



CLEVER SKILLED CREATIVE

Indigenous learning and arts

Strategic plan 2008–2011



Reference

The term 'Indigenous' used hereafter in this document specifically refers to the Aboriginal Peoples and Torres Strait Islander People of Australia. The use of the term Indigenous is for grammatical ease only and no disrespect is intended.

Did you know?

- There are approximately 38 400 Indigenous students attending Queensland state schools — making up just under 8 per cent of all students.
- 87 per cent of all Indigenous school students are enrolled in state schools.
- 88 per cent of the 1275 state schools across Queensland have 1 or more Indigenous students. 22 state schools have 200+ Indigenous students.
- Over 13 000 Indigenous students are undertaking vocational education training — almost 5 per cent of total VET student population.
- Queensland has approximately 93 000 apprentices and trainees, 3734 (4 per cent) of whom are Indigenous.
- The Indigenous arts market is estimated to be worth around \$500 million. The Lockhart River Arts and Cultural Centre alone averaged an annual turnover of \$750 000 in the last five years, distributing two-thirds of its income to artists.
- There is a growing number of Queensland Indigenous artists working in the performing arts (music, dance and theatre) who have established profiles nationally and internationally.

Indigenous learning and arts Strategic plan 2008–2011

Our aspiration for Indigenous Queenslanders is the same as for all Queenslanders. That is, we want Aboriginal and Torres Strait Islander Queenslanders who are '*clever, skilled and creative*'.

To achieve this vision we will:

- provide strategic leadership on Indigenous policy and program development
- deliver high quality and responsive services
- strengthen our partnerships and alliances with Indigenous people and key stakeholders
- contribute to the whole-of-government strategic agenda.

The *Indigenous Learning and Arts Strategic Plan 2008–2011* sets out how DETA will achieve its vision for Indigenous Queenslanders. Our goal, outcomes and priority action areas set the foundation for our planning and guide our performance.



Rachel Hunter

Director-General

Department of Education, Training and the Arts

Department's vision

A clever, skilled and creative Queensland

Indigenous learning and arts goal

Strong Indigenous communities supported by learning and the arts

To achieve our goal, we will focus on:

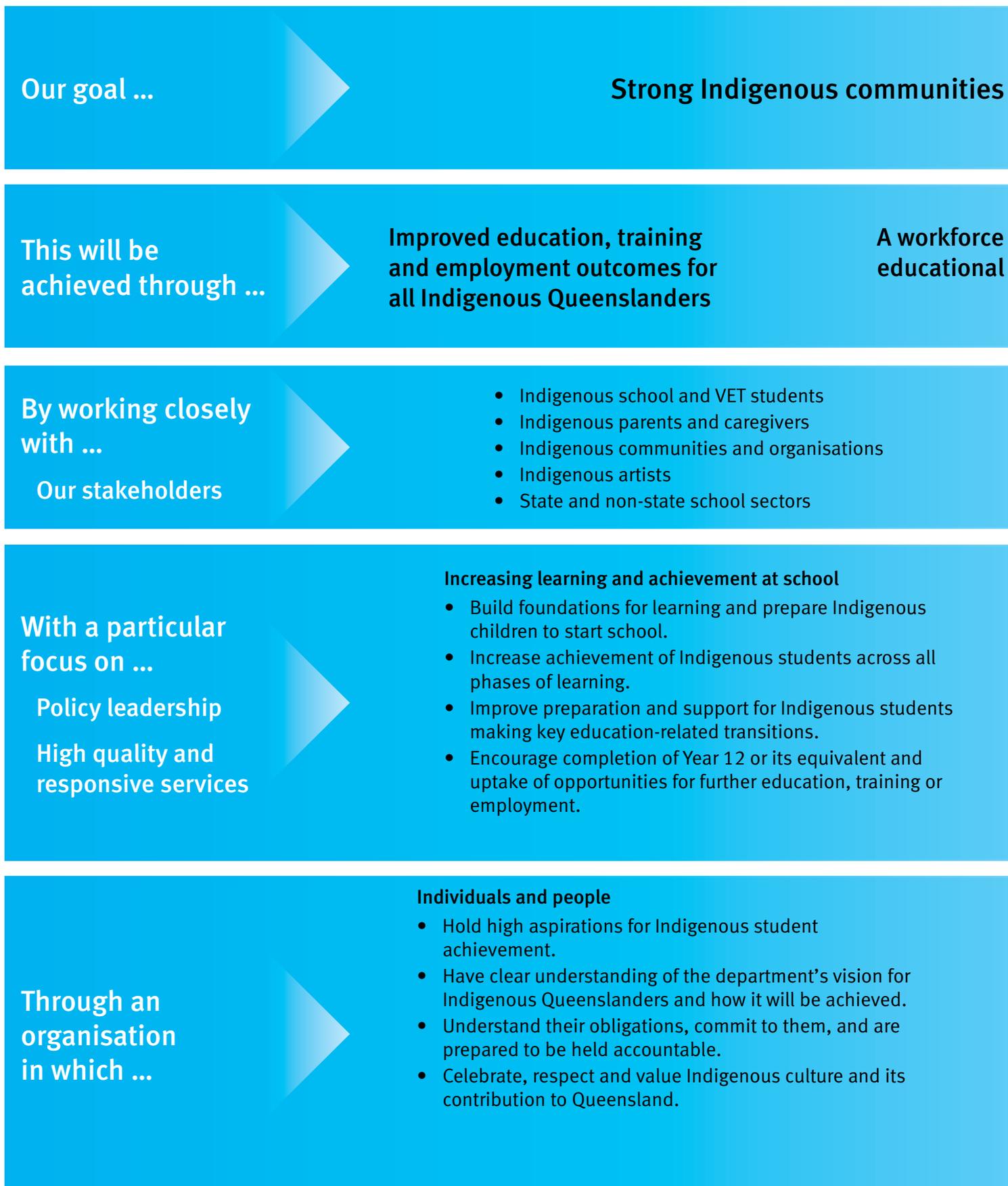
- improving education, training and employment outcomes for all Indigenous Queenslanders
- developing a DETA workforce skilled in maximising educational and training outcomes for all Indigenous Queenslanders
- strengthening Indigenous arts and culture.

