



Aboriginal Cultural Standards Framework Whole School Plan

2019 - 2020

At Maylands Peninsula Primary School, it is our aim to become a culturally responsive school that has a strong ethos based on respecting and valuing diversity.

The Aboriginal Cultural Standards Framework Plan (ACSF) provides a structure for all staff to reflect on their practices and identify opportunities for improved action to build on the existing knowledge and skills of all students. This strategic plan promotes initiatives aimed at enhancing Aboriginal Education and Excellence. This strategic plan promotes initiatives aimed at enhancing Aboriginal Education and Excellence. It caters for both long term growth and short term engagement to provide educational and social/life skills benefits for participating students. This document will enable staff to be culturally responsive to the diverse needs, backgrounds, experiences and knowledge of Aboriginal students; and being able to use these as a basis to facilitate learning opportunities.

In essence, the focus of the *Aboriginal Cultural Standards Framework Plan* is to take into account an Aboriginal perspective when planning teaching and learning experiences, and integrate any opportunities that present into the regular classroom teaching and learning program, rather than 'teach' aboriginal studies as a standalone subject.

The Maylands Peninsula Primary School ACSF Plan is divided into the five areas of the Aboriginal Cultural Standards Framework:

- Teaching
- Learning Environment
- Relationships
- Leadership
- Resources

Standard 1: Teaching

Identified Performance Indicator	Indicators from Aboriginal Cultural Standards Framework	Plan for Improvement
Teachers know the curriculum content and how best to teach it to Aboriginal students.	<ul style="list-style-type: none"> • Teachers recognise the diverse perspectives that Aboriginal students bring to the content being taught. • Teachers incorporate into learning experiences the knowledge and experiences that Aboriginal students possess. • Teachers use resources developed for Aboriginal students to address specific learning needs. • Teachers incorporate Aboriginal histories, cultures and languages into learning activities. 	<p>Staff increase awareness of pedagogy to deliver effective curriculum and engage Aboriginal students by completing Aboriginal Cultural Awareness online PL.</p> <p>Teachers seek out culturally appropriate resources for student use. Teachers use resources like Inquisitive.com and Crackerjack.com as a resource.</p> <p>IEPs on a 'Needs' basis.</p> <p>Teaching lessons with Aboriginal theme (cross-curricular).</p>
Teachers Plan for and implement effective teaching practices for Aboriginal students.	<ul style="list-style-type: none"> • Teachers set learning goals that reflect high expectations for each Aboriginal student. • Teachers seek background information about Aboriginal students from previous schools to improve success in transition. • Teachers assess the learning needs of each Aboriginal student and differentiate their teaching practices accordingly. • Teachers identify and implement teaching and learning approaches suitable for Aboriginal students as English as an additional language/dialect learner. 	<p>Teachers plan and teach differentiated curriculum to cater for the learning needs and styles of Aboriginal students.</p> <p>Seek background information on student enrolment from previous school and through Online Student information from the portal.</p> <p>Information regarding ATSI students to be given to teachers at the beginning of the year (Yellow Card after parent meeting).</p> <p>Developing respectful programmes that allow Aboriginal children to be able to express their culture /language, etc – linking history/geography/cross-curricular</p>

	<ul style="list-style-type: none"> Teachers provide a range of learning opportunities for Aboriginal students. 	
Teachers assess, provide feedback and report on the progress of Aboriginal students.	<ul style="list-style-type: none"> Teachers take into account the cultural and linguistic backgrounds and proficiency of Aboriginal students when planning their assessments. Teachers use formative and summative assessment data to inform planning and to identify explicit achievement targets for Aboriginal students. Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required. Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents. 	<p>Teachers to communicate with and feedback to parents on an ongoing basis in relation to student's academic and social-emotional progress and to improve their knowledge of students and their families.</p> <p>Staff to consider using common assessment tasks to cover literacy skills with a cultural point of view (i.e./ procedure writing – damper making, narrative – dreaming story).</p> <p>Set class and school targets for Aboriginal students.</p> <p>Use SAIS-NAPLAN aboriginal filter to set targets.</p>
Teachers know how culture and experiences shape the learning of each Aboriginal student.	<ul style="list-style-type: none"> Teachers know of the cultural, language and family connections of Aboriginal students. Teachers know relevant background experiences that Aboriginal students bring to school. Teachers take into account the preferred learning style of each Aboriginal student. 	<p>Being mindful of Aboriginal perspective (i.e./ Australia Day is not a day of celebration for Aboriginal students).</p> <p>Different ways to greet people i.e./ Kaya for Noongar.</p> <p>As part of induction processes, incoming staff to complete on-line cultural awareness training via the portal - Needs basis. (compulsory from 2017)</p>

