

2019– Aboriginal Education Plan
KURURRUNGKU CATHOLIC EDUCATION CENTRE, BILLILUNA

System Strategic Outcomes (LEAD)	Strategic Plan Link Aboriginal & Torres Strait Islander Education Action Plan 2010 - 2014	SMART Goals (Specific, Measurable, Achievable, Result Orientated, Timed)	Actions/Strategies (How will we do it?)	Responsibility & Timeline (Who will lead/drive this? When will the action be done?)	CEWA and Community Involvement	QCS Component link	Success indicators (How we will know we have been successful)
Learning							
	<p>In no particular order: Use Whole-Small-Whole teaching pedagogy Literacy and Numeracy to reach each student.</p> <p>Use data to inform planning</p> <p>Develop a more mature approach to learning in Yr 7 – 10 with emphasis on Literacy, Numeracy and Integrated Studies which includes Design and Digital Technologies.</p>	<p>Staff begin to understand that engagement is linked to cultural awareness and 2-way learning</p> <p>Classrooms are culturally rich with cultural words, pictures, stories, art and language.</p> <p>Students understand that they are Walmajarri people.</p> <p>Students understand that education is delivered in Standard Australian English, which is not their first language</p>	<p>Awareness when making resources</p> <p>Teachers are explicit when teaching Standard Australian English – ATA’s to translate if needed</p> <p>Teachers speak slowly and articulate clearly when teaching</p>	<p>Principal, KTL and KTN at PLC’s – ongoing</p> <p>Culture lessons – on –going</p> <p>Teachers – on-going</p>	<p>Aboriginal Education Consultants - and other consultants</p>	<p>102 Integrating Catholic Life and Culture</p> <p>202 Wider community partnerships</p>	<p>ATSI is visual around the school and in the classrooms</p> <p>Students will be learning and as engaged as possible</p>
Engagement							
	<p>In no particular order: Promote Attendance</p> <p>Continue 2-way Learning across all classrooms</p> <p>Develop student leadership through a Student Representative Council (SRC)</p> <p>Strong Community Partnership Relationships</p>	<p>All students will be on an Individual Education Plan to address their learning needs</p> <p>Walmajarri will be integrated throughout the curriculum in song, art, stories.</p> <p>Bush Trips will be held in term 2 & 3 with ATA’s and elders leading the learning</p> <p>Secondary students treated with the maturity that their cultures demands. More technology taught Literacy and Numeracy taught at the level of the students</p>	<p>Teachers with SWD consultant will create the IEP for each student</p> <p>ATA’s to add these resources during planning and preparation time. They may also interject during teaching and learning to assist.</p> <p>Planned bush trips for each group on a regular basis with the elders</p> <p>ALL staff are aware of this. New resources will be purchased</p>	<p>Teachers and SWD consultant – by the end of term 1</p> <p>Teachers and ATA’s - on-going</p> <p>ATA’s with Principal Term 2 & 3</p> <p>Principal and secondary teacher from beginning of the year – immediate</p>	<p>Aboriginal Education Consultants - and other consultants Broome office</p>	<p>201 Engagement with Families and Community</p> <p>307 Differentiated Teaching Program</p> <p>402 Pastoral Care of Students</p>	<p>Students will be engaged in their school</p> <p>Personal literacy levels will rise</p> <p>Students will be confident in themselves and their ability.</p>

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	Create a culture of using Digital Technology in all areas of learning	<p>using teenage resources and examples</p> <p>Staff will learn a word in language every week – on staff room white board</p> <p>Parents encouraged to attend weekly assembly, 3 way interviews, IEP update mtgs, community gatherings, Masses and Liturgies, Open Days, Mini Fete</p>	<p>Different thinking with planning and preparing the secondary program by secondary teachers – explore ASDAN</p> <p>ATA's will write a word in language with it's SAE meaning each week on the staff room white board</p> <p>ATA's will deliver the Culture program</p> <p>Continually advertise our community meetings and gatherings through word of mouth, at the shop and the clinic, sending and invitation home with the students etc</p>	<p>ATA's</p> <p>Elders</p> <p>Principal, ATA's and teachers – immediately and on-going</p>			

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Accountability							
	<p><i>In no particular order:</i></p> <p>We are an Aboriginal school. Our students are of the Walmajarri tradition. Aboriginal staff need to be committed to Catholic Education, therefore attend work.</p>	<p>Staff to review Aboriginal Education Plan each year to stay on track.</p> <p>Aboriginal Education Plan to have influential significance in curriculum planning and delivery through PLC</p>	<p>One PLC session each semester lead by the Principal and ATA's</p> <p>Teachers use culturally appropriate resources in all their teaching and planning</p> <p>Principal and all staff will working on this in</p>	<p>Principal</p> <p>Teachers</p> <p>Principal and ATA's</p>	<p>Aboriginal Education Consultants - and other consultants Broome office</p>	<p>201 Engagement with Families and Community</p> <p>402 Pastoral Care of Students</p> <p>102 Integrating Catholic Life and Culture</p>	<p>Students will be proud Aboriginal Students</p> <p>Parents will be happy with their child's education</p> <p>Visitors will see we are a good Aboriginal school</p>

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Discipleship							
	<p>In no particular order:</p> <p>Provide more opportunities for staff and families to engage in parish life</p> <p>Working with the Parish Priest, make liturgies engaging and understandable</p> <p>Mass of the Land of the Holy Spirit become our default rite.</p> <p>Provide opportunities for families to engage in school activities</p> <p>Invite Bishop and Parish Priest to be visible in the classrooms</p>	<p>Simple liturgical hymns learned in language and used regularly</p> <p>Aboriginal music used in liturgies</p> <p>Aboriginal dance explored for use in liturgies</p> <p>Age appropriate and culturally appropriate resources to be used across the school</p> <p>Work with families to increase attendance at school</p>	<p>Language songs taught during hymn singing with the assistance of the ATA's - directed by Principal with the help of the ATA's</p> <p>ATA's to be responsible for bringing neighbouring students to school each day.....</p> <p>Siren means school will start</p>	<p>Principal, REC and ATA's - immediately</p> <p>Principal, REC and ATA's - immediately</p> <p>Principal and teachers – immediately</p> <p>Principal and the ATA's in conjunction with elders</p>	<p>Aboriginal Education Consultants - and other consultants Broome office</p>	<p>102 Integrating Catholic life and Culture</p> <p>202 Wider community partnerships</p> <p>402 Pastoral Care of Students</p>	<p>Greater attendance at Masses at school and on the weekends.</p> <p>Students participating in liturgies</p> <p>Students understanding that prayer and worship can be creative – respectfully receive creative prayer</p>