and Torres Strait Islander Early Childhood Framework.

- The Aboriginal and Torres Strait Islander Early Childhood Framework was distributed to early childhood teachers in 2010
- Presentations of the framework were made at school staff meetings and Early Years Learning Section meetings.

Track enrolment and attendance of students enrolled in ACT preschool settings.

- August 2010 school census identified 193 Aboriginal and Torres Strait Islander students enrolled in preschools. This is an increase of 29 students over the February 2010 census
- Sixty students were enrolled in Koori Preschool programs delivered on five sites across Canberra
- Attendance of preschool students in 2010 was 84.6 percent which was marginally lower (1.8 percent) than 2009.

Establish support structures for students at critical transition points in their schooling.

- In April 2011, 22 school leaders attended a conference on supporting Aboriginal and Torres Strait Islander students at key transition points in their schooling from preschool to year 12

- North Canberra/Gungahlin School Network established transitions as a priority in their Network Business Plan
- Sound Field Hearing Systems were installed in the five Koori preschools to support students with varying levels of hearing loss to participate in class activities and increase participation of Aboriginal and Torres Strait Islander students in preschool learning.

Implement *Successful Learning in the Early Years of Schooling* – the Indigenous Parent Factor to increase parent and carer capacity to support early learning.

- This is a priority for action in the 2011-12 reporting period.

Establish training programs that target Aboriginal and Torres Strait Islander peoples' involvement and leadership in education decision-making.

- This is a priority for action in the 2011-2012 reporting period.

Implement guidelines for the consistent use of protocols for *Acknowledgement of Country and Welcome to Country*.

- All central office branches acknowledged country at key events
- A document containing draft protocols for Welcome to Country and Acknowledgement of Country was completed in April 2011 and provided to the United Ngunnawal Elders Council for comment and endorsement.

WHAT ARE OUR PLANS FOR THE NEXT TWELVE MONTHS?

Implement Directorate and school-based Reconciliation Action Plans (RAP).

- Map existing plans and agreements and publish promising practice models
- In collaboration with ATSIECG and school networks, establish a plan for developing new partnerships and RAPs.

Implement functioning Partnership Agreements at school or cluster level.

- Map existing plans and agreements and publish promising practice models
- In collaboration with ATSIECG and school networks establish a plan for developing new partnerships and RAPs
- Refresh Belconnen School Network school and community partnership agreements.

Implement the Aboriginal and Torres Strait Islander Early Childhood Framework.

- Professional learning will be provided to principals of P-6, P-10 and Early Childhood Schools
- Continue to incorporate the framework in professional development activities for early years teachers.

Track enrolment and attendance of students enrolled in ACT preschool settings.

- Establish procedures to more accurately record attendance of Aboriginal and Torres Strait Islander students enrolled in Koori Preschool program.

Establish support structures at critical transition points in their schooling.

- North Canberra and Gungahlin School Network transition program for Aboriginal and Torres Strait Islander students will be established and the model extended to all networks in 2012.
- A workshop for members of school leadership teams and central office to further investigate options for providing transition support for students will be held.
- All graduating year 12 students will be given a destination interview to inform future strategic planning.

Implement *Successful Learning in the Early Years of Schooling – the Indigenous Parent Factor* to increase parent and carer capacity to support early learning.

- A conference for educators will be held during the next reporting period at which *Successful Learning in the Early Years of Schooling – the Indigenous Parent Factor* will be considered and implementation actions planned.

Establish training programs that target Aboriginal and Torres Strait Islander peoples' involvement and leadership in education decision-making.

- The ATSIECG members will undertake training in governance provided by ACTCOSS
- ATSIECG members will invite parents and caregivers to a meeting being coordinated by ACARA to promote discussion about the content of the national curriculum priority and Aboriginal and Torres Strait Islander content in cross curriculum statements
- Conduct regular meetings in different schools during school time to facilitate opportunities for attendance by parents and community members.

Implement guidelines for the consistent use of protocols for *Acknowledgement of Country and Welcome to Country*.

- Directorate staff will meet with Ngunnawal Elders to finalise protocols
- The protocols will be available in schools from the beginning of the 2012 school year
- A communication strategy to promote the use of the protocols will be distributed across the Directorate
- Plans for monitoring the use of the protocols will be developed.

STUDENT PATHWAYS AND TRANSITIONS

Increase pathway opportunities and year 12 completion rates of Aboriginal and Torres Strait Islander students

The evidence shows that young people who do not complete year 12 or its equivalent have poorer education, employment and general life outcomes than those who do. Successful completion of Year 12, however, is dependent on the successful transitions and the availability of appropriate pathways throughout schooling. Transitions are times of increased risk of disengagement for Aboriginal and Torres Strait Islander students. This was a clear message from the Aboriginal and Torres Strait Islander Elected Body Estimate Hearing Report 2010.

The ACT has made a commitment under the Youth Attainment and Transitions National Partnership to halve the gap in Aboriginal and Torres Strait Islander year 12 attainment or equivalent attainment rates by the year 2020. In 2010 48 students completed year 12 with 41 students achieving a Year 12 Certificate, a Vocational Education Training Certificate or both. Note that in depth data relating to Student Pathways and Transitions outcomes are at Appendix C.

In 2010 the Directorate established an Aboriginal and Torres Strait Islander Leadership Group under the Youth Attainment and Transitions National Partnership to enlist education and training providers and other support agencies to work with schools to deliver an effective, coordinated approach to the transition of Aboriginal and Torres Strait Islander young people through education and onto further education and training and/or employment. During the reporting period the Directorate also partnered with ACT Chamber of Commerce and Industry to broker identified training opportunities for Aboriginal and Torres Strait Islander students.

