

Aboriginal and Torres Strait Islander  
Education Action Plan 2010–2014

# 2010 Annual Report



## MCEECDYA

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Front cover painting:

'This painting represents pathways to greater learning. The spiral is what life contributes, sometimes low, sometimes high. The result of persistence is the bloom, growth through learning. As a drop of water hits the surfaces the ripple effect is created, this is what is needed.'

Artist Bronwyn Bancroft: <http://www.bronwynbancroft.com>

'I have always supported the education system at primary, secondary and tertiary levels, and firmly believe that education for Indigenous people is imperative to our development and confidence. It allows us to participate with equity in an often inequitable society.'

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2010

Aboriginal and Torres Strait Islander  
Education Action Plan 2010–14

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## Chapter 1

# Introduction

The *Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014* (the Plan) is a national plan that commits all governments in Australia to a unified approach to closing the gap in education outcomes between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students.

It was developed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) as part of the Council of Australian Governments' (COAG's) reform agenda to improve life outcomes for Aboriginal and Torres Strait Islander Australians.

The Plan reflects commitments by governments to introduce substantial structural and innovative reforms in early childhood education and schooling as outlined in National Agreements between all governments.

## Background

### History

The *National Aboriginal and Torres Strait Islander Education Policy* is Australia's national policy on Aboriginal and Torres Strait Islander education. The policy features 21 national goals for Aboriginal and Torres Strait Islander education and training, which were endorsed by all Australian governments when the policy was launched in 1989. The overarching objective of this policy is about bringing equity in education and training outcomes for Aboriginal and Torres Strait Islander people.

The *Indigenous Education (Targeted Assistance) Act 2000* supported this objective with outcomes attained, through the provision of funding under this Act, being reported annually in a National Report to Parliament.

*Australian Directions in Indigenous Education 2005 – 2008* provided recommendations to focus national effort over the 2005–2008 quadrennium through recommendations intended to accelerate the pace of change by engaging Aboriginal and Torres Strait Islander children and young people in learning.

During 2009, a review was conducted to determine the effectiveness of *Australian Directions in Indigenous Education 2005–2008* in improving outcomes in Aboriginal and Torres Strait Islander education and a report prepared for

MCEECDYA. The report included recommendations on priorities for future collaborative work to be undertaken by education authorities in the government, Catholic and independent school sectors.

The Plan was developed taking into consideration the findings and recommendations of this review.

## Overarching National Agenda

The *National Indigenous Reform Agreement* (NIRA) was agreed by COAG in November 2008. The agreement:

- commits all jurisdictions to achieving the *Closing the Gap* targets
- spells out an integrated strategy for achieving the targets in urban and regional areas, as well as in remote Australia
- defines responsibilities and promotes accountability among governments
- notes the significant funding provided through Indigenous-specific *National Partnerships* to assist in meeting the targets
- links to other National Agreements and National Partnerships for all Australians that include elements addressing the *Closing the Gap* targets.

The targets to close the gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander people are:

- to close the life-expectancy gap within a generation
- to halve the gap in mortality rates for Indigenous children under five within a decade
- to ensure access to early childhood education for all Indigenous four years olds in remote communities within five years
- to halve the gap in reading, writing and numeracy achievements for children within a decade
- to halve the gap for Indigenous students in Year 12 (or equivalent) attainment rates by 2020
- to halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade.

*Overarching Bilateral Indigenous Plans* agreed between the Australian Government and each State and Territory, underpin cooperative work to realise the commitments and objectives made under the National Indigenous Reform Agreement, by:

- incorporating implementation plans developed under all Indigenous-specific National Partnerships
- progressing implementation of the National Urban and Regional Service Delivery Strategy for Indigenous Australians
- clearly articulating activities that the Australian Government, States and Territories will undertake to improve data required under the National Indigenous Reform Agreement
- establishing bilateral governance mechanisms.

## National School Education Agenda

The *National Education Agreement* (NEA) contains objectives, outcomes, outputs and performance indicators, and clarifies the roles and responsibilities, that guide the Australian Government and States and Territories in the delivery of services. Through this Agreement, all governments commit to the objective that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy. This objective will also be pursued through the *Melbourne Declaration on Educational Goals for Young Australians*

The NEA is one of six National Agreements that provide an improved focus on accountability for better outcomes and service delivery. The National Indigenous Reform Agreement (NIRA) is another of these six agreements, all of which comprise one of the schedules under the Intergovernmental Agreement on Federal Financial Relations.

Another schedule under the Intergovernmental Agreement is National Partnerships. National Partnership payments are a mechanism to:

- support the delivery of specified outputs or projects
- to facilitate reforms

- to reward those jurisdictions that deliver on nationally significant reforms.

The Australian Government and State and Territory governments have entered into the Smarter Schools National Partnerships aimed at addressing disadvantage, supporting teachers and school leaders and improving literacy and numeracy. Schools participating in the Smarter Schools National Partnerships will identify reform activities and the progress of those activities in their school level plans.

Additionally, a national *Australian Curriculum* for schools in all States and Territories of Australia, from the year prior to Year 1 to Year 12, is currently being developed. The *Australian Curriculum* will set out the core knowledge, understanding, skills and general capabilities important for all Australian students. The first stages are scheduled to commence in 2012.

## Purpose

The purpose of the Plan is to assist education providers to accelerate improvements in the educational outcomes of Aboriginal and Torres Strait Islander children and young people.

The Plan seeks to progress the goals of the *National Aboriginal and Torres Strait Islander Education Policy* and the *Melbourne Declaration on the Educational Goals of Young Australians*, and is part of a broader Council of Australian Government's reform agenda for school education that will contribute to closing the gap between the educational outcomes of Aboriginal and Torres Strait Islander students and their peers. It outlines how the MCEECDYA will work to achieve the *Closing the Gap* targets. Non-government education providers have agreed to join with governments to achieve these targets and progress actions outlined in the Plan. It is acknowledged that this sector includes providers that operate autonomously as they are not part of a system authority and will therefore require a more flexible approach.

Commitments made in National Partnerships and National Agreements are brought together in the Plan with a number of new and continuing complementary measures to close the gap between the educational outcomes of Aboriginal and Torres Strait Islander students and other students.



## Structure of the Plan

The Plan identifies fifty-five national, systemic and local level actions in six priority domains – Readiness for School; Engagement and Connections; Attendance; Literacy and Numeracy; Leadership, Quality Teaching and Workforce Development; and Pathways to Real Post-school Options – that evidence shows will contribute to improved outcomes in Aboriginal and Torres Strait Islander education. These priorities and actions will guide effort over the next five years.

In addition to the actions nominated for each level, the Plan details the desired outcomes, as well as targets and performance indicators for each of the domains. Progress will be monitored by examining progress against the targets and performance indicators and implementation of actions.

## Responsibilities

Ministers for each State and Territory are responsible for the outcomes noted in the Plan.

To achieve these outcomes:

- government and non-government schools, and in particular focus schools, are responsible for implementing local level actions
- States and Territories will monitor and report progress against local level actions and implement, monitor and report progress against systemic actions
- the Indigenous Education Consultative Body in each State and Territory will work with the community to support the implementation of actions and provide advice through the Aboriginal and Torres Strait Islander Education Working Group

- the Aboriginal and Torres Strait Islander Education Working Group, on behalf of MCEECDYA, will ensure that the national collaborative actions within the Plan are addressed, and compile an annual report, for Ministers, on progress toward achieving the national targets and outcomes outlined in the Plan.

## Focus Schools

A key group of schools called ‘focus schools’ have been identified. Focus schools are those schools with Aboriginal and Torres Strait Islander students with the greatest need and where effort should be focused to make the greatest difference. States and Territories identified focus schools using a three-tier process, which is detailed in the Plan. By monitoring and taking action in focus schools, the benefits of national reforms will reach Aboriginal and Torres Strait Islander students. More effective use of resources will support the closing the gap targets. Focus schools will begin implementing actions outlined in the Plan during 2011, with all actions established as part of school planning processes by the end of the 2011 academic year.

While the Plan is for all schools and sectors, the role of the focus school is to implement specific local level actions in the Plan. For example, Action 20: Focus schools will commence establishing Aboriginal and Torres Strait Islander family forums in 2011 through school and community partnership agreements, with terms of reference and operating guidelines jointly developed by schools, staff and families.

## Reporting

An annual national report for the Plan will be produced within 12 months of the end of the calendar year in scope. The report will be published on the MCEECDYA website.



# 2010 Annual Report for the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014

## Preamble

The *National Education Agreement* (NEA), a new funding framework for schools, came into effect on 1 January 2009. The NEA defines Australian Government, State and Territory roles and responsibilities, objectives, outcomes, performance benchmarks and indicators for reporting. The *Schools Assistance Act 2008* confirms funding for the non-government Catholic and independent sectors and introduces the same transparency and accountability requirements that apply to government schools.

Within this framework the government and non-government sectors are committed to support the reporting and evaluation activities within the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*. The nature of the non-government sectors is such that they do not have authority to report nationally on behalf of their constituent members. The non-government sectors do not operate State and Territory or national systems. They will bring best endeavours to this task in collaboration with the relevant State and Territory governments.

## Purpose

The *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* (the Plan) identifies fifty-five national, systemic and local level actions in six priority domains that evidence shows will contribute to improved outcomes in Aboriginal and Torres Strait Islander education.

All parties to the Plan have agreed to a clear line of sight in reporting details of progress made against each action for which they have responsibility.

The Plan requires that a report be compiled annually to record this progress. This Annual Report<sup>1</sup> will inform Ministers, with responsibility for education portfolios in their respective States and Territories, of progress toward achieving the desired outcomes, targets and performance indicators as set out in the Plan. Each Annual Report will be published on the MCEECDYA website.

## Footnotes

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<sup>1</sup> Where possible, this report uses 'Aboriginal and Torres Strait Islander' in preference to the term, 'Indigenous'. In some instances, particularly in labels for graphs and tables, the term 'Indigenous' has been included by the provider of the information and therefore it is unable to be changed.



## Chapter 2

# Statistical Picture of Aboriginal and Torres Strait Islander School Students in Australia

## Statistical Picture

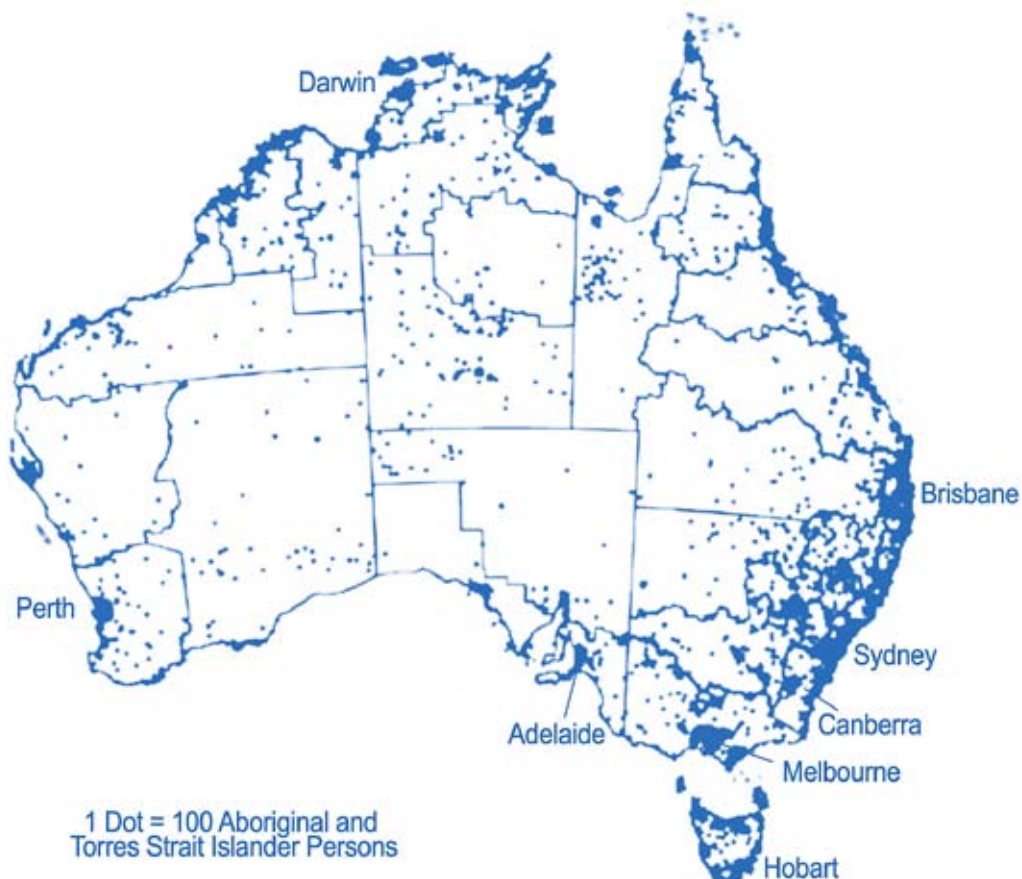
The Australian Bureau of Statistics (ABS) reported that the estimated resident Aboriginal and Torres Strait Islander population of Australia, as at 30 June 2006, was 517,000 people. This equates to 2.5 per cent of the total Australian population. The median age for the Aboriginal and Torres Strait Islander population was reported as 21.0 years, compared to

37.0 years for the non-Aboriginal and Torres Strait Islander population.

For the 2006 Census report, the ABS mapped the distribution of people identifying as Aboriginal and/or Torres Strait Islander (as a percentage) by State and Territory, and provided information about the distribution of this population according to remoteness.