Indigenous learning and arts outcomes

- Strong students, strong results, strong futures.
- Highly skilled and qualified individuals.
- Vibrant arts and strong culture.

Strong Indigenous communities s

Our Vision – A clever, skilled and creative Queensland



supported by learning and the arts

supported by learning and the arts

skilled in maximising and training outcomes

Strong Indigenous arts and culture

- Private training providers
- Arts and cultural development sector
- Business and industry
- Local, State and Australian governments
- Universities

Developing and supporting accessible and relevant training pathways

- Increase engagement in training and employment and establish pathways for Indigenous students between schools, VET, higher education and employment, in partnership with Indigenous communities and key stakeholders.

Promoting strong Indigenous arts and culture

- Support a vibrant and sustainable Aboriginal and Torres Strait Islander arts industry.
- Celebrate, develop and invest in Indigenous arts and cultures.
- Support wellbeing and social cohesion that result from a strong connection with culture and heritage.
- Recognise and celebrate the contribution of Indigenous arts and cultures to Queensland.

Systems

- Consider the needs of individuals as well as the needs, issues and opportunities within the location in which they live.
- Effectively prioritise, manage and target resources to drive improvement.
- Use research, evaluation and data to understand outcomes and inform action.
- Embed Indigenous perspectives within policy development.
- Adhere to appropriate principles and protocols in working with Indigenous communities.

We measure our performance by ...

- Improved outcomes and attainment in education and training.
- Increased workforce skills.
- Improved employment outcomes for Indigenous people.
- Growth in Indigenous arts participation and economic outcomes.

Organisational capacity

To achieve our goals, the Department needs to be a capable and accountable organisation.

We will focus on our people, with an emphasis on:

- attracting and retaining a diverse and skilled Indigenous workforce
- developing and supporting Indigenous people in leadership roles
- developing our skills and values to support improved outcomes for Indigenous people
- increasing our understanding and appreciation of Indigenous cultures and perspectives

We will implement strategies and actions contained in the *DETA Aboriginal and Torres Strait Islander Employment Framework for Action (2007–2010)*.

We will also maintain focus on our systems — in particular we will strengthen our systems, including data management and analysis to recognise and address issues in delivery.