The Student Aspirations program continued to grow during the reporting period with 131 students participating. Student Aspirations coordinators worked with Aboriginal and Torres Strait Islander students and their parents and caregivers to support students through to successful completion of year 12. The Student Aspirations Coordinators worked with students in recognition of the importance of the primary school to high school and high school to college transition points. The program is based on the tenet that high expectations for Aboriginal and Torres Strait Islander students' learning is essential to achieve increased rates of successful Year 12 completion.

In addition to high expectations though, it is necessary to deliver timely support for those students who are struggling with learning. During the reporting period, academic support has been targeted at the transitions from primary to high school and high school to college to ensure continuity of support for students as they move school settings. Increasing retention rates over the reporting period indicate the success of the approach to actively pursue improved pathways, high expectations and targeted academic support.

The *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010–2013* identified seven key actions to implement over the course of the Plan to achieve the priorities identified under the Student Pathways and Transitions domain. The following section reports progress in implementing these key actions.



Recipients of the 2011 ACT Student Scholarships with Andrew Barr MLA, Minister for Education and Training. These year 11 students have expressed an interest in pursuing a career in teaching.



Aboriginal and Torres Strait Islander students in years 9 and 10. These students have just completed a workshop with National Indigenous Television.



Will Smith being presented with a certification acknowledging his completion of year 12. Will plans to undertake actuarial studies at the Australian National University (ANU).

WHAT PROGRESS HAS BEEN MADE AGAINST THE KEY ACTIONS?

Establish mechanisms for the delivery of course and career guidance at key transition points.

- Aspirations Coordinators worked extensively with 131 Aboriginal and Torres Strait Islander Education contact teachers in high schools and colleges to support all Aboriginal and Torres Strait Islander students with college enrolment.

Embed the Aboriginal and Torres Strait Islander Student Aspirations Program in schools from years 5 to 12.

- Aboriginal and Torres Strait Islander Education contact teachers in high schools and colleges participated in identifying students for the Student Aspirations program.
- Over the reporting period increasing participation of primary school principals and other key primary school staff in identifying students to participate in the Aspirations Program was achieved.

Conduct comprehensive research on evidence-based programs for disengaged students.

- This is a priority for 2011-2012 reporting year.

Broker tertiary preparation programs for years 11 and 12 students.

- Twenty Aboriginal and Torres Strait Islander students in years 11 and 12 visited universities in Canberra in 2010. In May 2010, 17 students visited six Sydney universities
- In April 2011 21 students visited four Melbourne universities
- Nine year 12 graduates received offers from universities in 2011.

Broker education and career pathways with external agencies.

- In 2010 and 2011 ABC Television and National Indigenous Television providers provided opportunities for Aboriginal and Torres Strait Islander students in years 9-10 to explore careers in media through discussion and hands-on activities with staff, journalists and presenters
- The CSIRO provided workshops for students in years 5 and 6 in science.

Track the progress of year 12 graduates in post-school destinations.

- During this reporting period the Directorate conducted initial interviews with 34 year 12 Aspirations students to identify their destinations for 2011
- Students and their families were contacted in May 2011 to identify how students were proceeding towards their goal. This will inform the full destination study to be conducted in 2012.

Build a database of year 12 graduates and mentors for younger students.

- A database recording names, schools and year levels was established in 2010.

WHAT ARE OUR PLANS FOR THE NEXT TWELVE MONTHS?

Establish mechanisms for the delivery of course and career guidance at key transition points.

- A workshop will be conducted for Aboriginal and Torres Strait Islander Education Contact Teachers and the Moving Forward Officers in colleges to discuss ways to support the enrolment of Aboriginal and Torres Strait Islander students who will be in year 11 in 2012 and to provide high quality career advice
- All Aboriginal and Torres Strait Islander students in years 9, 10, 11, and 12 will have a Pathways Plan established in 2012.

Embed the Aboriginal and Torres Strait Islander Student Aspirations Program in schools from years 5 to 12.

- A workshop will be held for key teachers in primary schools to discuss ways to continue to identify, refer and support Aboriginal and Torres Strait Islander students' participation in the Student Aspirations Program..

Conduct comprehensive research on evidence-based programs for disengaged students.

- Two identified high schools and the Australian Institute of Aboriginal and Torres Strait Islander Studies will conduct a research program in the application of Te Kotahitanga program designed in New Zealand that specifically targets young people who have disengaged from schooling
- Encourage extension of the *Practitioner-Based Enquiry* element of the Accepting the Challenge initiative to reflect priorities in School Network Plans
- Partner with the Aboriginal and Torres Strait Islander Working Group to research best practice policy formulation to improve Aboriginal and Torres Strait Islander student attendance.

Broker tertiary preparation programs for years 11 and 12 students.

- Establish networks of support at Melbourne, Sydney and Canberra universities to provide tertiary preparation programs for Aboriginal and Torres Strait Islander students.

Broker education and career pathways with external agencies.

- The Aboriginal and Torres Strait Islander Transitions Leadership Group will coordinate career expos during this reporting period to provide opportunities for education and training and employer groups to present information to Aboriginal and Torres Strait Islander students and their families.

Track the progress of year 12 graduates in post-school destinations.

- Post school destination interviews with all year 12 students graduating in 2011 and for those students enrolled in year 10 in 2011 will be conducted.

Build a database of year 12 graduates and mentors for younger students.

- Develop a comprehensive database of year 12 students and graduates that will be linked to information provided during post-school destination interviews.

LEADERSHIP AND CORPORATE DEVELOPMENT

Increase leaders' capacity to improve outcomes of Aboriginal and Torres Strait Islander students.

Strengthen understanding of issues impacting on Aboriginal and Torres Strait Islander education.