## Population Distribution

**Figure 1: Aboriginal and Torres Strait Islander population distribution, Aboriginal and Torres Strait Islander Region Boundaries, 2006**

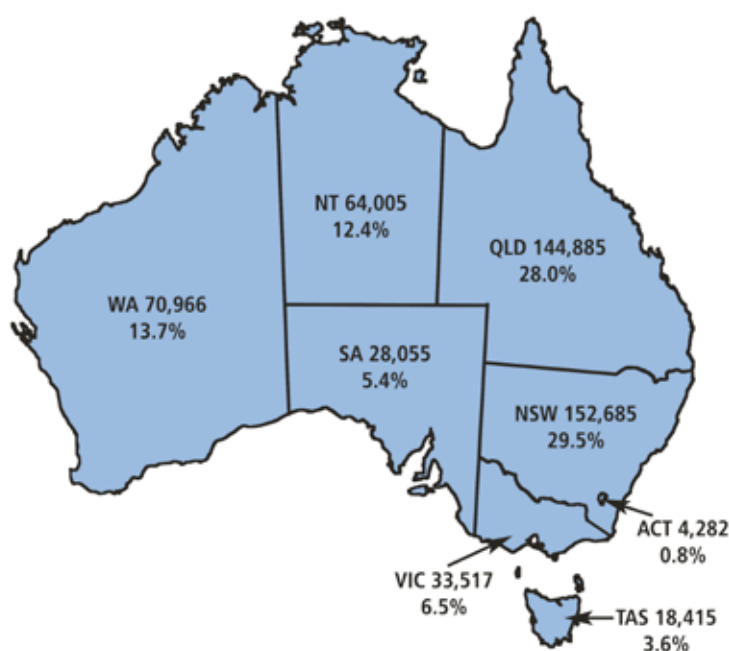


Source: ABS, *Population Distribution, Aboriginal and Torres Strait Islander Australians 2006*, (Cat.No.4705.0), p.7, available online: [http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/377284127F903297CA25733700241AC0/\\$File/47050\\_2006.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/377284127F903297CA25733700241AC0/$File/47050_2006.pdf)



## Distribution by State/Territory 2006

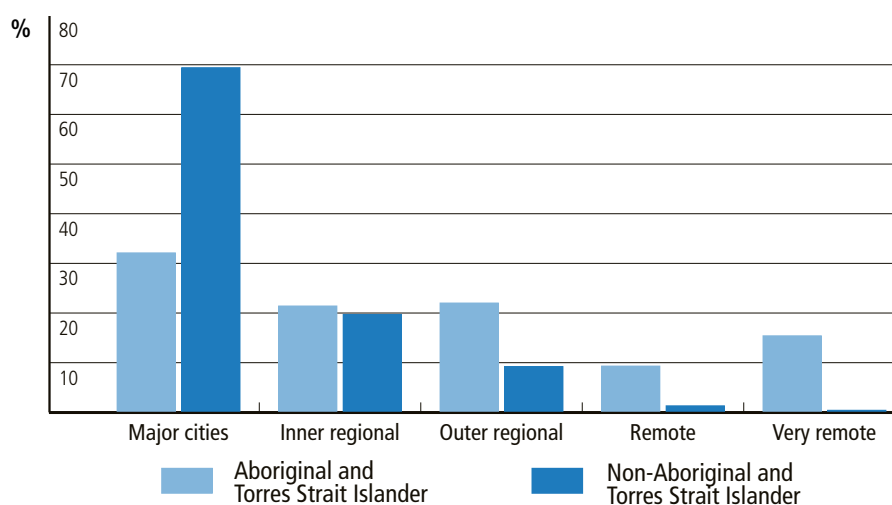
**Figure 2:** Number of Aboriginal and Torres Strait Islander Australians and percentage of total Aboriginal and Torres Strait Islander population, 2006



Source: ABS, *Experimental Estimates of Aboriginal and Torres Strait Islander Australians June 2006*, (Cat.No.3238.0.55.001) available online: <http://www.abs.gov.au/websitedbs/c311215.nsf/web/Aboriginal+and+Torres+Strait+Islander+Peoples++Population>

## Distribution by Remoteness

**Figure 3:** Aboriginal and Torres Strait Islander population distribution, by remoteness, as of 30 June 2006



Source: ABS, *Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006*, available online: [http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/3238.0.55.001Jun 2006?OpenDocument](http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/3238.0.55.001Jun%2006?OpenDocument)

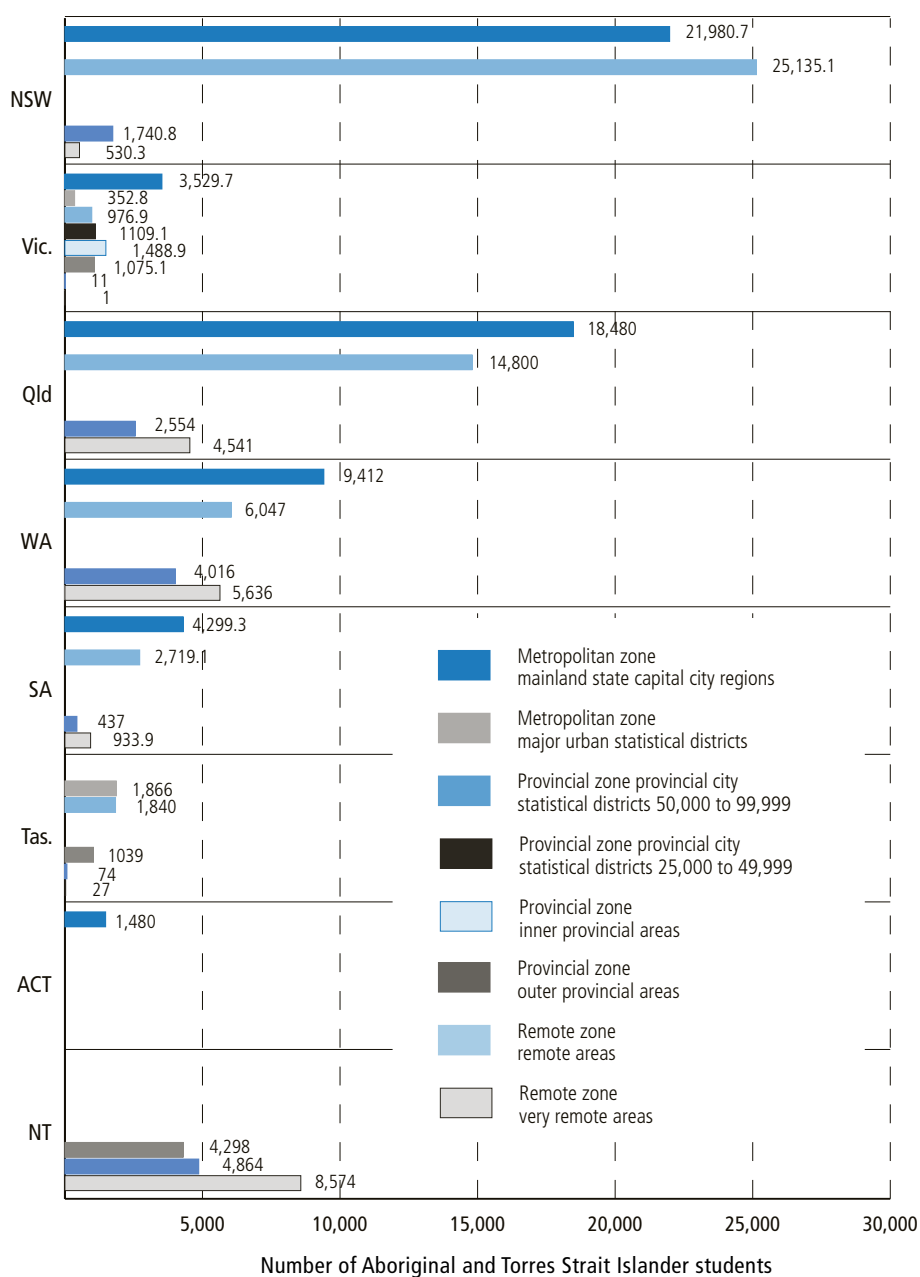
## School Information

Tables providing detailed information about the number of full-time and part-time Aboriginal and Torres Strait Islander students are available in [Table 42b](#) – Full-time and part-time students 2006–2010, from the ABS, *Schools Australia, 2010*, on the Australian Bureau of Statistics website.

[Table 42b](#) includes a breakdown of student enrolments, showing numbers attending government, Catholic and independent schools by level and year of schooling, and also gender.

The graph below shows the number of students enrolled in 2010, in each geolocation, by State and Territory.

**Figure 4: Number of Aboriginal and Torres Strait Islander students enrolled, by geolocation, by State and Territory, 2010**



Source: State/Territory departments of education

## Factors Impacting on Education

There are just over half a million Aboriginal and Torres Strait Islander people in Australia today, comprising 2.5 per cent of the Australian population.

Although many Aboriginal and Torres Strait Islander Australians have a good standard of living, too many experience unacceptable levels of disadvantage in living standards, life expectancy, education, health and employment. Current data shows a significant gap in these critical areas between the Aboriginal and Torres Strait Islander and other populations.

The Australian Bureau of Statistics estimates for 2009 show life expectancy for Aboriginal and Torres Strait Islander Australians to be lower than the 'Other' population, by approximately 11.5 years for males, and 9.7 years for females.

In the period 2002–2006, Aboriginal and Torres Strait Islander children under five years of age died at around three times the rate of other children (305.2 compared with 102.4 deaths per 100,000). Approximately 83 per cent of Aboriginal and Torres Strait Islander deaths below age five occurred in the first year of life, and of these, nearly half occurred within the first month.

Aboriginal and Torres Strait Islander children are less likely to participate in early childhood education, and without access to, and participation in, engaging, relevant preschool learning opportunities, are likely to be behind their peers from their first year of formal schooling, in some aspects of early language development and comprehension.

While most Aboriginal and Torres Strait Islander students in metropolitan and regional areas meet the minimum reading standard, the proportion achieving at least the minimum standard of literacy and numeracy skills decreases as the level of remoteness increases.

Australians who do not complete Year 12 are less likely to have the same opportunities as those who do. In 2006, Year 12 completions for Aboriginal and Torres Strait Islander Australians were 45.3 per cent, compared to 86.3 per cent for other Australians.

Aboriginal and Torres Strait Islander Australians also experience much higher levels of unemployment than other Australians. At the time of the 2006 Census, around 48 per cent of the Aboriginal and Torres Strait Islander workforce-aged population was in employment. This compares to 72 per cent for other Australians – a gap of 24 percentage points.

Source: Australian Government Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA), *Indigenous Australians: Closing the Gap – The need to act*, (2009) [http://www.fahcsia.gov.au/sa/indigenous/progserv/ctg/Pages/need\\_to\\_act.aspx](http://www.fahcsia.gov.au/sa/indigenous/progserv/ctg/Pages/need_to_act.aspx)

For individual State and Territory contexts please refer to the following links:

## State and Territory Contextual Information

### New South Wales

Over half of the Aboriginal and Torres Strait Islander students in New South Wales (50.9 per cent) are enrolled in schools in provincial locations. A further 44.5 per cent of students are enrolled in schools in metropolitan locations, while 3.5 per cent are in schools in remote locations, and only 1.1 per cent in schools in very remote locations.

Despite the concentration of enrolments in metropolitan and provincial areas, it is important to note that Aboriginal students are spread over a large number of schools. In New South Wales, although Aboriginal and Torres Strait Islander students represent 4.4 per cent of the total students, these enrolments are spread over 2,500 schools, which is more than 80 per cent of all schools in New South Wales. Moreover, 47.6 per cent of Aboriginal students in New South Wales are enrolled in schools in which they comprise less than 10 per cent of total student enrolments. The spread of Aboriginal students over a large number of schools, in which they comprise a small proportion of total students, has significant implications for program and resource distribution. This includes the strategic targeting of resources to schools where data indicates there is the greatest need.

## Victoria

Aboriginal and Torres Strait Islander cultures are the oldest living cultures in the world. Aboriginal and Torres Strait Islander culture and heritage forms a fundamental part of Victoria's history and identity.

The land that is now called Victoria has an Aboriginal and Torres Strait Islander history that goes back tens of thousands of years. It is estimated that there were between 20,000 and 60,000 people, speaking more than 30 languages, when European settlers first arrived.

In 2006, the Australian Census showed that there were around 33,500 Aboriginal and Torres Strait Islander people living in Melbourne and regional Victoria, an increase from 27,800 in 2001. It is estimated that the Aboriginal and Torres Strait Islander population in 2010 has further risen to approximately 36,700 people<sup>2</sup>.

The current Aboriginal and Torres Strait Islander population is about 0.65 per cent of the State's total. Victoria's Aboriginal and Torres Strait Islander population includes those connected to land in Victoria and those whose lands are elsewhere in Australia.

The demographic make-up of the Aboriginal and Torres Strait Islander population in Victoria differs from the general Victorian population. It is a young population — the median age of Aboriginal and Torres Strait Islander Victorians is estimated to be 21.8 years<sup>3</sup> — while the median age of the general population is estimated to be 36.0 years. Children aged 0 to 17 make up 43.5 per cent of the Aboriginal and Torres Strait Islander population, compared with 23 per cent of the general population.

The Aboriginal and Torres Strait Islander population in Victoria has a higher growth rate than the population as a whole. All Aboriginal and Torres Strait Islander Victorians live in regional or urban areas, whereas nationally 25 per cent of Aboriginal and Torres Strait Islander Australians live in remote areas. No areas in Victoria are classified as remote.

Aboriginal and Torres Strait Islander Victorians have suffered disproportionately from historical policies that removed Aboriginal and Torres Strait Islander children from their homes

and families. Compared with Aboriginal and Torres Strait Islander people in other jurisdictions, 11.5 per cent of Aboriginal and Torres Strait Islander Victorians report having been removed from their natural family, compared with 7.0 per cent across the national Aboriginal and Torres Strait Islander population.<sup>4</sup> Forty-seven per cent of Victorian Aboriginal and Torres Strait Islander respondents reported they had relatives removed from their family, compared to 37.6 per cent nationally.

