

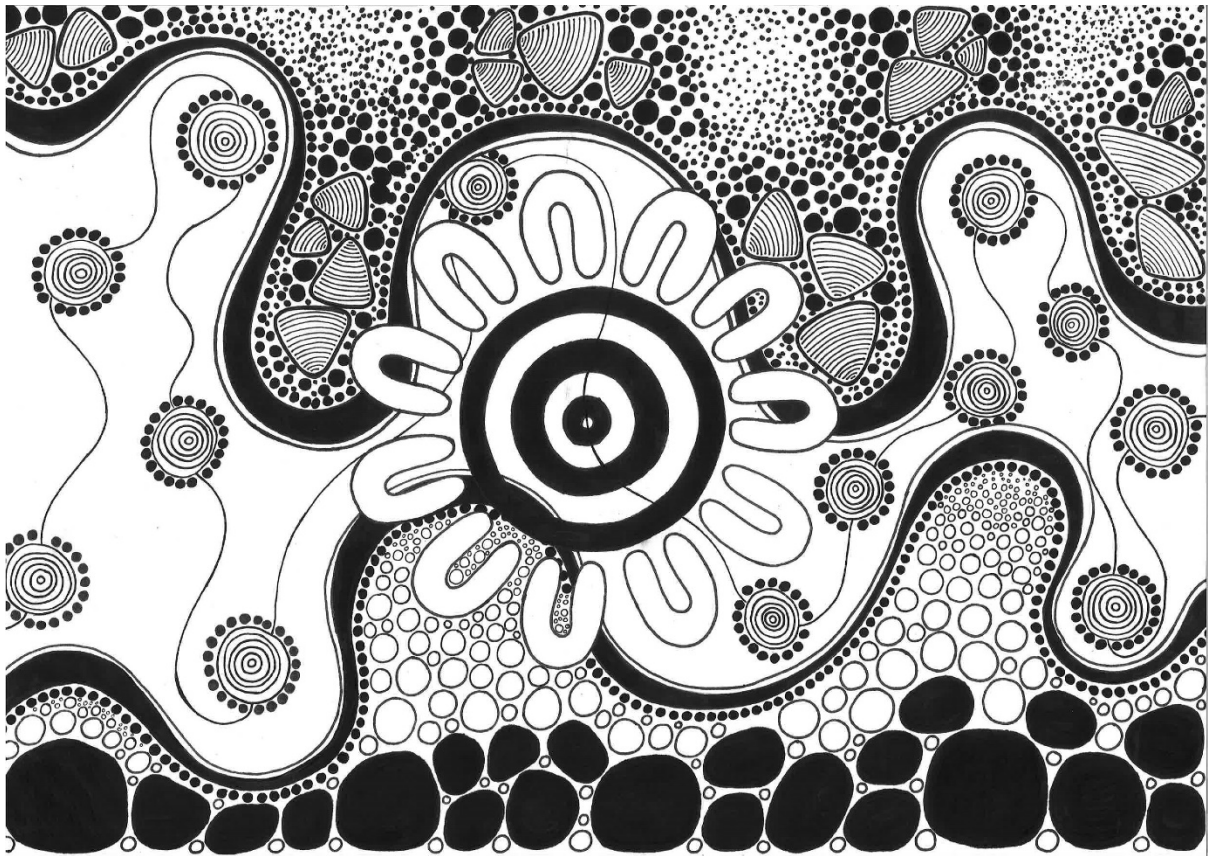
BYRON BAY HIGH SCHOOL

ABORIGINAL AND TORRES STRAIT

ISLANDER (ATSI)

EDUCATION AND EMPOWERMENT

POLICY



Kaitlyn Clark, 2021 (former Byron Bay High School student)

CONTENTS

Byron Bay High School ATSI Policy	1
Support Resources	5
Byron Bay High School ATSI Policy Implementation Document	6
Byron Bay High School ATSI Team roles and Responsibilities	8

BYRON BAY HIGH SCHOOL

ABORIGINAL AND TORRES STRAIT ISLANDER (ATSI) EDUCATION AND EMPOWERMENT POLICY

Byron Bay High School (BBHS) ATSI VISION

To create an optimal academic, social and cultural environment that connects with the local Indigenous community, promotes a positive view of Indigenous peoples and their culture, and supports the provision of these goals through increased cultural experiences for students and training and development for staff. This vision is guided by three domains identified by BBHS students and families: Cultural Experiences (CE), Community Connections (CC) and Education (E), which honour RELATIONSHIPS, ENGAGEMENT and ONGOING LEARNING (as outlined by the Aboriginal Education Policy 2008)

INTRODUCTION

The BBHS Aboriginal Education and Empowerment Policy, the BBHS Aboriginal Education and Empowerment Implementation Document, the BBHS Aboriginal Education and Empowerment Strategic Direction, and the [BBHS Strategic Improvement Plan](#) define and outline the BBHS commitments to Aboriginal education at BBHS, in line with the [Aboriginal Education Policy \(2008\)](#).