Nurture and support the participation and retention of Aboriginal and Torres Strait Islander people in our workforce.

Strong, proactive and informed leadership at the school level is fundamental to establishing and maintaining a culture of learning that is inclusive of Aboriginal and Torres Strait Islander students and enables their engagement and successful participation.

Recent research shows that positive change occurs when a school generates a culture and philosophy that will acknowledge and affirm Aboriginal and Torres Strait Islander identity of students in the school. Educational leadership by principals that acknowledges and embraces Aboriginal and Torres Strait Islander leadership is also central to establishing and maintaining cultures of learning that are inclusive of Aboriginal and Torres Strait Islander students and their families.

It is important that all Aboriginal and Torres Strait Islander students are taught by high quality teachers in schools led by effective and supportive principals. A recent study of around 4,500 Australian teachers found that more than one quarter wanted more professional development to help them to better assist Aboriginal and Torres Strait Islander students.

In 2008, the Directorate introduced the program *Accepting the Challenge – Improving learning outcomes for Aboriginal and Torres Strait Islander students*. This began as a leadership program for principals and over the current reporting period evolved into a comprehensive model that includes training for deputy principals and aspiring leaders. The program incorporates a practitioner-based enquiry element that encourages schools to investigate aspects of their approach to delivering quality learning programs for Aboriginal and Torres Strait Islander students.

In 2011 the ACT Government launched the *Employment Strategy for Aboriginal and Torres Strait Islander people*. This strategy committed each Directorate to developing an action plan that articulates measures to be taken to achieve the overall strategy. Elements of the employment strategy are reflected in the Directorate's Equity and Diversity Plan and the *Reconciliation Matters: Reconciliation Action Plan 2010-2011*.

The *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010–2013* identified six key actions to implement over the course of the Plan to achieve the priorities identified under the Leadership and Corporate Development domain. The following section reports progress in implementing these key actions.

WHAT PROGRESS HAS BEEN MADE AGAINST THE KEY ACTIONS?

Include Aboriginal and Torres Strait Islander education priorities in school and network plans, Principal Performance and Development Agreements, business plans and other Directorate Plans.

- Officers of the Aboriginal and Torres Strait Islander Education Section attended School Network meetings and encouraged schools to review their plans and identify priorities for Aboriginal and Torres Strait Islander education
- North Canberra and Gungahlin School Network has incorporated transition support as a focus in their network and school plans for the next reporting period.

Deliver professional learning to leaders and aspiring leaders through *Accepting the Challenge, Quality Teaching* and practitioner-based enquiry programs.

- In August 2010, 65 representatives from the 31 focus primary schools, eleven high schools and four P 10 schools attended a leadership forum to develop strategies for the priority areas in Aboriginal and Torres Strait Islander education
- In December 2010, 23 participants from 11 schools completed the Practitioner-based Enquiry program and presented findings from their research to address the needs of Aboriginal and Torres Strait Islander students
- Twelve schools commenced practitioner-based inquiry projects in 2011.
- In March 2011 25 participants attended a Sharing Practice – Building Networks seminar at which findings from practitioner-based projects conducted in four high schools were presented.
- The Directorate sponsored eight aspiring leaders to participate in intensive training through the *Stronger Smarter* leadership institute in Queensland
- Twenty-two schools leaders have been supported to attend Dare to Lead conferences. Learning from these conferences was presented to other school leaders.

Implement cultural competency programs for all staff.

- In February 2011, 222 non-teaching staff participated in a trial cultural competency training program.
- 117 of the 222 participants completed four and six hour programs delivered by officers from the Directorate and the National Museum of Australia
- In June 2011, 67 principals, managers and central office staff participated in a cultural competency training program which included a keynote address by Professor Mark Rose and workshops delivered by staff from the Yurauna Centre of CIT
- 47 percent of principals and managers completed the one-day program.

Develop an Aboriginal and Torres Strait Islander employment strategy.

- The Directorate established a working group involving Aboriginal and Torres Strait Islander and non-Indigenous people to develop an Aboriginal and Torres Strait Islander Employment Action Plan. Work on this action has been delayed pending the development and launch of the ACT Government Employment Strategy for Aboriginal and Torres Strait Islander People.

Implement induction programs targeted at Aboriginal and Torres Strait Islander officers.

- A draft induction program has been written for Aboriginal and Torres Strait Islander Education Officers. The program was trialled and evaluated in 2010 with new and current Aboriginal and Torres Strait Islander Education Officers.

Establish culturally responsive supervision practices.

- No work was undertaken on this action during the reporting period. The action is linked to the Employment Strategy and Action Plan for Aboriginal and Torres Strait Islander people in the ACT and will be incorporated into the Directorate's Action Plan for the Employment of Aboriginal and Torres Strait Islander people.

WHAT ARE OUR PLANS FOR THE NEXT TWELVE MONTHS?

Include Aboriginal and Torres Strait Islander education priorities in school and network plans, Principal Performance and Development Agreements, business plans and other Directorate Plans.

- All School Network Leaders and school principals to identify and include Aboriginal and Torres Strait Islander education priorities in school and network plans
- School Network Support Teams to collate priorities in school and network plans
- Business and other Directorate Plans include Aboriginal and Torres Strait Islander education priorities.

Deliver professional learning to leaders and aspiring leaders through *Accepting the Challenge*, *Quality Teaching* and practitioner-based enquiry programs.

- Support Dare to Lead Action Area Coordinators to promote local workshops focussing on aspects of Aboriginal and Torres Strait Islander education
- Sponsor attendance of school leaders and aspiring leaders at national Dare to Lead and other conferences on Aboriginal and Torres Strait Islander education
- Support aspiring school leaders to undertake leadership training delivered by the Stronger Smarter Institute in Indigenous Education
- Continue the establishment of a Stronger Smarter Learning Community with Ngunnawal Primary School, Kaleen Primary School and Amaroo School
- Publish findings from school-based practitioner enquiry projects

Implement cultural competency programs for all staff.