In school systems within Victoria, the number of Aboriginal and Torres Strait Islander students continues to grow by over 11.5 per cent from 2008 to 2010. In 2010, Aboriginal and Torres Strait Islander students constituted 1.6 per cent of the government school population (up from 1.5 per cent in 2008), 0.47 per cent of students in Catholic schools (0.39 per cent in 2008), and 0.30 per cent in independent schools (0.23 per cent in 2008).

## Queensland

Queensland has a highly regional population with medium to large population centres along the east coast. Approximately half of the population lives in the south-east of the State. However, higher proportions of Aboriginal people and Torres Strait Islander people live outside the Brisbane capital city area.

The estimated resident population in 2010 was approximately 4.5 million. According to the 2006 Census, there were 127,578 people in Queensland who were of Aboriginal and Torres Strait Islander origin. Of these, 98,716 were of Aboriginal origin and 18,374 were of Torres Strait Islander origin, and 10,455 were of both Aboriginal and Torres Strait Islander origin. These persons made up 3.3 per cent of the total Queensland population and about 28.3 per cent of the Australian Aboriginal and Torres Strait Islander population. While the Aboriginal and Torres Strait Islander population represents a lower proportion of the overall population who live in the Brisbane area, this represents approximately 40 per cent of the Aboriginal and Torres Strait Islander population in Queensland.

## Schools

In August 2010, there were 1,702 schools in Queensland, of which 72.6 per cent (1,235) were government schools and 27.4

per cent (467) were non-government schools. Of the 1,702 schools in Queensland in 2010, 1,150 (69.5 per cent) were primary schools, 262 (15.8 per cent) were secondary schools and 242 (14.6 per cent) were combined primary/secondary schools. There are approximately 540 schools in the Brisbane capital city area. Queensland, in comparison to other Australian States, continues to have a relatively high proportion of small schools, particularly serving rural localities.

## Students

Queensland had approximately 725,000 full-time students attending schools in 2010, 20.8 per cent of the Australian total. Of these, 67 per cent attended Queensland government schools and 33 per cent attended non-government schools. For the Aboriginal and Torres Strait Islander student population, the proportion of State school enrolments was approximately 87 per cent of Aboriginal and Torres Strait Islander students, or approximately 8 per cent of the overall State school student population.

In 2010, more than 47,700 Aboriginal and Torres Strait Islander students attended Queensland schools full time. More than 40,300 were enrolled in Queensland state schools, of which:

- 44 per cent attended in metropolitan areas
- 13 per cent attended in provincial cities
- 24 per cent attended in rural areas
- 19 per cent attended in remote areas.

## Western Australia

Western Australia faces some unique challenges in closing the disadvantage gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander citizens. Western Australia has the third largest Aboriginal and Torres Strait Islander population of all the States and Territories. According to the Australian Bureau of Statistics, there were approximately 70,966 Indigenous people living in Western Australia in 2006. This equates to 3.4 per cent of the total State population and 14 per cent of the total Aboriginal and Torres Strait Islander population in Australia.<sup>5</sup>

The State's Aboriginal and Torres Strait Islander population has a young profile. Almost 40 per cent of the Aboriginal and Torres Strait Islander community is under the age of 15 years. These population characteristics impact on the provision of services, particularly in the areas of prevention and early intervention during the early childhood and school years to improve health, wellbeing and life opportunities.

A greater proportion of Western Australia's Aboriginal and Torres Strait Islander population live in remote or very remote areas of the State. It is estimated that 42 per cent of Aboriginal and Torres Strait Islander Western Australians live in remote or very remote areas, and 34 per cent live in major cities. In the Perth metropolitan area, Aboriginal and Torres Strait Islander people are more likely to live in the least wealthy suburbs, with only 15 per cent of Perth's Aboriginal and Torres Strait Islander population living in areas that have high socio-economic status.

Aboriginal and Torres Strait Islander communities in Western Australia are characterised by variation in size, high population mobility, cultural and linguistic diversity, and remoteness. Western Australia is second only to the Northern Territory in having a large proportion of Aboriginal and Torres Strait Islander people living in remote or very remote locations. There are more than 250 discrete Aboriginal and Torres Strait Islander communities dispersed across Western Australia. This is in addition to the many communities living within remote townships. The majority of discrete communities are classified as very remote<sup>6</sup>, meaning that there is very little access to goods, services and economic opportunities for those living in these communities. A further implication is the problem of attracting and retaining service providers, such as health professionals, teachers, police, legal services and child protection workers, who have appropriate training to meet the specific needs of Aboriginal and Torres Strait Islander communities in remote locations.

Adding to the impact of remoteness on service provision is the fact that over 60 per cent of these communities have a population of less than 50 people. These communities are spread throughout the Kimberley, Pilbara and Western Desert regions. The dispersal of a large number of communities with small populations makes it very difficult to address the needs of Aboriginal and Torres Strait Islander people in these areas.



There are more than 60 Aboriginal language groups in Western Australia,<sup>7</sup> with approximately 14 per cent of the Aboriginal and Torres Strait Islander population speaking an Indigenous language at home. The prevalence and diversity of Aboriginal and Torres Strait Islander languages means that extra measures, such as interpreting and translating services, are required to ensure equitable access to services. There is also a complexity in service delivery within remote towns and communities, arising from the diverse cultural and linguistic 'mix' of Aboriginal and Torres Strait Islander groups within a town or the surrounding community. The varied characteristics of Aboriginal and Torres Strait Islander communities in Western Australia are recognised as significant factors in the planning and delivery of effective services.

Source: Western Australia Department of Indigenous Affairs, *Closing the Gap In Indigenous Life Outcomes Western Australia*, June 2010, available online at: <http://www.dia.wa.gov.au/Publications/>

## South Australia

South Australia has a culturally diverse population, with medium to large population centres in the Adelaide metropolitan region, and at regional centres across the State. The estimated resident population for South Australia was 1,650,400, at the end of 2010, with 30,382 Aboriginal and Torres Strait Islander people, comprising 1.8 per cent of the total South Australian population. Nearly three-quarters of the total population live in Adelaide, however, just over half of the Aboriginal and Torres Strait Islander population live outside Adelaide, with a quarter living in the north of the State.

## Schools

In August 2010, there were 776 schools in South Australia, of which, 75 per cent were government schools, and 25 per cent were non-government schools. Of the 776 schools in South Australia in 2010, 520 (67 per cent) were primary schools, 96 (12 per cent) were secondary schools, and 160 (21 per cent) were combined primary/secondary schools. There are approximately 424 schools in the Adelaide capital city area.

## Students

South Australia had approximately 255,000 full-time students attending schools in 2010, 7.3 per cent of the Australian total. Of these, 64.0 per cent attended South Australian government schools and 36.0 attended non-government schools. For the Aboriginal and Torres Strait Islander student population, the proportion of government school enrolments was approximately 89.0 per cent of Aboriginal and Torres Strait Islander students, or approximately 5.0 per cent of the overall government student population.

South Australia has the second highest proportion of part-time students across Australia, at 2.5 per cent, while Australia as a whole has 0.7 per cent. The proportion of part-time Aboriginal and Torres Strait Islander students in South Australia is also second highest across Australia, but at a lower rate of 1.1 per cent.

In 2010, 9,448.1 Aboriginal and Torres Strait Islander students attended South Australian schools. Of the 8,390.2 enrolled in South Australian State schools:

- 4,299.3 full-time equivalent students comprised 3.8 per cent of all metropolitan enrolments
- 2,719.1 full-time equivalent students comprised 6.0 per cent of all provincial enrolments
- 437.9 full-time equivalent students comprised 7.0 per cent of all remote enrolments, and
- 933.9 full-time equivalent students comprised 48.9 per cent of all very remote enrolments.

The Department of Education and Children's Services (DECS) oversees children's services and public education in South Australia. DECS has approximately 25,000 people working in over 1,000 different locations, and its schools and preschools provide services to more than 180,000 children, students and their families.

In 2010 (Term Two data collection), there were 18,339 preschool enrolments in South Australia. There were 1,242 Aboriginal and Torres Strait Islander preschool enrolments, 6.8 per cent of all preschool enrolments. Ninety-four per cent of all preschool

enrolments are enrolled in government preschools, compared to 99.0 per cent of Aboriginal and Torres Strait Islander enrolments.

The number of Aboriginal and Torres Strait Islander students enrolled in South Australian schools and retained in senior secondary years has continued to grow over the past 10 years, with combined Year 11 and 12 enrolments increasing from 359.6 (full time equivalent) in 2000, to 1,029.9 (full-time equivalent) in 2010. Similarly, in government schools, the Year 11 and 12 Aboriginal and Torres Strait Islander enrolments have increased from 327.6 (full-time equivalent) in 2000, to 885.8 (full-time equivalent) in 2010.

## Tasmania

Iutruwita (now known as Tasmania) has been the country of Tasmanian Aborigines for over 40,000 years. Pre-invasion Iutruwita supported between four and 14 different Aboriginal Nations. The Tasmanian Aboriginal community of today is quite different to that of the *Old Peoples*. Their culture survives and continues to be dynamic, diverse and constantly evolving. Maintaining strong connections to community, country and culture continues to be an integral part of Aboriginal family and community life in Tasmania. Connection to country is connection to family, community, knowledge and learning. The importance of these connections in the lives and education of Aboriginal and Torres Strait Islander students is critical for successful and sustainable learning practice in schools.

Tasmania is the second smallest jurisdiction in Australia, with an estimated population of half a million people. According to the 2006 Census, of the 489,951 persons residing in Tasmania, 18,415 people identified as Aboriginal and Torres Strait Islander. This figure represented 3.9 per cent of the total Tasmanian population and 3.6 per cent of the Australian Aboriginal and Torres Strait Islander peoples' population.

In 2010, Tasmania recorded 80,841 full-time students attending Tasmanian schools, with 5,440 (6.7 per cent) of these students identified as Aboriginal and Torres Strait Islander. Tasmanian schools represented 2.8 per cent of the national total, with 268 schools operating across the State. Of this total, 202 were government schools administered by the Department of Education; 36 were Catholic schools,

administered by the Tasmanian Catholic Education Office, and 30 were independent schools operated by Independent Schools Tasmania. Approximately three quarters of Tasmania's schools have Aboriginal and Torres Strait Islander students enrolled. The majority of these students live and attend schools in the metropolitan and provincial areas.

## Australian Capital Territory

In 2010, there were 65,412 students enrolled in ACT government and non-government schools, an increase of 1,032 (1.6 per cent) since February 2009. The overall increase in the number of enrolments is a result of increases of 642 (1.8 per cent) in primary schools, 161 (0.8 per cent) in high schools, 200 (2.1 per cent) in colleges and 29 (8.8 per cent) in special schools.

In 2010, there were 38,853 students enrolled in public schools, up 573 students (1.5 per cent) since 2009. This is an increase from 2009 and includes increases of 410 (1.8 per cent) in primary, 68 (0.7 per cent) in high and 66 (1.1 per cent) in college.

In 2010, public schools accounted for 59.4 per cent of the total student population with almost nine in 10 (87.3 per cent) preschool level enrolments in public schools.

Since 2009, the total number of Aboriginal and Torres Strait Islander students in ACT schools increased by 150 students (11.3 per cent) to 1,480 in 2010, with public schools increasing by 126 (11.6 per cent), independent schools increasing by 10 (11.9 per cent) and Catholic schools increasing by 14 (8.5 per cent). The government sector continued to have the highest proportion of Aboriginal and Torres Strait Islander students (1,208 or 3.1 per cent of total public enrolments). From 2006 to 2010, the public school system has shown the greatest increase numerically, up by 225 students (22.9 per cent).

Allocating resources to public schools physically located in Canberra focuses on strategically targeting need as well as student numbers. The most significant impact on resource allocation to schools is experienced by the location of Jervis Bay School, which is approximately 320km from Canberra.

## Northern Territory

The Northern Territory has a population of 229,874, which is one per cent of the 2010 total Australian population (22,477,378).<sup>8</sup> It is the third largest State or Territory, with a land area of 1,346,200 square kilometers, yet has the smallest population. The Northern Territory has the highest proportion of young people (median age 31.3, compared to the national median age of 36.9)<sup>9</sup>, the highest proportion of Aboriginal and Torres Strait Islander population (approximately 30 per cent),<sup>10</sup> and the largest proportion of the population living in very remote locations, compared with any other jurisdiction.

The Northern Territory has 18,775 children aged zero to four years (representing 8.2 per cent of the total population) and 34,326 children aged five to 14 years (representing 14.9 per cent of the total population).<sup>11</sup> According to ABS estimates, at the 2006 Census, the Northern Territory recorded 14,658 Indigenous children aged five to 14 years (representing 22.9 per cent of the Indigenous population), and a total of 7,774 children under the age of five were Aboriginal and Torres Strait Islander (representing 12.1 per cent of the Aboriginal and Torres Strait Islander population).<sup>12</sup>

The Northern Territory has the largest proportion of Aboriginal and Torres Strait Islander population with approximately 64,005 Aboriginal and Torres Strait Islander people, representing 30.4 per cent of the total population.<sup>13</sup>

The proportion of the Aboriginal and Torres Strait Islander population is even greater in the school-aged population, with 40.6 per cent of students enrolled in Transition to Year 12 identified as Aboriginal and Torres Strait Islander, compared with the national average of 4.6 per cent.

Student mobility is high and continuity in learning programs is a major issue. Irregular attendance or chronic under-attendance also impact on student outcomes. Where non-Aboriginal and Torres Strait Islander attendance rates have remained stable at about 90 per cent since 2006, Aboriginal and Torres Strait Islander attendance rates are on average about 70 per cent. Aboriginal and Torres Strait Islander attendance rates are volatile and often follow seasonal trends.