**Strong students,
strong results,
strong futures**

**Highly skilled
and qualified
individuals**

**Vibrant arts and
strong culture**

Our priority action areas 2008–2011

Increasing learning and achievement at school

- Invest \$23.1 million over four years from 2006–07 to improve the quality and consistency of pre-Prep education services in 35 discrete Indigenous communities.
- Invest almost \$10 million over four years to provide professional development to assist teachers to more effectively engage with Indigenous learners.
- Incorporate Indigenous perspectives into teaching and learning programs.
- Improve opportunities to identify and support high achievers across all phases of learning.
- Strengthen data-driven regional planning to meet local needs, particularly for urban students.
- Improve the transitions and school completion rates of Indigenous students, especially those from the Far North and Palm Island.

Developing and supporting accessible and relevant training pathways

- Maximise employment and training outcomes for Indigenous people by implementing the *Positive Futures Indigenous Employment and Training Strategy*.
- Support Indigenous community and economic development through skills and training.
- Support the uptake and completion of School-based Apprenticeships and Traineeships (SATs) by Indigenous students.
- Increase Indigenous participation and achievement rates in VET.
- Increase Indigenous participation in AQF Certificate III and above courses.
- Implement the joint Commonwealth/State funded Training Initiatives for Indigenous Adults in Regional and Remote Communities over the next four years.
- Increase module competency completion rates of Indigenous apprentices and trainees.
- Increase Indigenous participation in VET service planning, delivery and decision making.

Promoting strong Indigenous arts and culture

- Support arts and cultural development in communities through the Indigenous Regional Arts Development Funding (IRADF) program in partnership with local councils.
- Invest \$10.73 million over four years to strengthen and promote Indigenous arts in far north Queensland.
- Celebrate traditional and contemporary Indigenous arts and culture through support for festivals such as Laura Dance Festival and The Dreaming Festival.
- Increase access by mainstream audiences to Indigenous cultures and heritage.
- Continue to partner with Aboriginal and Island Councils to establish and develop Indigenous Knowledge Centres in Cape York and the Torres Strait Islands.
- Support Aboriginal and Torres Strait Islander communities in collecting, curating, managing and preserving cultural and historical knowledge.

Strategic alliances, relationships and partnerships

A recurring theme common across all policy development and service delivery is the vital importance of engaging Indigenous people at all levels, together with other key stakeholders.

Effective partnerships with our key stakeholders are essential if our goals are to be achieved. Some ways in which the Department is working in partnership include:

- the Queensland Indigenous Education Consultative Committee, which advises the Minister for Education and Training and Minister for the Arts on issues concerning or related to Indigenous education, training and higher education.
- participating in the development of the whole-of-government Partnerships Queensland Five Year Action Plan, and the Queensland Government's response to Cape York welfare reform trials being implemented by the Cape York Institute for Policy and Leadership
- working with the Australian Government and other state and territory governments to promote Indigenous education and training and provide input into national policy priorities.

Department of Education, Training and the Arts

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Indigenous VET initiatives
Phone: 07 3227 8680

Indigenous Arts Development
Phone: 07 3224 5086

Indigenous education, training and arts

Delivering services to support Indigenous education, training and arts

The Department draws on a combination of resources to support Indigenous education, training and arts. These include some 1480 Indigenous employees who are working in various capacities across the department in schools, TAFE institutes, districts, regional centres and central office.

Additional dedicated departmental supports include:

- Aboriginal and Torres Strait Islander Learning and Engagement Centres
- Indigenous Schooling Support Unit – Far North Queensland
- Indigenous Skill Centres
- Lead Centre for Indigenous Learning (Training)
- Indigenous Knowledge Centres
- kuril dhagun (State Library of Queensland)
- Dandiiri maiwar (Queensland Museum)
- Indigenous Arts Centres.

This plan provides a framework to facilitate greater alignment and coordination across these resources and portfolio areas directed towards improvement in Indigenous outcomes.

Policy and planning context

The diagram below shows the policy and planning context for the department and each portfolio.

Other policy drivers and linkages relevant to education, training and the arts include:

- *Partners for Success*
- *Aboriginal and Torres Strait Islander Employment Framework for Action (2007–2010)*
- *Creative Queensland*
- *Partnerships Queensland*
- *Australian Directions in Indigenous Education (2005–2008)*
- *Queensland Skills Plan*
- *Partners in a Learning Culture: Australia's National Strategy for Aboriginal and Torres Strait Islander people in Vocational Education and Training*