- Deliver a cultural competency program to Deputy Principals and School Leaders C staff.
- Collaborate with Ngunnawal Elders to develop a cultural competency program for the Directorate's Senior Executive Team
- Support the Ngunnawal Elders in the planned delivery of cultural competency training for Senior Executive Team.

Develop an Aboriginal and Torres Strait Islander employment strategy.

- Reconvene the working group to progress the development of an action plan that is aligned with the ACT Government's *Employment Strategy for Aboriginal and Torres Strait Islander people*
- Provide training opportunities for Aboriginal and Torres Strait Islander Education Officers and Education Workers that is tailored to the particular role they have in supporting Aboriginal and Torres Strait Islander students in schools and classrooms.

Implement induction programs targeted at Aboriginal and Torres Strait Islander officers.

- Work with the ACT Aboriginal and Torres Strait Islander Public Service Network to develop an induction program for delivery to Aboriginal and Torres Strait Islander staff across all ACT Government agencies
- Embed an induction program specifically for Aboriginal and Torres Strait Islander officers across the Directorate.

Establish culturally responsive supervision practices.

- Incorporate elements of responsive supervision practices to include in cultural competency training for positions that have clear supervisory roles.

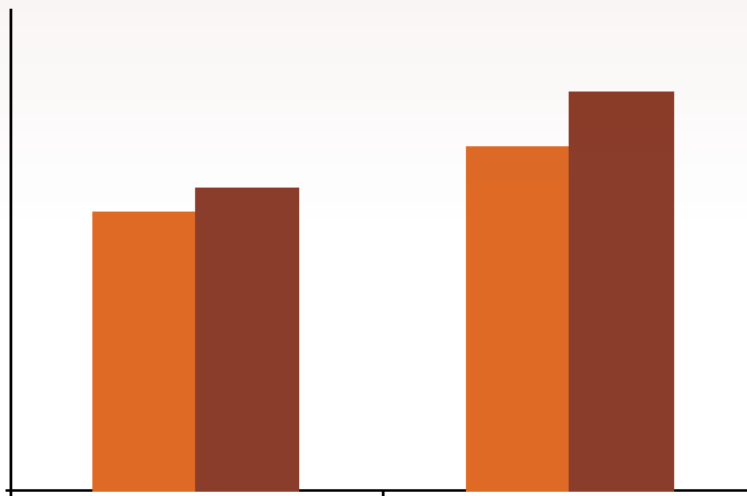
APPENDIX A – LEARNING AND TEACHING DOMAIN

PERFORMANCE INDICATORS IN PRIMARY SCHOOL (PIPS) FOR ACT KINDERGARTEN STUDENTS 2010

All kindergarten students in ACT public schools are assessed in aspects of English literacy and numeracy using the PIPS assessment instrument. The instrument measures the degree to which students are achieving in reading and numeracy in their first year of school. Assessments take place on entry to kindergarten and again at the end of the year to ascertain progress.

Kindergarten students assessed as meeting the minimum standard in February PIPS are considered to have commenced schooling with adequate preparation in mathematics and reading. The proportion of Aboriginal and Torres Strait Islander kindergarten students whose PIPS assessment was at or above the minimum standard in mathematics and reading in 2010 is shown and compared against non-Indigenous students in Figure 1.

Figure 1: Proportion of students whose mean score was at or above established minimum standard in PIPS in November 2010



The results from PIPS assessment conducted in November each year provide information about the level of progress that students have made since the February assessment.

Table 1 and Table 2 show the comparison between the progress of kindergarten Aboriginal and Torres Strait Islander students and other students over 2010 for mathematics and reading.

Table 1: Aboriginal and Torres Strait Islander and non-Indigenous students' progress in mathematics in PIPS in November 2010

| Progress Level | Aboriginal and Torres Strait Islander Students (percent) | Non-Indigenous Students (percent) |
|-----------------------------------|--|-----------------------------------|
| 1&2 Less than expected progress | 34 | 26 |
| 3 Expected progress | 56 | 52 |
| 4&5 Better than expected progress | 10 | 23 |

Table 2: Aboriginal and Torres Strait Islander and non-Indigenous students' progress in reading in PIPS in November 2010

| Progress Level | Aboriginal and Torres Strait Islander Students (percent) | Non-Indigenous Students (percent) |
|-----------------------------------|--|-----------------------------------|
| 1&2 Less than expected progress | 39 | 26 |
| 3 Expected progress | 53 | 50 |
| 4&5 Better than expected progress | 9 | 24 |

Overall in 2010 the percentage of Aboriginal and Torres Strait Islander students who made expected or better than expected progress in mathematics was 66 percent. This was similar to 2009 outcomes.

In reading 62 percent of students made expected or better than expected progress over the 2010 school year compared against 68 percent in 2009.

There is a trend of improvement amongst Aboriginal and Torres Strait Islander students in the mathematics and reading assessments at the beginning of the year which suggests that students are starting their formal education better prepared than previous cohorts of students. This trend is evident in the increasing mean scaled scores in mathematics and reading from 2008 to 2010.

Progress of Aboriginal and Torres Strait Islander students, however, during their kindergarten year is on average less than their non-Indigenous peers particularly in reading as reflected in the lower mean scaled score and lower proportion of students making expected or better progress.

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

ACT DATA 2010

Aboriginal and Torres Strait Islander students in the ACT continued to perform significantly better than students across Australia in the NAPLAN tests as shown by mean scores. Table 3 shows ACT Aboriginal and Torres Strait Islander students' mean scores to be significantly higher than the national mean scores across all year levels and assessment categories.