Of all the Northern Territory students enrolled in government schools, 52 per cent are enrolled in provincial areas (including Darwin and Palmerston). A total of 19 per cent of the student population is enrolled in remote areas of the Northern Territory, 29 per cent of the student population is enrolled in very remote areas. Schools in very remote locations tend to have much smaller student populations but are required in order to ensure the Northern Territory government provides access to education for the entire dispersed Northern Territory population.

Students attending distance education schools such as the Northern Territory Open Education Centre (NTOEC), Alice Springs School of the Air, and Katherine School of the Air make up 3.1 per cent of the student population. Although classified as remote, the physical location of the students can be anywhere from provincial to very remote.

The average attendance rate in provincial and remote schools is over 85 per cent, however, the average attendance rate for Aboriginal and Torres Strait Islander students in very remote schools is 58.3 per cent. A range of strategies, under the 'Every Child, Every Day' initiative, are being implemented to address the issue of absenteeism, particularly in very remote schools.

As per the 2006 Census, about 44,717 people living in the Northern Territory have a language background other than English.<sup>14</sup> Just 66.0 per cent of the population speak English only; 8.0 per cent are speakers of languages from other countries; 15.1 per cent are speakers of Aboriginal and Torres Strait Islander languages (29,192) and a further 10.8 per cent do not identify their language. Of the total number of Aboriginal and Torres Strait Islander language speakers in Australia (55,705), 52.4 per cent are located in the Northern Territory. For many Aboriginal and Torres Strait Islander learners studying in remote schools, English is rarely used in their communities outside of school. This means that while at school they are learning English as an additional language.

The Northern Territory has over 57 per cent of its government schools in the bottom 10 per cent of the Socioeconomic Indexes for Areas – Index of Relative Socioeconomic Disadvantage (SEIFA-IRSD – see below for definition) range. Over 28 per cent of Northern Territory students attend the schools in the bottom (most socio-economically disadvantaged) decile.<sup>15</sup>

Other factors that have a potential impact on education in the Northern Territory include a high level of seasonal mobility in remote communities, and a relatively high teacher turnover rate in remote schools.

## SEIFA-IRSD

Socio-economic Indexes for Areas (SEIFA) is a suite of four measures created from Census information. The measures summarise different aspects of socio-economic conditions in an area and are appropriate for distinguishing between relatively disadvantaged areas. The Index of

Relative Socio-economic Disadvantage (IRSD) measures the proportion of:

- low income households in an area
- people who do not speak English well
- households that pay low rent
- people with no post-school qualifications.

Areas within Australia are then ordered from the lowest to highest scores. The lowest 10 per cent of areas are given a decile number of one and so forth, up to the highest 10 per cent of areas, which are given a decile number of 10. This means that areas are divided into 10 groups, depending on their score.

### Footnotes

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- <sup>1</sup> Where possible, this report uses 'Aboriginal and Torres Strait Islander' in preference to the term, 'Indigenous'. In some instances, particularly in labels for graphs and tables, the term 'Indigenous' has been included by the provider of the information and therefore it is unable to be changed.
- <sup>2</sup> ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021, 2009*, (Cat.No.3238.0)
- <sup>3</sup> Ibid.
- <sup>4</sup> ABS, *National Aboriginal and Torres Strait Islander Social Survey, 2008*, (Cat.No.4714.0), available online at: <http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/>
- <sup>5</sup> ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021, 2009*, (Cat.No.3238.0)
- <sup>6</sup> According to the Australian Government Department of Health and Aged Care and ABS, ARIA (Accessibility/Remoteness Index for Australia)
- <sup>7</sup> Western Australia Department of Health, *Environmental Health Needs Survey 2008*, available online at: [http://www.public.health.wa.gov.au/3/1066/1/environmental\\_health\\_needs\\_survey\\_ehns\\_report\\_.pm](http://www.public.health.wa.gov.au/3/1066/1/environmental_health_needs_survey_ehns_report_.pm)
- <sup>8</sup> ABS, *Australian Demographic Statistics* (Cat.No.3101.0), December 2010, Table 4. Issue Released 23/06/2011
- <sup>9</sup> ABS, *Population by Age and Sex, Australian States and Territories, June 2010* (Cat.No.3201.0). Issue released 21/12/2010.
- <sup>10</sup> ABS, *Northern Territory at a Glance 2011*, (Cat.No.1304.7)
- <sup>11</sup> ABS, *Northern Territory at a Glance 2010*, (Cat.No.1304.7). (Estimated Resident Population at 30 June 2010)
- <sup>12</sup> ABS, *Northern Territory at a Glance 2010*, (Cat.No.1304.7). (Experimental Estimated Resident Population at 30 June 2006)
- <sup>13</sup> ABS, *Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006* (Cat.No.3238.0.55.001), Tables 1 and 3. Issue released, 19/08/2008.
- <sup>14</sup> ABS, *2006 Census Population and Housing: Northern Territory* (Cat.No.2068.0), Language spoken at home: (a) by sex
- <sup>15</sup> ABS, *2006 Census of Population and Housing: SEIFA, Australia* (Cat.No.2033.0.55.001) 2006 data only; and Northern Territory Department of Education and Training, *Age Grade Census, 2010*.

## Chapter 3

# National Overview of Progress Under the Plan

## Data Limitations

Where possible, existing data sets and reporting agreements have been used to report against the performance indicators within the Annual Report for the Plan. Data within the Annual Report should be interpreted with care. Caveats and footnotes must be taken into consideration when reviewing the data and drawing conclusions about the relative progress of jurisdictions and groups of students.

There are a range of overarching issues which affect the comparability of Aboriginal and Torres Strait Islander data sets across jurisdictions including:

- a net undercount for all Aboriginal and Torres Strait Islander Australians within the 2006 Census, estimated at 11.5 per cent
- under-identification of individuals as Aboriginal and Torres Strait Islander within jurisdiction databases
- errors in estimating performance due to the small Aboriginal and Torres Strait Islander cohort size in some jurisdictions
- lagged or missing data due to privacy issues or small cell size
- student migration across State and Territory borders and transience within State and Territory borders
- increasingly large measurement errors when particular disaggregations of Aboriginal and Torres Strait Islander outcomes, such as outcomes by geolocation, are required to be reported.

A number of the performance indicators in the Plan can be reported utilising data with national sources. While these data are relatively robust, attention must be paid to the issues outlined above. Some national data sets derive from surveys and are subject to large relative standard error in smaller jurisdictions and in jurisdictions with small Aboriginal and Torres Strait Islander populations.

For a number of performance indicators in the Plan, no nationally comparable data are available, and in some cases there is limited capacity to report against the indicators using administrative

data. Administrative data may be collected by jurisdictions and sectors using different methodologies and definitions, may not be reliable at the expected level of disaggregation, or may be a partial data set. Nevertheless, administrative data can be helpful in reviewing progress at the jurisdictional level where collection methodologies and processes are unchanged across time.

In some instances, no existing data sets are available to service the indicators and these cannot, at this stage, be usefully reported. Planning and resourcing will be required to collect additional or new data where measures reflect high priority outcomes, and to improve data quality across the board to ensure that progress against the Plan's indicators can be identified and reported.

## National Outcomes by Domain

This section of the Annual Report presents data and information about performance indicators, contained within the Plan, where national data is available. Outcomes, where available, are reported by domain.

The information and data contained in this section is representative of national outcomes only. States and Territories may choose to examine these data within their own context in the State and Territory chapters of this Annual Report.

The Melbourne Declaration, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) four-year plan 2009–2012, and data collections use the term 'Indigenous' to refer to Australia's Aboriginal and Torres Strait Islander people. Where possible, this report uses 'Aboriginal and Torres Strait Islander' in preference to the term 'Indigenous'. In some instances, particularly in labels for graphs and tables, the term 'Indigenous' has been included by the provider of the information, and therefore it is unable to be changed.

The term 'Other' is used in this section of the report to signify the group who are not Aboriginal and/or Torres Strait Islander. Generally 'Other' will include persons where Aboriginal and Torres Strait Islander status is unknown or not stated.



## Readiness for School

### Performance Indicator 1

*The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, (where possible to measure) a preschool program*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care. The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection which will be available in 2011.

## Engagement and Connections

There are no national level data for performance indicators under this domain. Information for this domain will be reported in individual State and Territory chapters from the 2011 Annual Report onwards.

## Attendance

### Performance Indicator 5

*Attendance Rates of Aboriginal and Torres Strait Islander and Other students in schools*

*Data Source: ACARA 2010 Attendance Data (unpublished).*

### Attendance

The student attendance data collection is in a transitional phase until all jurisdictions and sectors have the capacity to report their data using an agreed standard. All States and Territories and the non-government sectors are collaborating to standardise the collections. However, because the definitions and methodologies used by jurisdictions and sectors to collect the 2010 (and previous years) data are not uniform, accurate comparisons between jurisdictions and sectors cannot currently be made.

For 2010, the largest difference between the attendance rates of Aboriginal and Torres Strait Islander students and other students for Years 1 to 6 in government schools was 21 percentage points in Year 2, in the Northern Territory.

The largest difference in the attendance rates of Aboriginal and Torres Strait Islander students and other students for Years 7 to 10 in government schools was 30 percentage points, in Year 9, in the Northern Territory.

Tasmanian government schools have the smallest gap between Aboriginal and Torres Strait Islander students and other students. In Years 1 to 4 the difference did not exceed one percentage point for any year level.

In 2010 across Years 1 to 7, New South Wales, Victoria, Queensland and Tasmania recorded Aboriginal and Torres Strait Islander attendance rates above 84 per cent; South Australia and Western Australia recorded Aboriginal and Torres Strait Islander attendance above 79 per cent.

In the Northern Territory the attendance rates across Years 1 to 7 were above 69 per cent. Attendance rates in the Australian Capital Territory were above 84 per cent for Years 1 to 6.

Figures 5–6 show a representative selection of year level attendance in government schools, by State and Territory, with a view to tracking change over the period of the Plan.

## Enrolment

### Performance Indicator 6

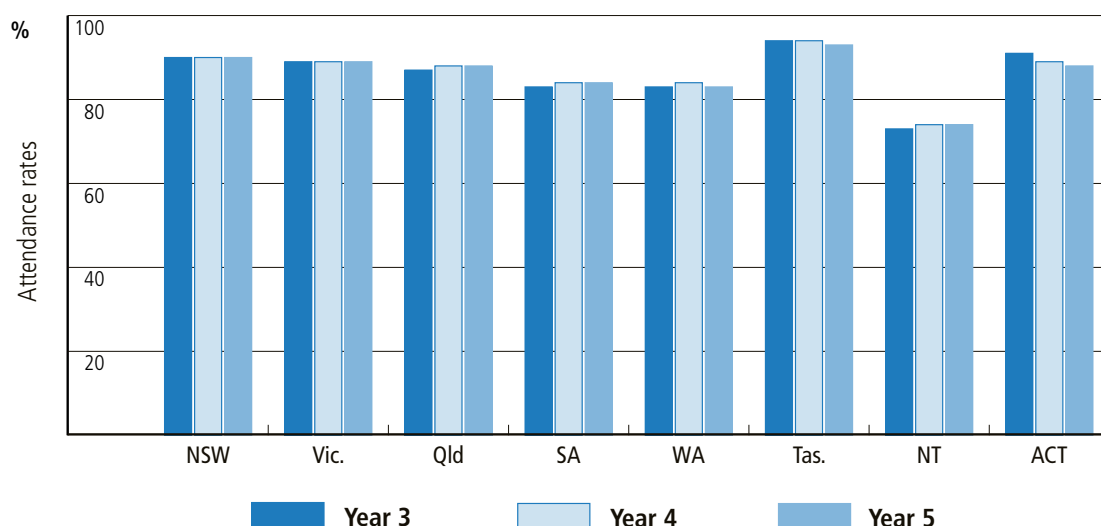
*Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians to Other Australians*

*Data Source: ABS, Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991–2021 (Cat.No.3238.0); and ABS, Population by Age and Sex, Australian States and Territories June 2010, (Cat.No.3201.0); and ABS, Schools Australia, 2010 (Cat. No.4221.0), National Schools Statistics Collection.*

According to Australian Bureau of Statistics, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021*, the projected resident Aboriginal and Torres Strait Islander population of 6 to 15 year olds in 2010 was 129,308.

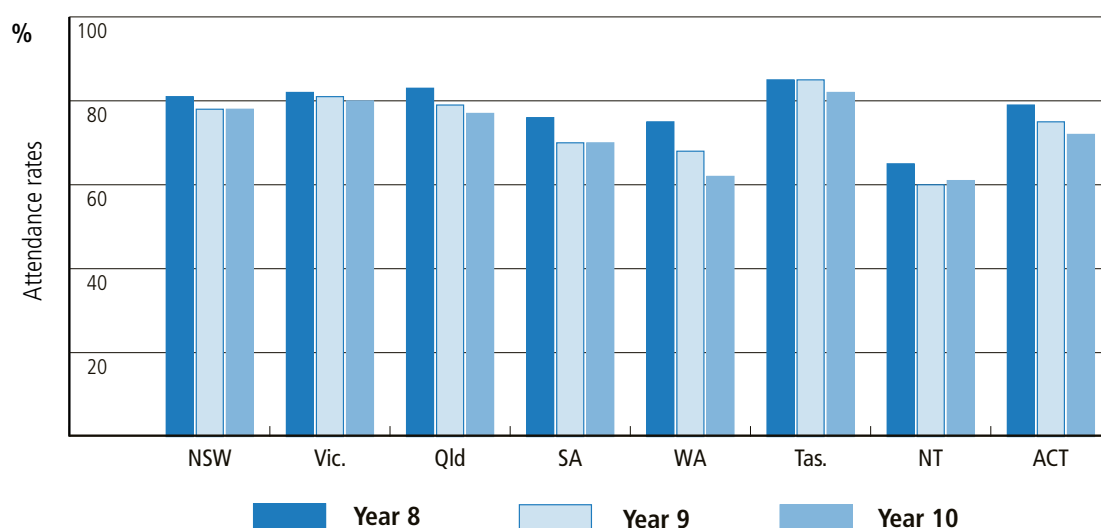
According to the National Schools Statistics Collection 2010, there were 133,990 full time and part time Aboriginal and Torres Strait Islander students (aged 6 to 15 years) enrolled in school in 2010.