	<ul style="list-style-type: none"> • Teachers support Aboriginal students to identify and achieve their aspirations. 	
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Standard 2: Learning Environment		
Identified Performance Indicator	Indicators from Aboriginal Cultural Standards Framework	Plan for Improvement
Staff support Aboriginal students to feel a sense of belonging and connection to the school	<ul style="list-style-type: none"> • Aboriginal students demonstrate pride in, and ownership of the school. • Staff have positive interactions with Aboriginal students. • Staff welcome parents and families of Aboriginal students at the school. • All students and staff are aware of, and demonstrate respect for, the cultural and linguistic diversity of the school community. • Staff promote positive wellbeing for Aboriginal students. 	<p>Develop a welcoming environment that feels comfortable and supportive to students and families.</p> <p>Acknowledgement of country/welcome Important events in Aboriginal culture – see attached list</p> <p>Aboriginal families welcomed and invited to school activities.</p> <p>Acknowledgement to country conducted at each school assembly.</p> <p>Incidentally, introduce indigenous language for everyday things in school community. Eg: when we see or hear the willy wagtail, remind the kids it's a chitty chitty.</p> <p>Celebrating NAIDOC week</p> <p>Breakfast Club</p>

<p>Staff establish supportive and safe learning environment for Aboriginal students.</p>	<ul style="list-style-type: none"> • Staff know about factors in the local Aboriginal community that may have an impact on student engagement. • Staff work productively with other agencies to support the health, wellbeing and safety of Aboriginal students, their parents and families. • Staff, in collaboration with parents and families, develop plans to support Aboriginal students at educational risk. • Staff put in place appropriate steps to support the social and emotional wellbeing of Aboriginal students. 	<p>Encourage teachers to have contact with Aboriginal families early in each year to learn about families and involvement in school life, building rapport. Be aware of guardians with influence in the family dynamics. It can be aunty, grandparents.</p> <p>Identify health needs and initiate contact with families and school nurse if required. Early detection/intervention for health/speech/social emotional issues Understand the whole student to be able to support them</p> <p>Individual Education plans are developed for Aboriginal students as required. These are communicated to parents.</p> <p>Payment plans for excursions/text books/Edu-dance</p>
<p>Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming to Aboriginal students</p>	<ul style="list-style-type: none"> • Staff engage Aboriginal students, their parents and families, and community members in developing an environment which displays and respects their histories, cultures and languages. • The parents and families of Aboriginal students, and local Aboriginal community members use facilities at the school where appropriate. • Staff and students use local Aboriginal community facilities and sites to enable students to learn in settings connected to local histories, cultures and languages where appropriate. 	<p>Respecting customs and traditions ie/ eye contact, embrace language and dialect</p>

<p>Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibilities for attendance and behaviour</p>	<ul style="list-style-type: none"> • Staff work with Aboriginal students, their parents and families to ensure an understanding of expectations and legal obligations under the <i>School Education Act (1999)</i> for attendance. • Staff work with Aboriginal students, their parents and families to ensure an understanding of expectations related to behaviour, engagement and learning. • Staff support and encourage local Aboriginal community members to promote consistent and clear messages about student attendance and behaviour. • Staff identify and implement strategies to engage hard-to-reach Aboriginal students, their parents and families. • Staff are aware of factors that may be affecting the behaviour of individual Aboriginal students and implement appropriate school and classroom management strategies. • School leaders collaborate with other school leaders to ensure the transition of Aboriginal students is well defined and enacted. 	<p>Attendance – teachers to be in contact with administration/teachers to target poor attendance with IEPs</p> <p>Teachers to make contact with parents then make contact with Admin if problem persists.</p> <p>Behaviour Management</p>
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Standard 3: Relationships		
Identified Performance Indicator	Indicators from Aboriginal Cultural Standards Framework	Plan for Improvement