Table 3: NAPLAN 2010 mean scale (standard deviation) score of Aboriginal and Torres Strait Islander students in years 3, 5, 7 and 9 in reading, writing, spelling, punctuation and grammar, and numeracy.

| | ACT Mean Scores | | | | | Australian Mean Scores | | | | |
|---------------|-----------------|-----------------|-----------------|-----------------------|-----------------|------------------------|-----------------|-----------------|-----------------------|-----------------|
| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
| Year 3 | 374.8 (85.0) | 385.6 (79.0) | 358.1 (83.8) | 366.4 (92.3) | 361.7 (67.2) | 330.8 (89.6) | 342.2 (91.0) | 317.7 (99.6) | 317.4 (100.9) | 325.3 (71.2) |
| Year 5 | 430.6 (69.5) | 443.8 (73.1) | 430.5 (70.4) | 437.7 (72.5) | 434.7 (62.4) | 409.6 (81.7) | 411.5 (90.7) | 423.4 (84.1) | 409.4 (92.9) | 416.9 (70.5) |
| Year 7 | 511.3 (65.0) | 493.9 (72.9) | 504.5 (69.5) | 497.6 (68.4) | 498.4 (61.0) | 477.0 (67.7) | 459.7 (90.9) | 483.5 (82.0) | 455.2 (79.5) | 477.5 (66.6) |
| Year 9 | 550.1 (65.3) | 518.3 (79.3) | 541.9 (66.9) | 539.1 (64.7) | 539.1 (61.6) | 505.6 (67.1) | 488.1 (95.5) | 601.0 (74.0) | 501.5 (76.5) | 515.2 (64.7) |

The performance of Aboriginal and Torres Strait Islander students in ACT public schools by year level in NAPLAN 2010 is presented in Tables 4-11 below. There are two tables provided for each year level 3, 5, 7 and 9.

Tables 4, 6, 8 and 10 provide information about the students' participation in NAPLAN and their results using mean scores. Tables 5, 7, 9 and 11 provide information about student performance relative to national minimum standards, including the percentage of students in band levels above and below the nationally agreed proficiency standard.

Table 4: 2010 NAPLAN results for year 3 Aboriginal and Torres Strait Islander students

| Domain | Total Aboriginal and Torres Strait Islander Students | Total Aboriginal and Torres Strait Islander Students Tested | Exempt Aboriginal and Torres Strait Islander Students | Absent or withdrawn Aboriginal and Torres Strait Islander Students | Aboriginal and Torres Strait Islander Mean Scale Score | Non-Indigenous Mean Scale Score |
|--------------------------------|--|---|---|--|--|---------------------------------|
| Reading | 84 | 70 | 7 | 7 | 368 ± 20 | 437 ± 4 |
| Writing | 84 | 69 | 7 | 8 | 371 ± 20 | 430.0 ± 3 |
| Spelling | 84 | 70 | 7 | 7 | 350 ± 20 | 408 ± 3 |
| Grammar and Punctuation | 84 | 70 | 7 | 7 | 350 ± 27 | 431 ± 4 |
| Numeracy | 84 | 70 | 7 | 7 | 355 ± 15 | 413 ± 3 |

Table 5: 2010 NAPLAN: Percentage of year 3 Aboriginal and Torres Strait Islander Students in Proficiency Bands

| Domain (percent) | Below national minimum standard (percent) | | At national minimum standard (percent) | Above national minimum standard (percent) | | | |
|-------------------------|---|--------|--|---|--------|--------|------------------|
| | Exempt | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 | Band 6 and above |
| Reading | 8.3 | 10.0 | 27.1 * | 17.1* | 20.0* | 17.1* | 8.6* |
| Writing | 8.3 | 15.9 | 11.6 | 18.8 | 24.6 | 20.3 | 8.7 |
| Spelling | 8.3 | 18.6 | 18.6 | 30.0 | 8.6 | 17.1 | 7.1 |
| Grammar and Punctuation | 8.3 | 21.4 | 15.7 | 24.3 | 11.4 | 14.3 | 12.9 |
| Numeracy | 8.3 | 7.1 | 30.0 | 27.1 | 18.6 | 15.7 | 1.4 |

*In 2010 the target set for Aboriginal and Torres Strait Islander student achievement under the National Partnership for Literacy and Numeracy was achieved with 90 percent of year 3 students achieving at or above national minimum standards in reading compared to the target of 83 percent.

Table 6: 2010 NAPLAN Results for year 5 Aboriginal and Torres Strait Islander students

| Domain | Total Aboriginal and Torres Strait Islander Students | Total Aboriginal and Torres Strait Islander Students Tested | Exempt Aboriginal and Torres Strait Islander Students | Absent or withdrawn Aboriginal and Torres Strait Islander Students | Aboriginal and Torres Strait Islander Mean Scale Score | Non-Indigenous Mean Scale Score |
|-------------------------|--|---|---|--|--|---------------------------------|
| Reading | 89 | 76 | 2 | 11 | 427 ± 17 | 505 ± 3 |
| Writing | 89 | 76 | 3 | 10 | 441 ± 18 | 490 ± 3 |
| Spelling | 89 | 77 | 2 | 10 | 430 ± 17 | 484 ± 3 |
| Grammar and Punctuation | 89 | 77 | 2 | 10 | 435 ± 17 | 506 ± 3 |
| Numeracy | 89 | 77 | 2 | 10 | 431 ± 147 | 496 ± 3 |

