

clever • skilled • creative

Indigenous education

Strategic directions 2008–2011



Reference

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

Indigenous education Strategic directions 2008–2011

Our aspirations for Indigenous students are the same as for all Queensland students — we want *strong students, strong results and strong futures*.

Education outcomes have improved over the years, with increasing numbers of Indigenous students successfully completing school to enrol in further training, higher education and worthwhile employment. However, there is still a significant gap between educational achievement and outcomes of Indigenous and non-Indigenous students. We cannot accept this.

Education is crucial to expanding employment opportunities and life chances for Indigenous students.

Therefore we need to focus our efforts on achieving a measurable improvement in all Indigenous students' attendance, achievement and retention.

The *Indigenous Education Strategic Directions 2008–2011* sits within the broader strategic plans for the Department and aligns with the *Indigenous Learning and Arts Strategic Plan 2008–2011*.

As educators, we expect that *'every day, in every classroom, every student is learning and achieving'*.

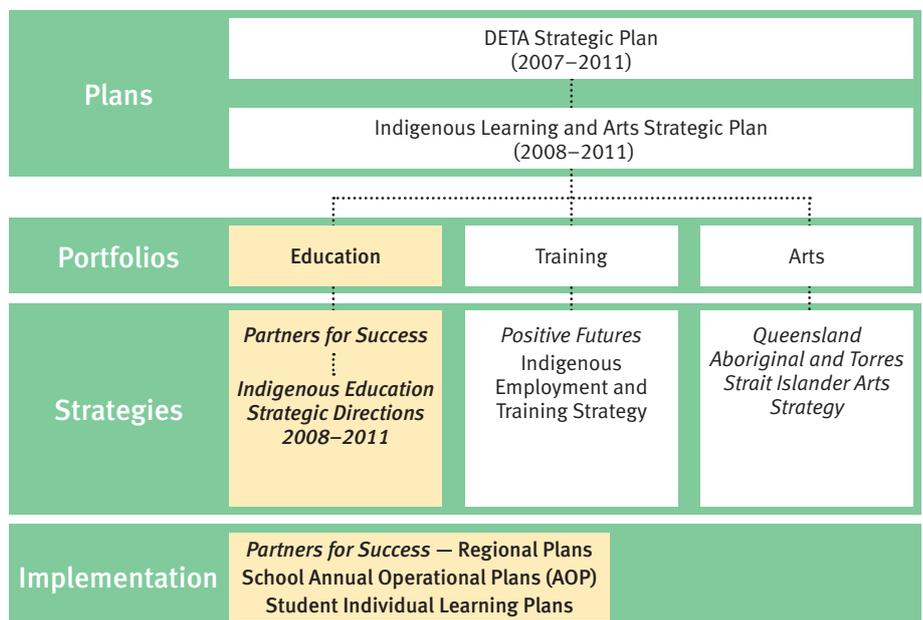
Personnel in schools, regions and central office will use this document to inform their planning to ensure that education services, programs and resources are sharply focused on improving education outcomes for Indigenous students in state schools.

Jenny Cranston
Deputy Director-General
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Did you know?

- There are approximately 38 400 Indigenous students attending Queensland state schools — making up just under 8 per cent of all students.
- Of these, 56 per cent attend state schools in urban areas, 24 per cent in rural areas and 20 per cent in remote areas.

Policy and planning context



Key messages

Students tell us ...

Compared to their peers, fewer Indigenous primary students are satisfied with the standard of work expected of them. In addition, fewer Indigenous primary students report they are doing their best at school. (School Opinion Survey 2007)

Teachers tell us ...

Compared with other areas of their work, teachers are less satisfied with their knowledge and skills in understanding Indigenous culture and their ability to incorporate this into their work. (Staff Satisfaction Survey 2004–2007)

Indigenous parents tell us ...

Compared with non-Indigenous parents, they are less satisfied with the school climate, particularly with the fair treatment of their child and the approachability of staff to talk about their child. (School Opinion Survey 2007)

What does this mean for your work?

**Every day,
in every classroom,
every student is
learning and
achieving**

Indigenous education goal

Strong students, strong results, strong futures

This goal forms the foundation to the Department's continued commitment to improving outcomes for Indigenous students.

Essential enablers include:

- positive relationships between student and teacher
- quality teaching supported through intentionally inviting actions
- leadership, partnerships and place-based solutions
- corporate systems that allow aligned and focused service provision.

Educational environments, in which staff respect and promote strong Indigenous identities and culture, provide a climate for quality relationships and high educational expectations for student achievement to thrive.

Organisational capacity

To achieve our goal we need to be a capable and accountable organisation.

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

- performance
- accountability
- data-driven regional planning and action
- aligning systems to facilitate effective educational service provision.

Indigenous education outcomes

Partners for Success remains the major policy framework informing Indigenous education. Its priority action areas of attendance, retention, attainment and workforce capacity will continue to drive our planning and be the basis for measuring our performance.