**Figure 5: Aboriginal and Torres Strait Islander student attendance rates in government schools, by State and Territory – Years 3, 4 and 5, 2010**



Source: ACARA, 2010 Attendance Data (unpublished)

**Figure 6: Aboriginal and Torres Strait Islander student attendance rates, government schools, by State and Territory – Years 8, 9 and 10, 2010**



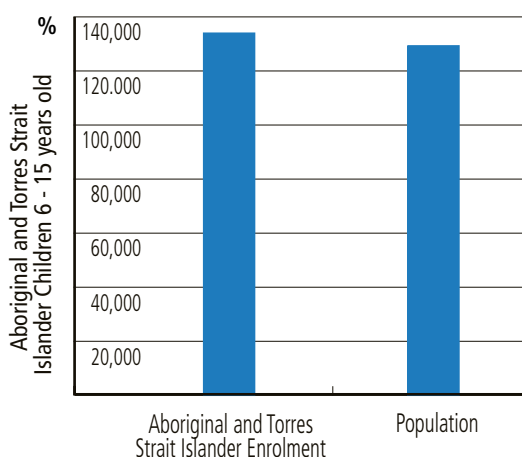
Source: ACARA, 2010 Attendance Data (unpublished)

Based on these figures, 103.6 per cent of Aboriginal and Torres Strait Islander children between the ages of 6 and 15 were enrolled in school in 2010 (see notes to Figure 7).

In comparison, there were 2,786,535 Other Australian children aged 6 to 15 years. The ABS National Schools Statistics

Collection in 2010 reported 2,755,893 full-time and part-time Other Australian students, indicating that 1.3 per cent of Other Australian children aged 6 to 15 were not enrolled in school.

**Figure 7: Aboriginal and Torres Strait Islander enrolment to population, 6–15 year olds, 2006**



Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6-15 year olds enrolled in school to exceed 100 per cent. Includes children enrolled full-time or part-time. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- Data for the Indigenous population are projections based on final experimental estimates of the Indigenous population at 30 June 2006 derived from the 2006 Census. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See 'Collection of Indigenous Status of students' in ABS, *Schools, Australia 2009* (Cat.No.4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Indigenous population, see explanatory notes in the publication, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat.No.3238.0).
- Estimates for the total population are sourced from the most recently available ABS, *Population by Age and Sex, June 2010* (Cat.No. 3201.0). The Australia total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Indigenous' and 'All children' includes those for whom Indigenous status is not known.
- In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population.

Source: ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991–2021* (Cat.No.3238.0); and ABS, *Population by Age and Sex, Australian States and Territories June 2010*, (Cat.No.3201.0); and ABS, *Schools Australia, 2010* (Cat.No.4221.0), National Schools Statistics Collection.

## Retention Rates

### Performance Indicator 7

*Retention rates for Aboriginal and Torres Strait Islander students*

Data Source: ABS, National Schools Statistics Collection 2010, Apparent Retention Rates.

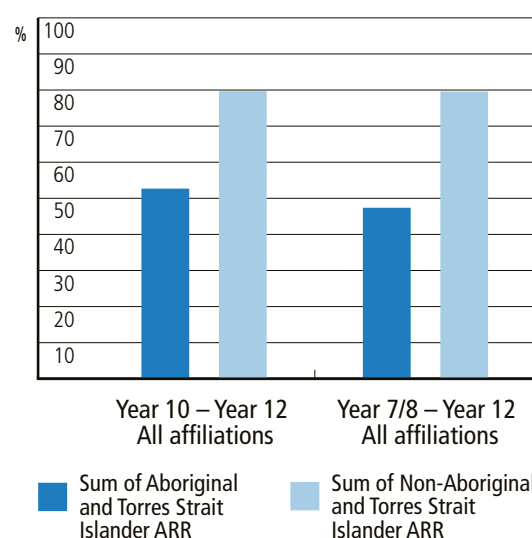
'The apparent retention rate measures the number of school students in a designated year of education expressed as a percentage of their respective cohort group in a base year.'

Source: ABS, *Schools Australia 2010*, (Cat.No.4221.0)

Glossary definition 'Apparent Retention Rate (ARR)', available online at: <http://www.abs.gov.au/ausstats/abs@.nsf/Products/4221.0~2010~Glossary~Glossary?OpenDocument>

The Aboriginal and Torres Strait Islander student apparent retention rate from Year 10 to Year 12 for all schools has increased from 46.8 per cent in 2006 to 52.5 per cent in 2010. The gap has closed from 29.4 percentage points in 2006 to 26.0 percentage points in 2010. The Year 7/8 (first year of secondary schooling) to Year 12 apparent retention rate has increased from 40.1 per cent in 2006 to 47.2 per cent in 2010.

**Figure 8: Apparent retention rates for Aboriginal and Torres Strait Islander students, 2010**



Source: ABS, National Schools Statistics Collection 2010, Apparent Retention Rates (ARR)

## Progression

### Performance Indicator 8

*Progression ratios for Aboriginal and Torres Strait Islander students*

*Data Source: ABS, School Australia, 2010, (Cat.No.4221.0)*  
Additional Statistics.

Apparent grade progression ratios measure the number of students at a given year level compared to the number enrolled in the previous year, at the time of the annual August census.

Progression ratios for Aboriginal and Torres Strait Islander students in the Year 8 to 9 and Year 9 to 10 ranges are showing strong results in 2010, at around 100 per cent (100.8 per cent and 97.1 per cent respectively). The progression ratios for the 10 to 11 grade range drop dramatically to 79.3 per cent and further to 67.9 per cent for the 11 to 12 grade range.

#### Year 8 to Year 9

The 2010 progression ratio for Years 8 to 9 was 100.8 per cent. It was an improvement on the 2009 result of 98.9 per cent.

#### Year 9 to Year 10

For Years 9 to 10 the 2010 progression ratio was 97.1 per cent. The gap between Aboriginal and Torres Strait Islander and other students was 3.5 percentage points.

#### Year 10 to Year 11

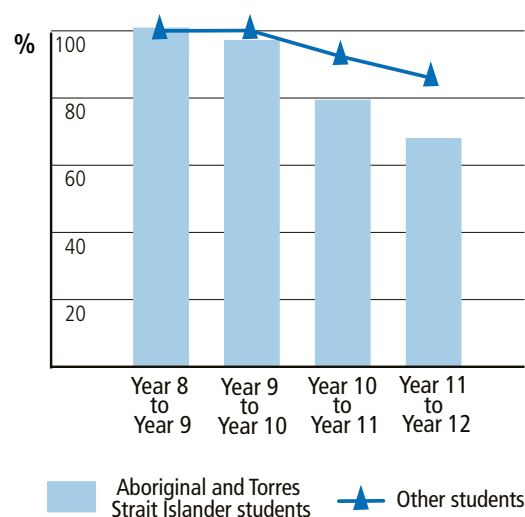
The 2010 progression ratio for Years 10 to 11 was 79.3 per cent. The gap between Aboriginal and Torres Strait Islander and other students was 13.6 percentage points.

Between 2009 and 2010 there was an increase of two percentage points in the Aboriginal and Torres Strait Islander Year 10 to 11 rate, with an increase of one percentage point for other students.

#### Year 11 to Year 12

The 2010 progression ratio for Years 11 to 12 was 67.9 per cent. The gap between Aboriginal and Torres Strait Islander and other students was 18.6 percentage points.

**Figure 9: Aboriginal and Torres Strait Islander and 'Other' students apparent grade progression ratios, Australia, 2010**



Note: Care should be exercised in the interpretation of grade progression ratios since a range of factors affecting the calculation are not taken into account. These include students repeating a year of education, migration and other net changes to the school population.

Source: ABS, Schools, Australia, 2010, (Cat.No.4221.0).

## Literacy and Numeracy

### Performance Indicator 9

*Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing*

*Data Source: ACARA, NAPLAN National Report 2010*

The 2010 NAPLAN results show that the percentage of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard ranged from 59 per cent in Year 9 Writing to 79 per cent in Year 3 Writing. Outcomes for other students ranged from 89 per cent in Year 9 Writing to 97 per cent in Year 3 Writing.

Since 2009, there have been some small decreases in the gaps between the percentages of Aboriginal and Torres Strait Islander students and other students at or above the national minimum standard. The largest decrease across the 12 gaps

was 2.5 percentage points, which occurred in both Year 3 Numeracy and Year 7 Reading.

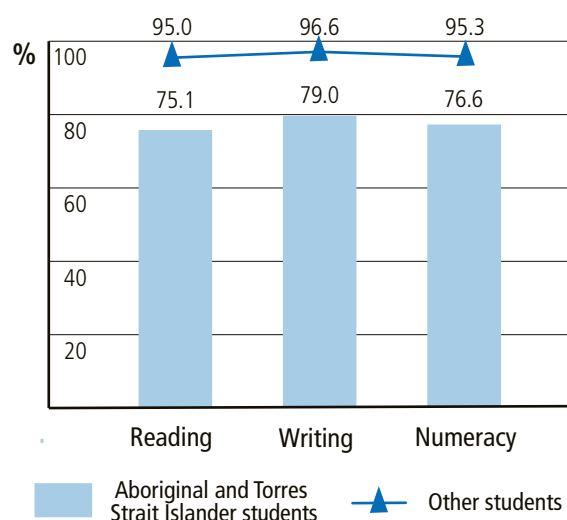
Since 2009, there have also been increases in the gaps between the percentage of Aboriginal and Torres Strait Islander students and other students at or above the national minimum standard. In Year 9 Numeracy, the gap increased by 2.9 percentage points.

Nationally, participation rates for Aboriginal and Torres Strait Islander students in 2010 were below those of 2009.

The overall results across Australia show that most students in Years 3, 5, 7 and 9 achieve the national literacy and numeracy minimum standards. Boys have lower achievement than girls, while students living in remote regions, especially in very remote regions, achieve at lower rates than metropolitan and provincial students in all year levels and domains.

In general, the achievement of Aboriginal and Torres Strait Islander students, at or above the national minimum standard in 2010, was significantly below that of Other students at every year level and in all three key domains.

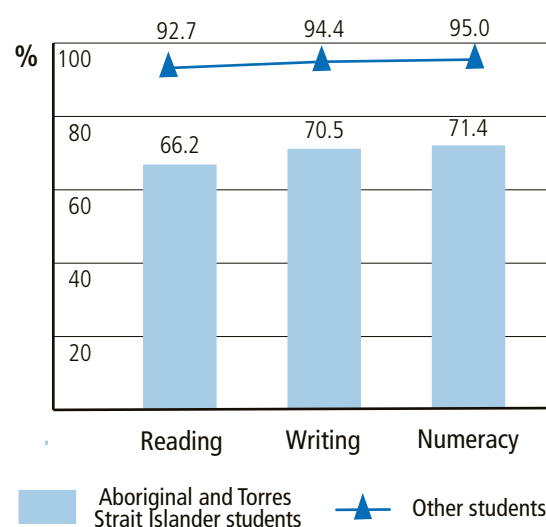
**Figure 10: Aboriginal and Torres Strait Islander students and 'Other' students, Year 3 NAPLAN 2010 test results, by year level and key domains, Australia, 2010**



Source: ACARA, NAPLAN National Report 2010

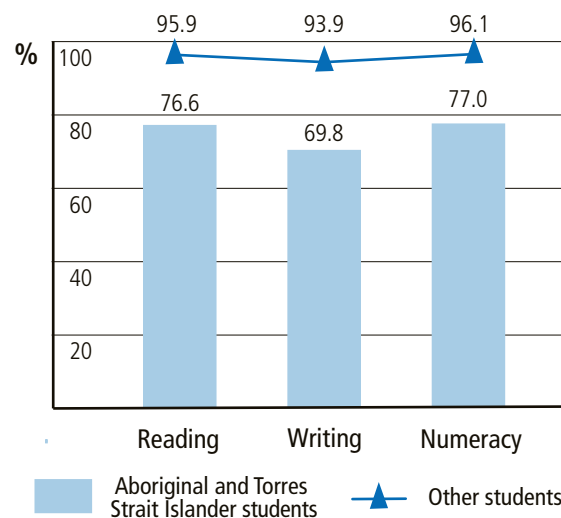
The gaps between the percentage of Aboriginal and Torres Strait Islander students and Other students attaining the national minimum standard for all year levels and domains ranged from 17.6 percentage points to 29.7 percentage points.