Table 7: 2010 NAPLAN: percentage of year 5 Aboriginal and Torres Strait Islander students in Proficiency Bands

| Domain | Below national minimum standard (percent) | | At national minimum standard (percent) | Above national minimum standard (percent) | | | |
|-------------------------|---|------------------|--|---|--------|--------|------------------|
| | Exempt | Band 3 and below | Band 4 | Band 5 | Band 6 | Band 7 | Band 8 and above |
| Reading | 2.2 | 28.9 | 19.7 | 28.9 | 14.5 | 6.6 | 1.3 |
| Writing | 3.4 | 17.1 | 21.1 | 26.3 | 27.6 | 5.3 | 2.6 |
| Spelling | 2.2 | 22.1 | 23.4 | 27.3 | 20.8 | 5.2 | 1.3 |
| Grammar and Punctuation | 2.2 | 19.5 | 27.3 | 24.7 | 16.9 | 11.7 | 0.0 |
| Numeracy | 2.2 | 18.2 | 31.2 | 31.2 | 9.1 | 10.4 | 0.0 |

Table 8: 2010 NAPLAN Results for year 7 Aboriginal and Torres Strait Islander students

| Domain | Total Aboriginal and Torres Strait Islander Students | Total Aboriginal and Torres Strait Islander Students Tested | Exempt Aboriginal and Torres Strait Islander Students | Absent or withdrawn Aboriginal and Torres Strait Islander Students | Aboriginal and Torres Strait Islander Mean Scale Score | Non-Indigenous Mean Scale Score |
|-------------------------|--|---|---|--|--|---------------------------------|
| Reading | 83 | 62 | 4 | 17 | 505 ± 17 | 556 ± 3 |
| Writing | 83 | 63 | 4 | 16 | 480 ± 22 | 532 ± 3 |
| Spelling | 83 | 61 | 5 | 17 | 494 ± 20 | 540 ± 3 |
| Grammar and Punctuation | 83 | 61 | 5 | 17 | 480 ± 27 | 545 ± 4 |
| Numeracy | 83 | 65 | 4 | 14 | 494 ± 16 | 548 ± 3 |

Table 9: 2010 NAPLAN: percentage of year 7 Aboriginal and Torres Strait Islander students in Proficiency Bands

| Domain | Below national minimum standard (percent) | | At national minimum standard (percent) | Above national minimum standard (percent) | | | |
|-------------------------|---|------------------|--|---|--------|--------|------------------|
| | Exempt | Band 4 and below | Band 5 | Band 6 | Band 7 | Band 8 | Band 9 and above |
| Reading | 4.8 | 11.3 | 29.0 | 27.4 | 14.5 | 12.9 | 4.8 |
| Writing | 4.8 | 20.6 | 19.0 | 36.5 | 15.9 | 4.8 | 3.2 |
| Spelling | 6.0 | 21.3 | 21.3 | 21.3 | 26.2 | 6.6 | 3.3 |
| Grammar and Punctuation | 6.0 | 24.6 | 14.8 | 29.5 | 16.4 | 11.5 | 3.3 |
| Numeracy | 4.8 | 13.8 | 27.7 | 30.8 | 16.9 | 9.2 | 1.5 |

Table 10: 2010 NAPLAN Results for year 9 Aboriginal and Torres Strait Islander students

| Domain | Total Aboriginal and Torres Strait Islander Students | Total Aboriginal and Torres Strait Islander Students Tested | Exempt Aboriginal and Torres Strait Islander Students | Absent or withdrawn Aboriginal and Torres Strait Islander Students | Aboriginal and Torres Strait Islander Mean Scale Score | Non-Indigenous Mean Scale Score |
|-------------------------|--|---|---|--|--|---------------------------------|
| Reading | 76 | 51 | 4 | 21 | 545 ± 23 | 583 ± 3 |
| Writing | 76 | 50 | 4 | 22 | 512 ± 23 | 557 ± 5 |
| Spelling | 76 | 49 | 4 | 23 | 548 ± 21 | 576 ± 3 |
| Grammar and Punctuation | 76 | 49 | 4 | 23 | 543 ± 20 | 582 ± 4 |
| Numeracy | 76 | 52 | 4 | 20 | 546 ± 18 | 587 ± 3 |

Table 11: 2010 NAPLAN: percentage of year 9 Aboriginal and Torres Strait Islander students in Proficiency Bands

| Domain | Below national minimum standard (percent) | | At national minimum standard (percent) | Above national minimum standard (percent) | | | |
|-------------------------|---|--------|--|---|--------|--------|---------|
| | Exempt | Band 5 | Band 6 | Band 7 | Band 8 | Band 9 | Band 10 |
| Reading | 5.3 | 17.6 | 27.5 | 15.7 | 23.5 | 13.7 | 2.0 |
| Writing | 5.3 | 26.0 | 26.0 | 28.0 | 16.0 | 2.0 | 2.0 |
| Spelling | 5.3 | 18.4 | 16.3 | 28.6 | 26.5 | 6.1 | 4.1 |
| Grammar and Punctuation | 5.3 | 16.3 | 32.7 | 18.4 | 22.4 | 6.1 | 4.1 |
| Numeracy | 5.3 | 17.3 | 26.9 | 17.3 | 34.6 | 0.0 | 3.8 |

Mean scores for Aboriginal and Torres Strait Islander students in the ACT were significantly lower than for other students across all year levels and all domains. This difference equates to approximately eighteen months to two years of schooling and this gap has not improved over time.

Lower proportions of Aboriginal and Torres Strait Islander students achieved at or above national minimum standard than other students across all year levels and domains. Similarly, lower proportions of Aboriginal and Torres Strait Islander students achieved in the top two performance bands than non-Indigenous students across all year levels and domains.

NAPLAN 2010 represents the first occasion when students in a given year level cohort have been retested nationally in literacy and numeracy. Students in years 5, 7 or 9 were assessed in NAPLAN 2008 as years 3, 5 and 7 students respectively. The change in student score represents a measure of the degree of growth they have experienced between the two testing cycles.