The BBHS Policy:

- defines BBHS'S strong commitment to Aboriginal education
- prioritises Aboriginal education and training as core business for all staff.
- sets the goal 'that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population', to meet or extend beyond the targets set by the DET.
- commits to provide Aboriginal cultural education for all staff.
- commits to provide education about Aboriginal Australia for all students.
- commits to collaboration with the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG), local AECGs and local Aboriginal communities.
- commits to allocating funding, in line the Strategic Improvement Plan (SIP), to achieve these commitments.
- fulfils the department Aboriginal Education Policy Commitments (2008), as outlined below:

Aboriginal Education and Training Policy (2008), COMMITMENTS

Defines the Department's commitments in schools, TAFE NSW Institutes and community education settings. Developed in response to the Report of the Review of Aboriginal Education 2004, in collaboration with Aboriginal communities and key partners.

1.1 Commitments

1.1.1 The NSW Department of Education and Communities including schools, TAFE NSW and community education settings (The Department), is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

1.1.2 It is the goal of the Department that, Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.

1.1.3 The Department is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

1.1.4 The Department will provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business.

1.1.5 The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

1.1.6 The Department is committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

1.1.7 The Department recognises the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc.) as the peak Community advisory body to the Department on Aboriginal education and training at all levels and in all stages of planning and decision making.

1.1.8 These commitments affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential.

1.1.9 Aboriginal education and training is core business for all staff.

1.2 Aboriginal education and training involves continuous, lifelong learning. It includes:

- 1.2.1 delivery of quality education and training to Aboriginal students in schools (including, where relevant, preschools), TAFE NSW Institutes and community education settings
- 1.2.2 education about Aboriginal Australia for all students
- 1.2.3 mandatory Aboriginal cultural education through professional learning and career development experiences for all staff
- 1.2.4 identifying and engaging the NSW AECG Inc. and Aboriginal communities as partners in Aboriginal education and training.

1.3 The Department values the skills, experiences and knowledge of Aboriginal people and will:

- 1.3.1 increase the participation and retention of Aboriginal students in schools, TAFE NSW Institutes and community education settings
- 1.3.2 increase employment, promotional opportunities and retention of Aboriginal people in a broad range of positions across all areas of the Department
- 1.3.3 engage the NSW AECG Inc. and Aboriginal communities as partners in Aboriginal education and training.

1.4 The Department will improve lifelong learning pathways for Aboriginal learners. This will include transitions:

- 1.4.1 from home to school
- 1.4.2 through primary and secondary education
- 1.4.3 from school into further study and employment
- 1.4.4 through vocational education and training and other pathways into further study or sustainable employment.

1.5 The Department in partnership with the NSW AECG Inc. and Aboriginal communities and organisations will:

- 1.5.1 value and acknowledge the identities of Aboriginal students
- 1.5.2 provide supportive and culturally inclusive learning environments for Aboriginal students
- 1.5.3 assist Aboriginal students to access educational opportunities in a range of settings
- 1.5.4 implement:
 - Aboriginal studies programs

- Aboriginal languages programs
- Aboriginal cross-curriculum content within schools
- Aboriginal perspectives in relevant further/alternative education and training programs.

1.5.5 incorporate the cultural contexts, values and practices of local Aboriginal communities into the mainstream delivery of education and training.

1.6 The Department will consult with local Aboriginal communities and support teachers to:

1.6.1 develop and demonstrate their high expectations of all Aboriginal students

1.6.2 engage and motivate Aboriginal students for successful participation in education and training

1.6.3 encourage Aboriginal students to pursue personal excellence, including a commitment to learning

1.6.4 use quality teaching and assessment practices and resources that are culturally inclusive

1.6.5 enable Aboriginal students to achieve age appropriate syllabus outcomes in schools and module and course completions in vocational education and training

1.6.6 provide all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through:

- Aboriginal studies
- Aboriginal languages
- Aboriginal cross-curriculum content in schools
- relevant studies in TAFE and community education.

1.7 Working together to build capacity within Aboriginal communities

1.7.1 The Department will work with other government agencies and non-government organisations to build capacity within Aboriginal communities to ensure that Aboriginal people participate as equal partners in education and training.

1.8 Training and assistance

1.8.1 The Department will provide appropriate and relevant training and resources to assist with the implementation of this policy in line with the key focus of achieving improved educational outcomes in Aboriginal education and training.

SUPPORT RESOURCES

[BBHS STRATEGIC IMPROVEMENT PLAN](#)

[Aboriginal Education Policy 2008](#)

[National Aboriginal and Torres Strait Islander Education Strategy 2015](#)

[Turning Policy into Action](#)



BBHS ATSI Education and Empowerment Implementation Document

BBHS PRIORITIES

- Increased regular engagement with local Aboriginal people, community and agencies.
- Processes in place that ensure the sustainability of action.
- An environment that visibly embraces Indigenous culture.
- Indigenous and non-indigenous students have increased knowledge of the history and culture of ATSI people.
- ATSI students have regular cultural and empowerment experiences
- All staff engage in PD to enhance their knowledge and capacity in the domain of ATSI education
- All KLA's have Indigenous pedagogies as part of their programming.
- All ATSI students will have a current Personalised Learning Pathway (PLP – BBHS 'My Way' plan).