**Figure 11: Aboriginal and Torres Strait Islander students and 'Other' students, Year 5 NAPLAN test results, by year level and key domains, Australia, 2010**



Source: ACARA, NAPLAN National Report 2010

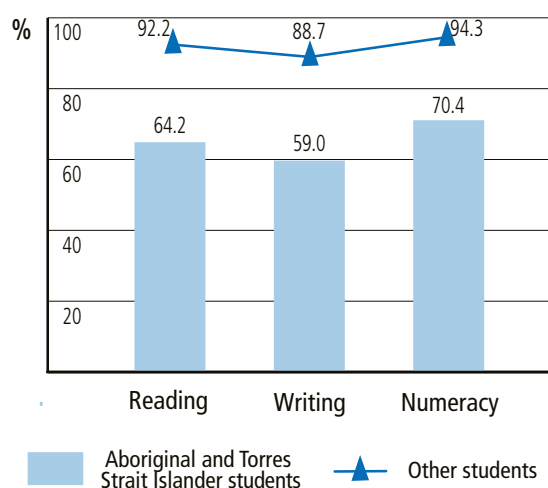
**Figure 12: Aboriginal and Torres Strait Islander students and 'Other' students, Year 7 NAPLAN 2010 test results, by year level and key domain, Australia, 2010**



Source: ACARA, NAPLAN National Report 2010



**Figure 13: Aboriginal and Torres Strait Islander and 'Other' students, Year 9 NAPLAN 2010 test results, by year level and key domain, Australia, 2010**



Source: ACARA, NAPLAN National Report 2010

## Reading

In 2010, Reading outcomes were greatest for Year 3 Aboriginal and Torres Strait Islander students, with 75.1 per cent achieving the national minimum standard, compared to only 64.2 per cent of Year 9 Aboriginal and Torres Strait Islander students.

The gaps between Aboriginal and Torres Strait Islander student outcomes and other student outcomes in Reading ranged from 19.3 percentage points for the Year 7 cohort to 28.0 percentage points for the Year 9 cohort.

The Reading outcomes for Years 3, 5 and 7 exceeded the trajectory (also known as progress points) targets for 2010, with the outcomes for Year 9 the only one below the trajectory target in the Reading domain.

## Writing

The Year 3 Writing outcome (79.0 per cent) for the percentage of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard was the highest for all year levels in each of the key domains in 2010.

The gap between the Aboriginal and Torres Strait Islander and Other cohort for Year 3 Writing, at 17.6 percentage points, was the

smallest of all gaps for each year level in each of the key domains. In 2010, 59.0 per cent of Aboriginal and Torres Strait Islander students achieved the national minimum standard in Writing.

The outcome for the Year 9 cohort was the lowest for all year levels in each of the key domains in 2010, and the gap in outcomes between Aboriginal and Torres Strait Islander and Other students outcomes was also larger in Year 9 Writing than it was in any other year level in each of the key domains.

The gaps in Writing outcomes ranged from 17.6 percentage points for the Year 3 cohort to 29.7 percentage points for the Year 9 cohort. The Writing outcomes for all year levels were below the trajectory (also known as progress points) targets for 2010. However, if confidence intervals are applied, Year 3, 5 and 7 Writing outcomes met the trajectory.

## Numeracy

In 2010, Numeracy outcomes were greatest for Year 7 Aboriginal and Torres Strait Islander students, with 77.0 per cent achieving the national minimum standard. Year 9 Aboriginal and Torres Strait Islander students had the lowest outcome, with 70.4 per cent achieving at or above the national minimum standard.

The gaps between the outcomes for Aboriginal and Torres Strait Islander and Other students' outcomes in Numeracy ranged from 18.7 percentage points for the Year 3 cohort to 23.9 percentage points for the Year 9 cohort.

The Numeracy outcomes for Years 3, 7 and 9 were all below the trajectory (also known as progress points) targets in 2010, while the Year 5 Numeracy outcome exceeded the trajectory target.

## Trends in NAPLAN Outcomes for 2008 to 2010 for Aboriginal and Torres Strait Islander Students

The greatest improvement in Aboriginal and Torres Strait Islander student performance since 2008 occurred in Year 3 Reading. In 2008, 68.3 per cent of Aboriginal and Torres Strait Islander students were 'at or above' the national minimum standard; this increased by 6.8 percentage points to 75.1 per cent in 2010.

The greatest decline in Aboriginal and Torres Strait Islander student performance since 2008 occurred in Year 9 Reading. In 2008, 70.7 per cent of Aboriginal and Torres Strait Islander

students were 'at or above' the national minimum standard; this decreased by 6.5 percentage points to 64.2 per cent in 2010.

Year 5 Aboriginal and Torres Strait Islander student performance showed increases from 2008 to 2010 in each of the three key domains. The percentage increases of Aboriginal and Torres Strait Islander students achieving 'at or above' the national minimum were 2.8 percentage points for Reading, 0.8 percentage points for Writing and 2.2 percentage points for Numeracy.

Year 9 Aboriginal and Torres Strait Islander student performance decreased from 2008 to 2010 in each of the three key domains. The percentage of Aboriginal and Torres Strait Islander students achieving 'at or above' the national minimum standard decreased by 6.5 percentage points in Reading, 0.7 percentage points in Writing and 2.1 percentage points in Numeracy.

Note: The 'trends' do not reflect the progression of the same cohort of students from 2008 to 2010.

## Performance Indicator 10

*Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.*

*Data Source: ACARA, NAPLAN National Report 2010*

## Participation in the 2010 NAPLAN Tests

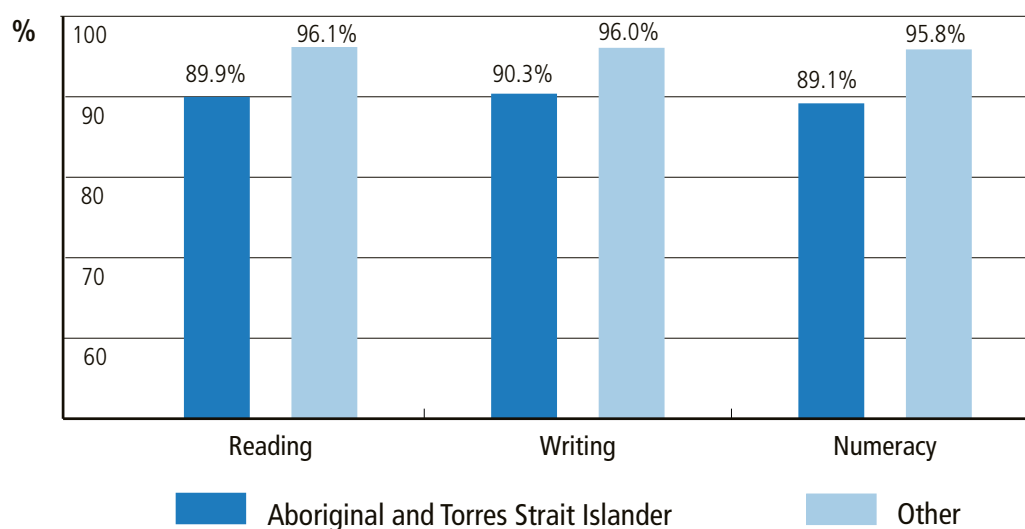
The 2010 national absent rates were higher for Aboriginal and Torres Strait Islander students than Other students, with the rates for Other students in Years 3, 5 and 7 ranging from 2.3 per cent (in Reading and Writing in Years 3 and 5) to 3.1 per cent (in Numeracy in Year 7) and the rates for Aboriginal and Torres Strait Islander students for the same cohorts ranging from 7.4 per cent (in Reading in Year 5) to 10.4 per cent (in Numeracy in Year 7).

In most instances, the Aboriginal and Torres Strait Islander 'absent' rates were at least three times higher than those for Other students. Withdrawal rates for both cohorts were all below 2.0 per cent for each year level and in each of the key domains.

The Year 9 Reading, Writing and Numeracy 'absent' rates increased dramatically to between 18.7 per cent and 20.0 per cent of the national cohort for Aboriginal and Torres Strait Islander students. The Year 9 absent rates for Other students were higher than the cohorts for other year levels, ranging from 5.1 per cent to 5.8 per cent.

In 2010, over 11,000 Aboriginal and Torres Strait Islander students participated in the Year 3 tests in each of the domains, with participation rates ranging from 89.1 per cent to 90.3 per cent.

**Figure 14: Aboriginal and Torres Strait Islander Year 3 students NAPLAN participation rates, Australia, 2010**



*Source: ACARA, NAPLAN National Report 2010*

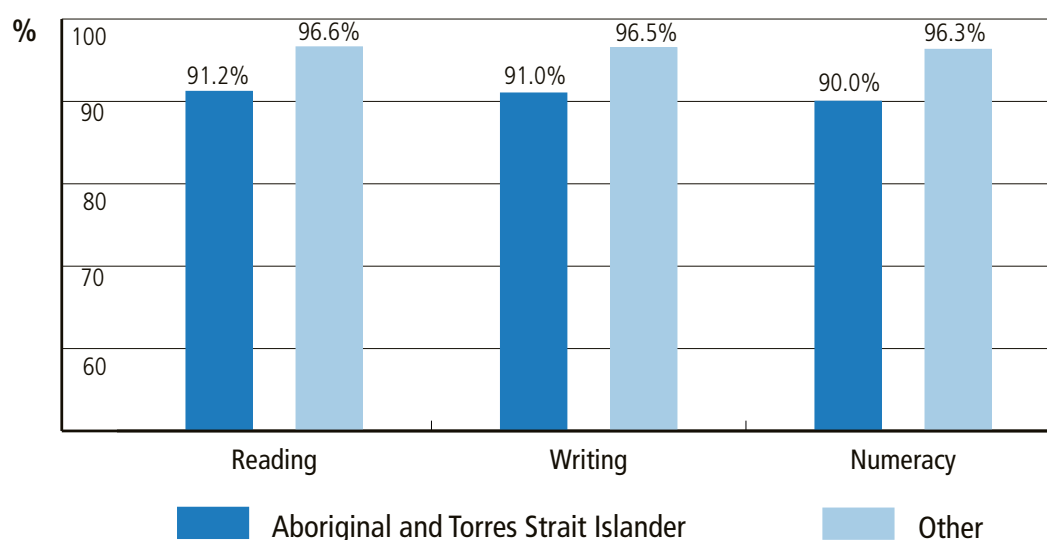
The Year 5 participation rates were the highest when compared to the other year levels, ranging from 90.0 per cent in Numeracy to 91.2 per cent in Reading, representing more than 12,500 students sitting each of the tests.

The Year 7 participation rates varied between 88.6 per cent and 89.5 per cent, representing around 12,000 students sitting the tests.

For Year 9 students, more than 10,000 Aboriginal and Torres Strait Islander students participated in the tests, representing between 78.8 per cent and 80.2 per cent of Year 9 students.

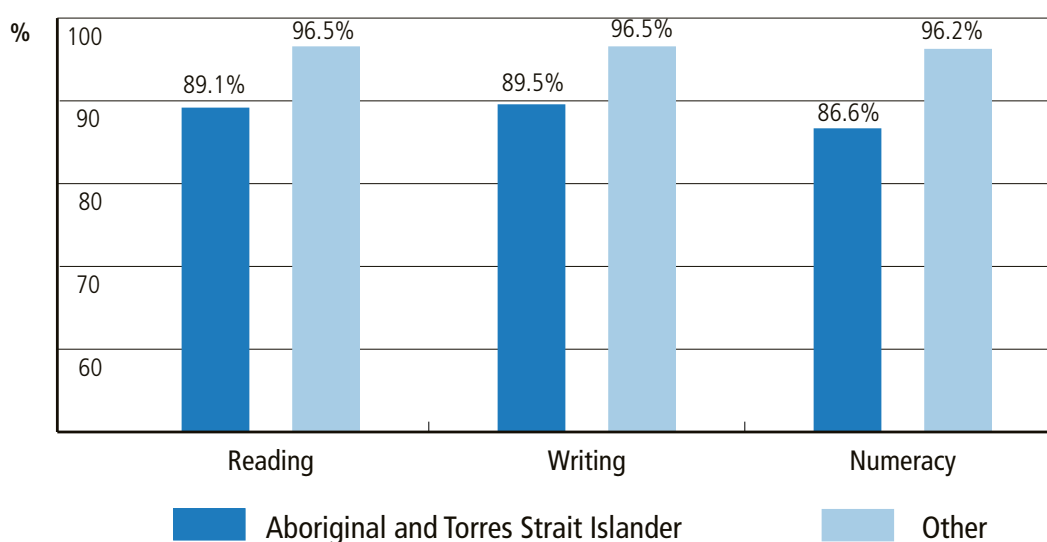
The participation rates for other students for all year levels and in each of the key domains ranged from 93.3 per cent for Year 9 Numeracy to 96.6 per cent for Year 5 Reading.

**Figure 15: Aboriginal and Torres Strait Islander Year 5 students NAPLAN participation rates, Australia, 2010**



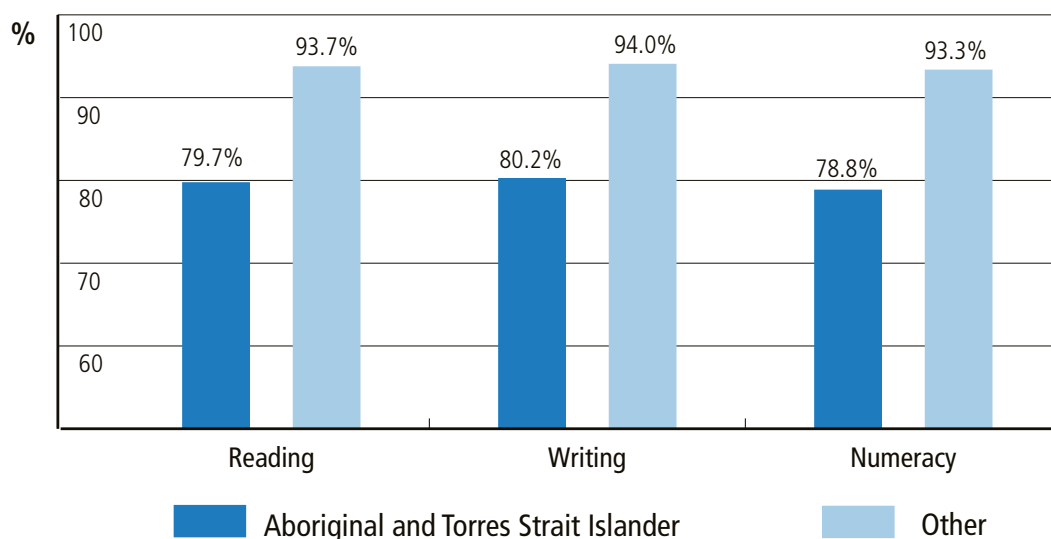
Source: ACARA, NAPLAN National Report 2010

**Figure 16: Aboriginal and Torres Strait Islander Year 7 students NAPLAN participation rates, Australia, 2010**



Source: ACARA, NAPLAN National Report 2010

**Figure 17: Aboriginal and Torres Strait Islander Year 9 students NAPLAN participation rates, Australia, 2010**



Source: ACARA, NAPLAN National Report 2010

## Leadership, Quality Teaching and Workforce Development

There are no national level data for performance indicators under this domain. Information for this domain will be reported in individual State and Territory chapters from the 2011 Annual Report onwards.