A residual represents the difference between the actual and predicted score achieved by a student and is a measure of the growth of the student relative to the average growth of students with similar start scores. Based on the average residuals, Aboriginal and Torres Strait Islander students achieved less growth between years 3 and 5 and between years 7 and 9 than other students of similar start score.

Higher proportions of Aboriginal and Torres Strait Islander students were exempt from assessment in years 3, 7 and 9 than other students. Higher proportions of Aboriginal and Torres Strait Islander students were absent or withdrawn across all year levels than other students.

FOCUS PRIMARY SCHOOLS

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

'Focus schools' are those schools with Aboriginal and Torres Strait Islander students with the greatest need and where effort should be focused to make the greatest possible difference.

Potential 'focus schools' have been identified as the number of primary schools which cover 75% of Aboriginal and Torres Strait Islander primary school enrolments in each State or Territory.

The 75% cut is based on a ranking of the schools by Aboriginal and Torres Strait Islander primary school enrolments in descending order and marking the point of a minimum of 75% of enrolments. In 2010 in the ACT this represented thirty-one primary schools. (*National Aboriginal and Torres Strait Islander Education Action Plan 2010 - 2014*)

Jervis Bay Primary School

Ngunnawal Primary School

Richardson Primary School

Gilmore Primary School

Charles Conder Primary School

Taylor Primary School

Theodore Primary School

Torrens Primary School

Arawang Primary School

Wanniassa School (Junior Campus)

Wanniassa Hills Primary School

Kingsford Smith School (Junior School)

Kaleen Primary School

Narrabundah Early Childhood School

Gold Creek School (Junior Campus)

Namadgi Primary School

North Ainslie Primary School

Curtin Primary School

Red Hill Primary School

Latham Primary School

Fraser Primary School

Macgregor Primary School

Monash Primary School

Majura Primary School

Lyneham Primary School

Florey Primary School

Charnwood-Dunlop Primary School

Amaroo School (Junior Campus)

Ainslie School

Weetangera Primary School

Caroline Chisholm School

APPENDIX B – SCHOOL ENVIRONMENT DOMAIN

ENROLMENTS

In 2010 there were 1273 Aboriginal and Torres Strait Islander students enrolled in ACT public schools. This is an increase of 5.5 percent over 2009 when 1207 students were enrolled.

Figure 2: 2009-2010 Aboriginal and Torres Strait Islander student enrolments by school sector

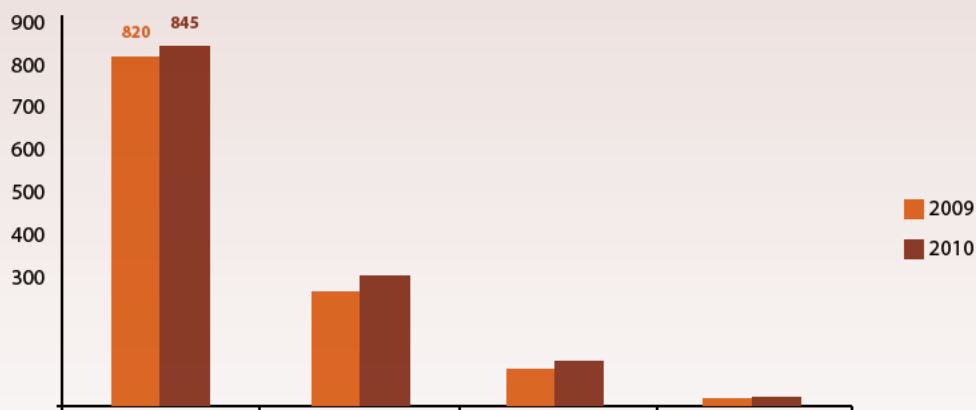
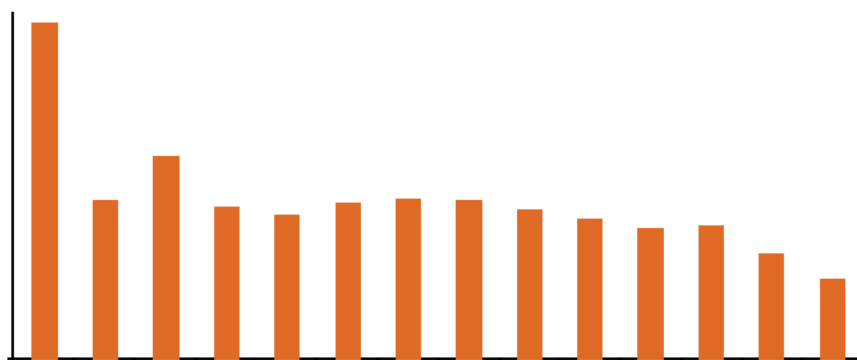


Figure 2 shows that the high school sector experienced the largest growth over the reporting period with an increase of 37 students while the primary school and college sectors had increases of 13 and 16 students respectively.

In August 2010 there were 193 Aboriginal and Torres Strait Islander children enrolled in ACT public preschool programs, representing 7.97 percent of all ACT public school preschool enrolments. This represents an increase of 65 enrolment from February 2010 and an increase of 21 enrolments from August 2009.

Figure 3 Distribution of enrolments across year levels indicating an increase in preschool enrolments and the reducing enrolments in high schools and colleges in 2010.



In August 2010, the number of public school enrolments of students identifying as being of Aboriginal and/or Torres Strait Islander origin was 1273. This is an increase of 247 (29.1 percent) since August 2006 and by 66 (5.5 percent) since August 2009 (Table 12).