<p>Staff establish and maintain positive relationships with Aboriginal students, their parents and families</p>	<ul style="list-style-type: none"> • Staff build respectful working relationships with Aboriginal students. • Staff provide information to parents of Aboriginal students about their children's progress and support families to participate in all aspects of their children's education. • Staff work with Aboriginal students, their parents and families to support students at key transition stages of schooling. 	<p>Involve students in student leadership opportunities.</p> <p>Ongoing communication with families to assist students in academic outcomes, attendance and give support to homes. Encourage parents (personally) to assist and support in the classroom and on excursions.</p> <p>Follow up with families to support transition points e.g. year 6 to secondary school with regards enrolment.</p>
<p>Staff broaden their knowledge and improve practices in Aboriginal education</p>	<ul style="list-style-type: none"> • Staff participate in local Aboriginal community networks to understand the perspectives of Aboriginal people on education. • Staff engage with local Aboriginal community members to identify opportunities for including cultural events at the school. • Staff incorporate local Aboriginal community members' cultural and linguistic knowledge and expertise to build contextual relevance to the education of Aboriginal students. 	<p>Celebrate NAIDOC day in the school calendar.</p> <p>Celebrate NAIDOC Week across the school - the Committee to organise whole school activities for the school throughout the whole of Term 3</p> <p>Proposal to refer to Term 3 as a whole school focus term – Indigenous word/term</p> <p>Teachers liaise with Aboriginal parents to encourage/invite their participation in the classroom to share their culture at a classroom/school level</p> <p>Committee to establish list of local community members that can support the teaching and learning of Aboriginal culture in our school</p> <p>Include Aboriginal culture on Harmony Day Invite cultural group to school</p> <p>Invite Aboriginal parents to share knowledge and culture with class groups.</p> <p>Invite parents on class excursions, to school open nights.</p> <p>Teachers make regular contact with families if there are concerns with attendance or progress to build rapport.</p>

Standard 4: Leadership		
Identified Performance Indicator	Indicators from Aboriginal Cultural Standards Framework	Plan for Improvement
School leaders develop a clear vision for the teaching and learning of Aboriginal students.	<ul style="list-style-type: none"> • School leaders ensure school values are underpinned by high expectations for Aboriginal students. • School leaders involve parents and families, and local Aboriginal community members in the development of the school vision and ethos. • School leaders ensure Aboriginal education outcomes are defined in the school plan and reported in the annual school report. 	School leaders and staff demonstrate a commitment to high expectations for Aboriginal students.

	<ul style="list-style-type: none"> • School leaders establish a culture of continuous improvement and academic optimism for Aboriginal students. 	
School leaders build staff capability for effective teaching of Aboriginal students.	<ul style="list-style-type: none"> • School leaders expand their own cultural knowledge relevant to the local context. • School leaders support staff to build individual capability for developing their knowledge of local Aboriginal histories, peoples, cultures and languages. • School leaders support staff to teach in ways that are responsive to the learning needs of individual Aboriginal students. • School leaders develop and sustain a school-wide focus on monitoring the progress of Aboriginal students. • School leaders and staff are cognisant of their attitudes, behaviours and performance in teaching Aboriginal students. 	School leaders and staff have deepened their understandings about Aboriginal histories, people, cultures and languages, including the local and national context.
School leaders support innovation and change in Aboriginal education.	<ul style="list-style-type: none"> • School leaders encourage flexible and adaptive approaches to engaging and teaching Aboriginal students. • School leaders share best practice and innovation in Aboriginal education with colleagues and across education networks. • School leaders embed collaborative practices that promote school-wide 	School leaders create and support opportunities for staff to develop innovative teaching practices for Aboriginal students.

	<p>contributions to improvement and innovation in Aboriginal education.</p> <ul style="list-style-type: none"> • School leaders recognise the capability of Aboriginal staff to lead innovative approaches in engaging and teaching Aboriginal students. 	
School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families.	<ul style="list-style-type: none"> • School leaders provide comprehensive reports about Aboriginal student performance as part of the annual school report. • School leaders share education success with the local Aboriginal community and the broader community. • School leaders report on the progress and outcomes of targeted Aboriginal programs and initiatives, and seek feedback from the local Aboriginal community on their value and success. 	School leaders report to the school board on the achievements and progress of Aboriginal students.