## Pathways to Real Post-School Options

There is no publically available national level data for performance under this domain at this time. Information for this domain will be reported in State and Territory chapters from the 2011 report onwards.

## Overall Patterns, Trends and Best Practice

As 2010 is the base line year for the Plan, patterns, trends and best practice will become evident in subsequent years of reporting.

## Other Indicators of Patterns and Trends

A sample of students from across Australia is chosen to participate in international assessments when they are administered. This sample includes Aboriginal and Torres Strait Islander students. The following provides a summary of Aboriginal and Torres Strait Islander student results for the Trends in International Mathematics and Science Study (TIMSS) 2007 and the Programme for International Student Assessment (PISA) 2009.

### The Trends in International Mathematics and Science Study (TIMSS) 2007

TIMSS 2007 was the fourth in a cycle of internationally comparative assessments, conducted by the International Association for the Evaluation of Educational Achievement. Carried out every four years with Year 4 and Year 8 students, TIMSS provides data about national and international trends in mathematics and science achievement. TIMSS 2007 saw the participation of Year 8 students from 49 countries, and the participation of Year 4 students from 36 countries.

In Australia, TIMSS is part of the National Assessment Program (NAP). It provides a level of international benchmarking to complement national assessments (NAPLAN) at Years 3, 5, 7 and 9, and other sample-based national studies. To inform educational policy in the participating countries, TIMSS also routinely collects extensive background information that addresses concerns about the quantity, quality, and content of instruction.

In Australia, over 8,000 students in 457 schools participated in the main sample of TIMSS 2007. In addition, an extra sample of Aboriginal and Torres Strait Islander students in all participating schools was collected in order to provide a more detailed examination of the achievements of Australia's Aboriginal and Torres Strait Islander students.

### Results for Aboriginal and Torres Strait Islander Students in the 2007 TIMSS Assessment

In 2007, Aboriginal and Torres Strait Islander students performed significantly below other students in mathematics at both Year 4 and Year 8 levels. At Year 4, Aboriginal and Torres Strait Islander students achieved an average score of 431, which was 91 score points below the average score of other students (522). Aboriginal and Torres Strait Islander students also scored significantly below the TIMSS scale average of 500 (by 69 points).

In the Year 8 mathematics assessment, Aboriginal and Torres Strait Islander students achieved an average score of 431 which was 70 score points below the average of other students (501), and significantly below the TIMSS scale average of 500 (by 69 score points).

In the Year 4 science assessment, Aboriginal and Torres Strait Islander students achieved an average score of 441 which was 92 score points less than the average score of other students (533). Aboriginal and Torres Strait Islander students also scored significantly below the TIMSS scale average of 500, by 59 points.

In Year 8 science, Aboriginal and Torres Strait Islander students achieved an average score of 447, which was 72 score points less than the average score of other students (519) and significantly below the TIMSS scale average of 500.

In addition to reporting mean scores, TIMSS also reports results on the basis of the proportions of students achieving a

number of 'international benchmarks' (levels of achievement). The benchmarks, from highest to lowest, are referred to as Advanced, High, Intermediate and Low. In TIMSS 2007, Aboriginal and Torres Strait Islander students were substantially over-represented at the Low benchmark and substantially under-represented at the High and Advanced benchmarks.

Source: Australian Council for Educational Research (ACER), *Overview: Trends in International Mathematics and Science Study*, available online: <http://www.acer.edu.au/timss/index.html>

## The Programme for International Student Assessment (PISA) 2009

PISA is an internationally standardised assessment that was jointly developed by participating economies and administered to 15-year-olds in schools. PISA assesses how well students, nearing the end of compulsory education, have acquired some of the knowledge and skills that are essential for full participation in society. In all cycles, the domains of reading, mathematical and scientific literacy are covered, not merely in terms of mastery of the school curriculum, but in terms of important knowledge and skills needed in adult life.

PISA aims to evaluate the quality, equity and efficiency of school systems in around 70 countries. Four assessments have so far been carried out. In Australia, 353 schools and a total of 14,251 students participated in PISA 2009: 1,143 Aboriginal and Torres Strait Islander and 13,108 Other students were assessed.

Overall, PISA results show wide gaps of 76 or more points between the mean scores of Aboriginal and Torres Strait Islander and Other students in all three domains. They also provide little or no evidence of any improvement in Aboriginal and Torres Strait Islander performance when compared to earlier PISA cycles.

### PISA 2009 Results for Reading Literacy

The PISA 2009 results for reading literacy indicate that almost 40 per cent of Aboriginal and Torres Strait Islander students did not achieve Level 2 in reading literacy, compared to 13 per cent of Other students, and the Organisation for Economic Co-operation and Development (OECD) average of 19 per cent. (Students achieving below Level 2 are described by the OECD as being 'at

risk of not acquiring essential life skills, partly because they do not have the foundation of literacy skills needed for continued learning and extending their knowledge horizon'.) Two per cent of Aboriginal and Torres Strait Islander students achieved at Level 5 or above compared to 13 per cent of other students and the OECD average of 8 per cent.

## PISA 2009 Results for Mathematical Literacy

The PISA 2009 results for mathematical literacy indicate that 40 per cent of Aboriginal and Torres Strait Islander students were unable to achieve Level 2, compared to 15 per cent of other students and the OECD average of 22 per cent.

Three per cent of Aboriginal and Torres Strait Islander students achieved at the highest proficiency levels (Level 5 and 6), compared to 17 per cent of other students and the OECD average of 13 per cent.

## PISA 2009 Results for Scientific Literacy

The PISA 2009 results for scientific literacy indicate that 35 per cent of Aboriginal and Torres Strait Islander students did not achieve Level 2, compared to 12 per cent of Other students, and the OECD average of 18 per cent. Level 2 has been defined as a baseline proficiency level, at which students begin to demonstrate the scientific competencies that will enable them to actively participate in life situations related to science and technology.

Three per cent of Aboriginal and Torres Strait Islander students achieved at the highest proficiency levels (Level 5 and above) compared to 15 per cent of Other students, and the OECD average of 8 per cent.

*Source: Sue Thomson et al., ACER Ltd., Challenges for Australian Education: Results from PISA 2009 – The PISA 2009 assessment of students' reading, mathematical and scientific literacy, 2011, available online: <http://www.acer.edu.au/documents/PISA-2009-Report.pdf>*

## National Assessment Program – Civics and Citizenship Years 6 and 10

The National Assessment Program – Civics and Citizenship (NAP-CC) measures not only students' skills, knowledge and

understandings of Australia's system of government and civic life but also their attitudes, values and participation in civic-related activities at school and in the community.

In 2010, approximately 7,246 Year 6 students in 335 schools participated in the NAP-CC assessment. Of these, four per cent identified as Aboriginal and/or Torres Strait Islander.

In Year 10, the NAP-CC assessment was administered to 6,409 students in 312 schools. Of these, three per cent identified as Aboriginal and/or Torres Strait Islander.

The participating Year 6 and 10 students were from both government and non-government schools.

The NAP-CC results in 2010 show a very large gap in performance between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students.

The Proficient Standard was reached if a Year 6 student's score was at Level 2 or above or if a Year 10 student's score was at Level 3 or above.

The percentages of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in Year 6 and Year 10 at each proficiency level, and at or above Proficient Standards are as follows:

- In Year 6, 48 per cent of Aboriginal and Torres Strait Islander students had scores below Level 1, compared to 12 per cent of non-Aboriginal and Torres Strait Islander students, and 16 per cent of Aboriginal and Torres Strait Islander students reached the Proficient Standard, compared to 54 per cent of non-Aboriginal and Torres Strait Islander students.
- In Year 10 approximately one-fifth of Aboriginal and Torres Strait Islander students (19 per cent) had scores below Level 1, compared to 4 per cent of non-Aboriginal and Torres Strait Islander students, and 17 per cent of Aboriginal and Torres Strait Islander students reached the Proficient Standard, compared to 50 per cent of non-Aboriginal and Torres Strait Islander students.

The 2010 National Assessment Program – Civics and Citizenship Year 6 and Year 10 Report is available on the National Assessment Program website: <http://www.nap.edu.au/>.



## Chapter 4

# Report on Activities in Support of the Plan at the National Level

The Action Plan identifies national, systemic and local level action in six priority domains. This chapter provides details about the implementation of the 27 national level actions listed across each of the six domains.

These national actions are described in the Action Plan as national collaborative actions and are divided into those led by MCEECDYA; those led by the Australian Government; and those led by the Australian Government and education providers.

There are 16 actions that ministers of education, through MCEECDYA, have agreed to lead. The MCEECDYA Aboriginal and Torres Strait Islander Education Working Group will take a Work Plan to ministers of education for their consideration and endorsement. The Work Plan will identify activity and progress against each of the MCEECDYA-led actions. The remaining 11 actions will be led by either the Australian Government and/or in conjunction with education providers. As 2010 is the first year of activity under the Action Plan, MCEECDYA, the Australian Government and individual education providers have commenced implementation of the national collaborative actions to varying degrees.

Some examples of this activity in the various jurisdictions are included in the introduction to the reporting on each of the six domains. The collaborative activity is then more broadly described under each action in the domain.

## Readiness for School

### Intended Outcomes:

- Aboriginal and Torres Strait Islander children under 5 years of age benefit from inter-agency actions to improve their social, physical and cognitive development.
- Aboriginal and Torres Strait Islander students are developmentally ready to benefit from schooling (e.g. in their physical health, social competence, emotional maturity, language and cognitive skills, communication skills and general knowledge).

### Targets:

- Increased proportions of Aboriginal and Torres Strait Islander children participating in quality early childhood education and development and child care services.
- Aboriginal and Torres Strait Islander students perform at equivalent or better rates to Other students in school on-entry assessment.

## Activity in the Jurisdictions

Under the domain, 'Readiness for School', there is activity in many jurisdictions to support the development of a national Early Years Development Workforce Strategy and the Early Years Learning Framework. For example, all preschool educators in the Department of Education and Children's Services, South Australia, are required to implement the Framework; and a significant component of this mandated curriculum is cultural competence. In the Northern Territory, consideration is being given to mandating the Framework for Territory programs including preschool and transition.

In Tasmania, the Department of Education has developed a birth to 5, *Launching into Learning* initiative, with support in some cases from Aboriginal Early Years Liaison Officers, to assist families and students in their preparedness for school. Data will be collected on the numbers of Aboriginal and Torres Strait Islander young children and families involved, and a longitudinal study is underway.

Work is underway with Victorian Aboriginal and Torres Strait Islander communities, to put in place seamless services for Aboriginal and Torres Strait Islander parents and their children under the age of five years through: Koorie Maternity Services (antenatal to postnatal); Aboriginal Best Start, through Maternal and Child Health Services; and In Home Support, in areas with large numbers of Aboriginal and Torres Strait Islander families.

Within the Victorian Catholic system, Koorie Education Workers have been involved in making connections and building service relationships with preschool centres in each of the Catholic dioceses, and the Department of Education and Early Childhood Development.

## Action 1

*MCEECDYA will support the development of a national Early Years Development Workforce Strategy. This Strategy will address the skills and capacity of the current and future Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander children's workforce, including the early childhood educational and care sector in rural and remote areas. Connections will be made with the National Aboriginal and Torres Strait Islander Educator Workforce Strategy (Action 33).*

The Australian Government Department of Education, Employment and Workplace Relations (DEEWR) is currently working on the development of a national Early Years Workforce Strategy, in consultation with State and Territory governments.

This Workforce Strategy will complement and build upon existing Australian, State and Territory government measures aimed at building a qualified and sustainable early childhood workforce. Development of the Workforce Strategy will be informed by the *National Aboriginal and Torres Strait Islander Educator Workforce Strategy* and the *National Indigenous Employment Strategy*.

A workshop, held in May 2010, was attended by key Commonwealth and jurisdictional representatives to identify key themes to be addressed by the Workforce Strategy. As at 31 December 2010, the Workforce Strategy was in draft form and further work is to be undertaken with a view to finalising the Strategy in 2011.

Mechanisms to review progress will be incorporated in the final document and will provide information on where the Workforce Strategy has succeeded and identify any challenges in implementation. The *National Early Childhood Education and Care Workforce Census*, which was conducted for the first time in 2010, will be an important input into future reviews.

Various studies will provide useful information to review the Workforce Strategy and its effectiveness in building the capacity of the early childhood workforce. These include:

- the Productivity Commission's *Education and Training Workforce Study* (The Early Childhood Development Workforce) to be finalised in late 2011
- a review of the early childhood education and care workforce required under the National Partnership on the

*National Quality Agenda for Early Childhood Education and Care in 2013.*

## Action 2

*MCEECDYA will support the use of the Early Years Learning Framework in all early childhood settings to ensure the delivery of quality early education programs through partnerships with families. The Framework also supports the cultural competence of early childhood educators in developing and delivering programs for young children. An Educators' Guide and other resources will also support educators in developing their cultural, linguistic and contextual knowledge about the communities in which they teach and support them in engaging with these communities.*

The Early Years Learning Framework was released by the Council of Australian Governments (COAG) on 2 July 2009 and disseminated to early childhood services across Australia. The Educators' Guide to the Early Years Learning Framework was released on the Department of Education, Employment and Workplace Relations' (DEEWR) website on 6 December 2010, after extensive consultation and feedback from stakeholders. It will be disseminated to services in 2011.