Table 12: Number of Indigenous enrolments by level of schooling, 2005 to 2010

| Year | 2006 | 2007 | 2008 | 2009 | 2010 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|
| Primary Schools | 675 | 679 | 712 | 820 | 833 |
| High Schools | 244 | 252 | 247 | 275 | 312 |
| Colleges | 86 | 82 | 68 | 91 | 107 |
| Special Schools | 21 | 20 | 19 | 21 | 21 |
| Total all schools | 3032 | 3040 | 3054 | 3216 | 3283 |

ATTENDANCE

The attendance rate for Aboriginal and Torres Strait Islander students continued to be lower than for non-Indigenous student (Table 13). Attendance rates for Aboriginal and Torres Strait Islander students remained flat over the reporting period with marginal declines across all sectors (Table 14). The relatively small numbers involved suggests this trend should be interpreted cautiously.

Table 13: ACT Public School Attendance - by Sector

| | Sector | | |
|-------------------------------------|--------|---------|---------|
| | P to 6 | 7 to 10 | 11 & 12 |
| Aboriginal & Torres Strait Islander | 84.6 | 75.2 | 77.3 |
| Non-Indigenous | 91.4 | 86.7 | 86.6 |

Table 14: Aboriginal and Torres Strait Islander and non-Indigenous student attendance as a percentage by 2009 and 2010

| | Aboriginal and Torres Strait Islander Students | | Other students | |
|-------|--|--------|----------------|--------|
| | 2010 | 2009 | 2010 | 2009 |
| P-6 | 84.6 % | 86.4 % | 91.4 % | 92.7 % |
| 7-10 | 75.2 % | 76.0 % | 86.7 % | 87.9 % |
| 11-12 | 77.3 % | 78.5 % | 86.6 % | 85.9 % |

In 2010, eight Indigenous Education Officers were deployed to high schools - Calwell High School, Wanniasa School senior campus, Melrose High School, Stromlo High School, Telopea Park School, Lyneham High School, Canberra High School and Gold Creek School senior campus.

RETENTION

Aboriginal and Torres Strait Islander students are staying at school longer. The trend of improving retention of Aboriginal and Torres Strait Islander students from year 10 to year 12 has continued over the reporting period.

Figure 4: Retention rates for Aboriginal and Torres Strait Islander students from year 10 to year 12 for the period 2006-2010

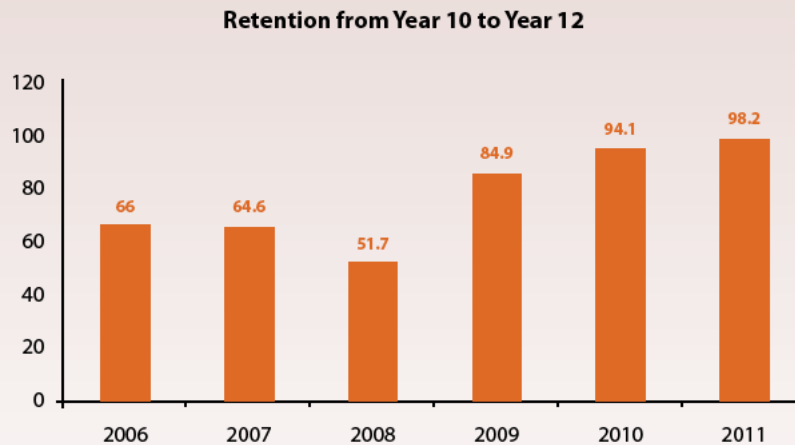


Figure 4 shows that over the reporting period apparent retention rates of Aboriginal and Torres Strait Islander students improved from 84.9 percent to 98.2 percent. This increase in retention coincides with the implementation of programs targeting increased retention such as the Aboriginal and Torres Strait Islander Student Aspirations program, and the Aboriginal and Torres Strait Islander Education Officers and the Indigenous Education Workers program, and might indicate the relative success of these programs in relation to retention.

APPENDIX C – STUDENT PATHWAYS AND TRANSITIONS DOMAIN

YEAR 12 COMPLETIONS

In 2010, 48 students completed year 12. Thirty-four students received a Year 12 Certificate while six students achieved a Year 12 Certificate and a VET Certificate. The following table provides detail of the results achieved.

Table 15: Year 12 completion results of Aboriginal and Torres Strait Islander students, 2010

| Qualification | Number of Students |
|--|--------------------|
| Year 12 Certificate | 34 |
| Year 12 Certificate and VET Certificate | 6 |
| VET Certificate but no Year 12 Certificate | 1 |
| Neither Year 12 nor VET Certificate | 7 |

Source: ACT Board of Senior Secondary Studies, unpublished.

SCHOOL-BASED APPRENTICESHIPS

In 2010, 41 Aboriginal and Torres Strait Islander students commenced or recommenced an Australian School-based Apprenticeship (ASBA). One of these students completed a qualification in 2010 and commenced a second course. Training was provided by 13 Registered Training Organisations and students were employed in 10 different business/industry areas by 14 different employers.

Table 16: Aboriginal and Torres Strait Islander student qualification enrolment in ASBA courses 2010.

| Industry | Qualification | Students |
|-----------------------|-----------------|-----------|
| General Construction | Certificate II | 3 |
| Horticulture | Certificate II | 1 |
| Community Recreation | Certificate II | 18 |
| Business | Certificate II | 4 |
| Automotive | Certificate II | 1 |
| Hospitality | Certificate III | 2 |
| Construction Pathways | Certificate II | 7 |
| Tourism | Certificate II | 1 |
| Retail | Certificate II | 2 |
| Aged Care | Certificate III | 1 |
| Financial Services | Certificate II | 1 |
| Total | | 41 |

Source: Education and Training Directorate, unpublished.