Our aim is a measurable improvement in:

- attendance
- achievement
- retention
- workforce capacity.

Schools, regions and central office will work together to strengthen capacity and align actions focused on improving outcomes for Indigenous students.

Schools will:

- expect and promote high achievement for all Indigenous students
- provide quality teaching and learning
- build staff capacity to deliver priority outcomes
- adopt personal accountability for improving Indigenous student performance
- nurture and value Indigenous leadership
- forge partnerships with parents and community
- review student learning outcomes and teaching practice, set targets, map and report on progress
- participate in cultural awareness activities that affirm Indigenous identity and cultural knowledge.

Did you know?

- 54 per cent of Indigenous students entering Year 8 in 2000 completed Year 12, compared with 80 per cent of all non-Indigenous students.
- 10 per cent of Indigenous Year 12 students gained an OP 1–15. This is less than a quarter of the rate for non-Indigenous students. (2006 Partnerships Queensland Baseline Report)

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in every classroom,
every student is
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Regions will:

- implement regional plans driven by data and local needs
- set targets aligned with outcomes and measure progress
- create and promote a culture of high expectations and accountability
- align resources and school monitoring and reporting processes to maximise school improvement
- establish partnerships with parents and the wider community
- build and maintain workforce capacity
- display leadership in education for Indigenous students
- encourage and promote personal accountability for improvement of Indigenous student performance.

Central office will:

- promote high performance expectations for Indigenous learners
- encourage and support innovation for improvement
- celebrate Indigenous cultures and their place in forming Queensland's unique cultural identity
- ensure Indigenous perspectives are embedded within policy
- facilitate quality professional development to build teacher capacity
- promote Indigenous cultural awareness training to staff
- build and maintain workforce capacity, including Indigenous leadership
- ensure targeted access to high quality early childhood education services for Indigenous children
- enhance participation in training and employment in partnership with Indigenous communities
- foster and build Indigenous leadership in education which benefits students
- improve pathways for students between schools, VET, higher education and employment.

Indigenous education: key drivers

- Challenging mindsets.
- High aspirations and expectations.
- Effective involvement and engagement.
- Accelerating and sustaining outcomes.
- Leveraging resources.

strong students, strong results,
strong futures

Indigenous education — creating the environment for success

Our goal — strong students, strong results, strong futures

Our priority ...

Every day, in every classroom, every student is learning and achieving

This will be achieved through ...

Quality teaching and strong teacher/student relationships

Local leadership, partnerships and place-based solutions

Corporate systems that enable aligned service provision

With a key focus on ...

Performance and accountability

Creating a culture of high expectations for student learning and professional responsibility for curriculum delivery and improving educational performance.

Data-driven regional planning and action

Using robust data to develop place-based solutions to meet the specific needs of local Indigenous students and schools to drive real improvement.

Aligning systems to enable education provision

Aligning corporate governance, human resources, performance monitoring and finance systems to enable more effective and flexible use of state and Commonwealth resources at both system and school levels.

To create an environment where ...

Students

- Hold high expectations of their ability to learn and succeed.
- Attend regularly, participate actively and develop responsibility for their own learning.
- Feel valued and actively participate in learning.
- Experience relevant curriculum and personalised learning programs which value their cultural and educational strengths and recognise specific needs.
- Transition successfully through the phases of learning, achieving comparable statewide standards of education.
- Are exposed to post-school education, training and employment options that are worthwhile, relevant, viable and accessible.
- Are well prepared for life after school.

School staff

- Hold high expectations of Indigenous students' ability to learn and succeed, particularly in literacy and numeracy.
- Embed Indigenous perspectives in curriculum, assessment and reporting.
- Personalise learning programs with high expectations for student achievement.
- Nurture and value Indigenous leadership including Indigenous education support staff.
- Acknowledge, recognise and value local Indigenous histories and cultures within school practices.
- Are intentionally inviting in all interactions with students, parents and Indigenous communities.
- Work in genuine partnerships with Indigenous parents and community.
- Strengthen relationships with local government and non-government organisations to enhance outcomes for Indigenous students.

Systems supporting staff and students

- Work strategically across Commonwealth, state and local government agencies, and with the community, to leverage maximum capacity for students.
- Sustain a focus on priorities and assign resources accordingly.
- Provide greater flexibility in funding, enabling sustainable processes to address the needs of Indigenous students.
- Nurture and value Indigenous leadership in students and staff at all levels.
- Provide comparable statewide standards of education services for Indigenous students.
- Build organisational capacity to communicate clearly and share information across the system and community.
- Increase workforce skills through professional development that enables teachers to improve learning outcomes for Indigenous students.

Measuring performance by ...

Improved outcomes in:

- attendance
- retention
- attainment, including literacy and numeracy
- workforce capacity including employment and Indigenous leadership