Standard 5: Resources

Identified Performance Indicator	Indicators from Aboriginal Cultural Standards Framework	Plan for Improvement
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Staff Acknowledge and value the expertise of Aboriginal staff	<ul style="list-style-type: none"> • Staff draw on the knowledge and expertise of Aboriginal staff (including Aboriginal and Islander education officers, and regional Aboriginal education teams) in connecting the school with the local Aboriginal community. • School leaders support Aboriginal staff to identify and pursue leadership and aspirational opportunities. • School leaders and staff use flexible recruitment practices to encourage applications from Aboriginal people. 	Staff draw on the skills and knowledge of Aboriginal Education workers to support all students, including Aboriginal students.
School Leaders allocate staff to support the learning needs of individual Aboriginal students.	<ul style="list-style-type: none"> • School leaders, in planning the staffing profile, give specific consideration to the learning needs of Aboriginal students. • School leaders consider the expertise and experiences required for staff to work with Aboriginal students. 	School leaders understand that student demographics are an important factor when considering the staffing profile.
School leaders target the learning needs of individual Aboriginal students when allocating financial resources.	<ul style="list-style-type: none"> • School leaders use student characteristics funding to implement appropriate teaching and learning adjustments for Aboriginal students. • School leaders plan for improved Aboriginal student outcomes and budget accordingly. 	School budgets are allocated to support educational outcomes for Aboriginal students.

<p>Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning.</p>	<ul style="list-style-type: none"> • Staff select a range of evidence-informed resources to support the learning needs of individual Aboriginal students. • Staff use technology to connect Aboriginal students' local perspectives with national and global perspectives. • Staff incorporate the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in all learning areas. • Staff liaise with Aboriginal staff, including Aboriginal and Islander education officers, and Aboriginal community members to determine the appropriateness of cultural resources and materials. • Staff understand, respect and act in accordance with the cultural and intellectual property rights of Aboriginal people. 	<p>Staff draw on the skills and knowledge of Aboriginal Education workers to support all students, including Aboriginal students.</p> <ul style="list-style-type: none"> • DoE- www.education.wa.edu.au/education/abled/curriculum_perspective.html • DoE- http://det.wa.edu.au/equityanddiversity/detcms/workforce/equity-and-diversity/atsi-employment/culturally-responsive-teaching-and-learning.en • 8 Ways of Learning- http://8ways.wikispaces.com/home • Kaartdijin Noongar- Noongar Knowledge - http://www.noongarculture.org.au/ • Magabala Books - Australia's oldest independent Indigenous publishing house, based in Broome, and is one of the most remote publishing houses in the world. https://www.magabala.com/ • NAIDOC- http://www.naidoc.org.au/celebrating-naidoc-week/ • Stronger Smarter- http://strongersmarter.com.au/ • Pinterest- https://www.pinterest.com/mdurosssmmit/aboriginal-pedagogy/ • Aboriginal Literacy Foundation- http://www.aboriginalliteracyfoundation.org/ • Kids Matter- https://www.kidsmatter.edu.au/early-childhood/make-an-action-chart-your-own • Splash ABC TV - http://splash.abc.net.au/home#!/topic/494038/aboriginal-and-torres-strait-islander-histories-and-cultures <p>ATSI Mathematics Alliance - http://atsimanational.ning.com/</p> <p>Aboriginal narrative literature – Tiddalick, The Rainbow Serpent, How the Birds got their colours, My Place</p> <p>APAC website (lesson plans written to cover all learning areas)</p> <p>http://aussieeducator.org.au</p> <p>APAC http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/apac/ http://www.det.wa.edu.au/aboriginaleducation/detcms/navigation/community/walk-right-in/</p> <p>Training Resource: Walk Right In</p>
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School Staff:

School Chaplin

School Administrative Team

City of Bayswater – Walter Doolan/Leslie Etts 9342 1201 (Aboriginal Community Contacts)

Pinterest- fantastic games and ideas

RUAH Perth Aboriginal Resources Directory: ruah.com.au

This website provides contact details for Aboriginal students in our school community.

Dust Echoes: <http://www.abc.net.au/dustechoes/>