BBHS COMMITMENTS

Byron Bay High School will support the education and empowerment of ATSI students through the:

1. formation and sustained practices of the ATSI Education and Empowerment team.
2. regular consultation with the ATSI student body.
3. regular consultation and communication with family and community.
4. development and maintenance of partnerships with AECG and other organisations working to support ATSI students and families.
5. development and maintenance of connection to community through building relationships with the Arakwal Corporation and other local custodians.
6. regular professional development for staff around culture and pedagogy.
7. development of Personalised Learning Pathways (PLP – BBHS 'My Way' plans) for all ATSI students.
8. embedding of the recognition of the multifarious nature of Aboriginal culture, contemporary and traditional, within lessons, whole school functions and activities, and extracurricular activities.
9. providing of all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through Aboriginal studies and Aboriginal languages.
10. creation of an environment that visibly embraces culture, through connection to land, language and art.
11. regular cultural and empowerment activities for the ATSI student body.
12. seeking of continual improvement of educational outcomes for all ATSI students through tuition and homework support programs.

13. recognition of ATSI student engagement and achievement through applications for external awards, grants and opportunities.
14. promotion and support of students accessing post school opportunities through accessing of transition programs for university, TAFE and other post school options.
15. development of a BBHS ATSI Education and Empowerment Policy and Implementation Document.
16. reviewing and completion of the **BBHS Strategic Direction** and **BBHS SIP, WITH ALLOCATED RESOURCING.**
17. **ATSI Student representation on the STUDENT REPRESENTATIVE COUNCIL (SRC).**

BBHS STRUCTURES AND PROCESSES

1. ATSI Team meets 3 times a term (ideally week 3, 6 and 9) with minutes recorded on Sentral – to cover date, time, place, attendees, apologies, important dates (assemblies, funding applications, award applications, VORs, AECG), agenda items, Aboriginal Cultural and Education Officer update, matters arising.
2. ATSI family and community meeting once a term – minutes recorded on Sentral, with actioning attended to in ATSI team meetings, and annual feedback.
3. At least 1 staff member attends the local AECG meetings – discussed at team meetings.
4. National events celebrated
 - a. NAIDOC – assembly
- whole school cultural activities
 - b. RECONCILIATION – assembly
5. ATSI Homework club – weekly, 1 hour after school, in the library.
6. Access to tuition for ATSI students – weekly or as per demand, communication through Aboriginal Cultural and Education Officer.
7. ‘My Way’ (PLP) process:
 1. students select a mentor from volunteer teachers
 2. communication with family
 3. Planning meeting term 1
 4. Review meeting term 3 or 4
8. Cultural events and experiences for ATSI students – one per term.
9. Communication with student body through Google Classroom, Student gatherings/meetings after assemblies, circles (once per term).
10. Communication with family and community via email and text messages.
11. Communication with ATSI team via email, Sentral and Google Classroom.
12. Communication with whole staff via Sentral.
13. Publicity – newsletters, Byron Breeze, Facebook.
14. Annual review and planning circle with students – term 4.
15. Feedback from students, staff, family and community – using Google Forms and circles.

ROLES AND RESPONSIBILITIES - 2021

Indigenous Cultural Officer – MICHELLE LOWE

PR

- FB -
- Newsletter -
- Photos -
- 'Good news Report' – once a term -

Correspondence - MICHELLE LOWE

- Parent letters/emails
- Communication with students

Calendar – MICHELLE LOWE

- Ensure dates go on our calendar and in DP diary

ATSI Team Coordinator – CHARLOTTE CONNELL

- Chair meeting
- Create agenda
- Coordinate actions
- Complete funding request forms
- Support 'My Way' process and mentors

Minutes –

- Taker
- Proforma - date, time, place, attendees, apologies, important dates, agenda items, General Business, matters arising etc

Feedback/data –

- Devise Google Forms and other feedback and data mechanisms

Assemblies – ALL STAFF

ARTS coordinators -

'My Way' (PLP) – MENTORS AND COORDINATOR

- Mentor responsibilities -
 - Contact family
 - Monitor attendance and external assessment data
 - Follow process document and 'My Way' proforma
 - Term 1 planning meeting
 - Term 3 or 4 review meeting
 - 'My Way' on Sentral under plans
- Coordinator responsibility – review of process

PD for whole staff – ATSI TEAM

- Identify areas of need - survey - Google Forms
- Inclusive of -
 - Regular revisit of Policy requirements
 - Cultural experiences

- Curriculum development and programming, pedagogy, 8 ways

New initiative/Proposal of action – ANY STAFF MEMBER

- Concept and proposal to ATSI team
- Students involved?
- Staff involved?
- Others involved?
- Roles and responsibilities
- Costs \$
- complete a **Strategic Direction Funding Form** and **Variation to Routine**

SUPPORT DOCUMENTS

[BBHS STRATEGIC IMPROVEMENT PLAN](#)

[Aboriginal Education Policy 2008](#)

[National Aboriginal and Torres Strait Islander Education Strategy 2015](#)

[Turning Policy into Action](#)