The *Early Years Learning Framework* and the *Educators' Guide to the Early Years Learning Framework* promote the delivery of quality and nationally consistent early learning programs. The implementation of the *Early Years Learning Framework* will develop the cultural competency of educators and assists educators to work in partnership with families and communities to plan their children's learning.

When the *National Quality Standard for Education and Care Services* is introduced on 1 January 2012, early childhood services will be required to demonstrate their use of the Framework in the design and delivery of their education programs.

Further assistance is being provided through training and support delivered by the Australian Government-funded *Professional Support Co-ordinators Program*, the Indigenous Professional Support Units, Inclusion Support Agencies and Early Childhood Australia. Delivery of professional development to support Aboriginal and Torres Strait Islander staff in remote communities is proposed for 2011–2012.

### Action 3

*MCEECDYA will reference, synthesise and report on longitudinal studies into Aboriginal and Torres Strait Islander early childhood education and care in the annual report on the Aboriginal and Torres Strait Islander Education Action Plan 2010–14. Research will consider integrated approaches for children aged 0–8 years, examining barriers to and enablers of success and curricula and resources that provide skill development in the foundations for learning essential for the first year of formal schooling.*

Early work on this action has commenced with the Australian Government supporting two longitudinal studies:

- 1 SAX Institute — Study of Environment of Aboriginal Resilience and Child Health (SEARCH)  
  
The Institute will conduct a long term study on the health of urban Aboriginal and Torres Strait Islander children attending Aboriginal Community Controlled Health Services to examine the impact of early childhood health and development on educational outcomes in Aboriginal and Torres Strait Islander children, with a first progress report due in 2011.
- 2 University of Melbourne — E4KIDS longitudinal study  
  
E4Kids includes children and families from many backgrounds, including Aboriginal and Torres Strait Islander children and their families. While the number of Aboriginal and Torres Strait Islander children is small (fewer than 50), due to survey non-response, they can be tracked over time. Wave 1 (baseline) data collection was completed in 2010.  
  
E4Kids operates in selectively chosen regional and remote sites, which have a population of Aboriginal and Torres Strait Islander people significantly higher than the national average, in Shepparton (Victoria) and Mount Isa (Queensland). This study is designed to explore the benefits of Early Childhood Education and Care programs. For example, it:
  - examines which components contribute to the learning and development of Australian children
  - identifies environments that result in positive (or negative) learning experiences
  - estimates the cost to achieve these positive effects on learning behaviours.

### Action 4

*MCEECDYA will commission further development of on-entry assessment frameworks and guidelines for their use in particular settings.*

Jurisdictions currently use a variety of on-entry diagnostic tools and/or testing in pre-primary education. These enable schools to identify at the earliest possible stage students for whom a specific case-management plan is required. Students can then be tracked and monitored throughout their schooling, and this approach provides opportunity for more targeted and purposeful planning and implementation of programs.

Further work is required in 2011 and 2012 to identify the processes and frameworks that work best for Aboriginal and Torres Strait Islander students.

The Australian Early Development Index (AEDI) is an initiative of the Australian Government, working in partnership with State and Territory governments; the Centre for Community Child Health at the Royal Children's Hospital, Melbourne, and the Telethon Institute for Child Health Research, Perth.

The AEDI is a population measure of children's development as they enter school, providing information on children's physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based), communication skills and general knowledge.

Information for the AEDI is collected by teachers. However, results are reported for the community in which children live. This enables governments and communities (early childhood service providers, schools, parents, non-government organisations and local government) to use the AEDI results to develop and evaluate efforts to improve outcomes for local children.

## Engagement and Connections

### Intended Outcomes:

- Aboriginal and Torres Strait Islander students are engaged in and benefiting from schooling.

- Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.

## Targets:

- Increased number of Aboriginal and Torres Strait Islander students involved in personalised learning.
- Active school-community partnership agreements in place within focus schools.

## Activity in the Jurisdictions

Under the 'Engagement and Connections' domain, school and early childhood education providers that work in partnership with families and communities can better support the education of Aboriginal and Torres Strait Islander students. The priority of inter-sectoral connections between agencies is becoming more evident. The Children and Family Centres, for example, provide easy access to family support, childcare, education and health services for children from birth to eight years, and their families.

The involvement of Aboriginal and Torres Strait Islander people at all levels of educational decision-making is strengthening. For example, in collaboration with the New South Wales Aboriginal Education Consultative Group Inc. (NSW AECG), the New South Wales Department of Education and Communities will implement in 2011–2012 the *Connecting to Country* initiative. This is a quality teaching initiative, funded by the Australian Government, that focuses on enhancing teacher leadership by engaging teachers and principals in a learning journey which manifests a deep-centred understanding and knowledge of the cultural, historical and socio-political contexts relating to Aboriginal and Torres Strait Islander peoples, locally and generally. The initiative involves teachers and principals engaging in a localised three-day, in-the-field, Cultural Immersion Program facilitated by Regional and Local Aboriginal Education Consultative Groups. The Cultural Immersion element is followed by a two-day professional learning experience that concentrates on translating the local cultural knowledge and information into classroom practice, pedagogy and effective school leadership.

Another example of the involvement of Aboriginal and Torres Strait Islander people in decision-making can be seen in South

Australia. Here, the Department of Education and Children's Services has established formal partnerships with five South Australian Aboriginal language groups in order to promote a community-led approach to the teaching of languages in government schools, including associated professional learning and materials development.

In the Australian Capital Territory, a joint initiative involving the Directorates for Education and Training and Community Services and Health is being implemented to co-ordinate services being accessed by vulnerable and/or at risk Aboriginal and Torres Strait Islander children and their families.

### Action 9

*MCEECDYA will seek support from the Australian Health Ministers' Conference and Community and Disability Services Ministers' Conference to strengthen connections between schools and health, welfare, family support, and youth and community services at local and systemic levels. Consideration will also be given to the needs of Aboriginal and Torres Strait Islander students with disabilities.*

During 2010, officials representing MCEECDYA, the Australian Health Ministers' Conference and the Community and Disability Services Ministers' Conference met and agreed upon three themes of collaborative work:

- (i) Otitis media (hearing issues)
- (ii) Supporting young Aboriginal and Torres Strait Islander mothers
- (iii) Early childhood education with an emphasis on connection to, and of, services at a local level.

A strategy to advance this work is being actively considered by officials. There will be consultation with Aboriginal and Torres Strait Islander peoples, communities, and organisations, and all stakeholders will be involved in the planning for implementation.

### Action 10

*Governments commit to maintaining appropriate advisory arrangements to ensure Aboriginal and Torres Strait Islander perspectives, cultures and languages can be considered when developing policy and programs.*

Indigenous Education Consultative Bodies (IECBs) provide an important link between the Australian, State and Territory

governments on Aboriginal and Torres Strait Islander issues across education sectors, including early childhood, primary and secondary schooling, vocational education and training and government and non-government education providers.

IECBs in each State and Territory are funded under the *Indigenous Education Targeted Assistance Act, 2000* to:

- promote engagement between the Australian Government and Aboriginal and Torres Strait Islander peoples, communities and education providers to improve Aboriginal and Torres Strait Islander education outcomes; and
- provide advice and comment to the Minister for Education on:
  1. strategies to improve education outcomes for Aboriginal and Torres Strait Islander students focusing on school readiness, schools, and transition from school to work or further education
  2. the effectiveness of mainstream and supplementary education policies and programs in improving outcomes for Aboriginal and Torres Strait Islander students
  3. specific matters as referred by Ministers.

The Indigenous Higher Education Advisory Council, established in 2004, provides policy advice to the Australian Government on enhancing higher education participation and outcomes for Aboriginal and Torres Strait Islander people (see Action 45).

## Action 11

*The Australian Government and education providers will work together to promote the cross-cultural value of formal education in contemporary Australia to Aboriginal and Torres Strait Islander parents and families. This will help to create partnerships with families to build from and strengthen their capacity to be involved in their children's education.*

At the national level, there is activity under this action for both parents and teachers.

The Parental and Community Engagement Program is a community driven program for parents and carers of Aboriginal and Torres Strait Islander children and young people. With the aim of improving the educational outcomes of their children, this

program supports initiatives that assist families and communities to:

- 'reach-in' to schools and other educational settings to engage in their children's education through participation in educational decision making
- develop partnerships with education providers
- support and reinforce their children's learning at home.

In 2010, 193 projects aimed to contribute to the development of school community partnerships through formal, and sometimes informal, agreements with parents and communities. Future reports will provide more detailed information on these projects and on the number and nature of formal agreements entered into.

The Stronger Smarter Learning Communities project aims for deep and significant change from a 'high-expectations' and relational approach to Aboriginal and Torres Strait Islander education. A range of targeted school/community sites are networked to others within their regions and to those elsewhere across the nation.

The goals of this project are to:

- transform networked schools through the building of leadership capacity
- achieve higher levels of Aboriginal and Torres Strait Islander community engagement – including the active involvement of parents and community Elders in the school
- ensure the effective deployment of Aboriginal and Torres Strait Islander Education Workers
- support sustained improvement of student outcomes within Aboriginal and Torres Strait Islander communities.

Each Stronger Smarter Learning Community is committed to a high-expectation, high-performance and relational approach to Aboriginal and Torres Strait Islander education, and is led by a principal who has successfully completed the Stronger Smarter School Leaders Program. The project is working collaboratively with schooling authorities across Australia to develop and sustain a gradually developing national network of up to 60 Stronger Smarter Learning Communities.

In existence since 2000, the *What Works, The Work Program – Improving outcomes for Indigenous students* project comprises professional development resources and materials, for use by teachers, principals and schools, designed to assist in planning and taking action to improve education outcomes for Aboriginal and Torres Strait Islander students.

By participating in *What Works*, teachers are supported in: building their cultural awareness; forming partnerships with parents and communities; and systematically working through Aboriginal and Torres Strait Islander education issues. Twelve new partnerships in four States were established during 2010, and a further five partnerships have commenced negotiations towards implementation.

In 2010, the *What Works* website was used to publicise the new Health Core Issues, the Indigenous Education Resource Update and the new Workbook. Four new case studies were developed, with three from Queensland and one from Western Australia. By November 2010, this resource had 1,200 subscribers and an online evaluation survey had been developed, with 120 responses to the survey submitted by the end of the year.

The Indigenous Education Ambassadors Program provides for successful Aboriginal and Torres Strait Islander people to visit educational settings all over Australia to help promote achievement in early learning, schooling and higher education for Aboriginal and Torres Strait Islander young people.

Ambassadors attend events wherever there are Aboriginal and Torres Strait Islander young people, such as children's services, schools, TAFE colleges, universities and community organisations. Ambassadors share their personal stories and explain how they overcame obstacles to achieve their own success. They also promote positive messages about education as a pathway to a higher education, a job, or starting a business.

Ambassadors enjoy strong support from schools, parents, teachers and communities across Australia because they:

- motivate students
- reinforce the importance of school attendance, and the need for English literacy and numeracy
- promote education as an important tool for the next generation of leaders
- help to progress reconciliation within schools.

Ambassadors come from a broad range of backgrounds and include people across diverse age groups, trades and professions. They are positive role models who can speak confidently and motivate students. They also possess proven leadership skills, a commitment to education and are recognised and respected by Aboriginal and Torres Strait Islander communities.

## Action 12

*As part of the implementation of the Australian Government's National Indigenous Languages Policy, a study will be commissioned into the feasibility of a national panel of experts framing the teaching of Aboriginal and Torres Strait Islander languages, including consideration of out-of-school schemes.*

The Australian Government is supporting the directions of the National Indigenous Languages Policy through its advice to the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the development of the *Australian Curriculum: Languages*.

ACARA has developed the draft *Shape of the Australian Curriculum: Languages Paper* (Shape Paper) that recognises the unique status of Aboriginal and Torres Strait Islander languages as the languages of the first peoples of Australia. The *Australian Curriculum: Languages* will include the development of language-specific curricula and a Framework for Australian Languages (Aboriginal and Torres Strait Islander languages).

To support this and wider work, ACARA has established two Aboriginal and Torres Strait Islander expert advisory panels to provide expertise and advice on draft curriculum documents. The Australian Languages Expert Advisory Panel will focus on, and review, the work of the languages curriculum writers. The second panel will provide advice on how Aboriginal and Torres Strait Islander histories and cultures can be best incorporated into the *Australian Curriculum*.

The development of an Australian Languages Framework will be implemented within agreed community protocols and will establish, maintain and extend language programs in schools that are responsive to Aboriginal and Torres Strait Islander people's needs and aspirations for the revitalisation of their languages.

While a feasibility study is yet to be commissioned, the work of ACARA will assist in framing the teaching of Aboriginal and Torres Strait Islander languages.



Significant funding for languages education is being provided to the States and Territories through the National Education Agreement for languages, allowing jurisdictions flexibility to determine how funding is allocated according to the needs of the schools, and more importantly, the students. Funding can be used to support and maintain Aboriginal and Torres Strait Islander languages programs operating in government schools.

In addition, \$62.39 million is being provided from 2010–11 to 2013–14 financial years through the *Schools Assistance Act 2008* to support the teaching of languages, including Aboriginal and Torres Strait Islander languages, in non-government schools.

In collaboration with other Australian Government departments, the Office of the Arts at the Department of Prime Minister and Cabinet is developing a practical plan to implement this policy. This will involve consultation with State and Territory government agencies and Aboriginal and Torres Strait Islander language organisations to link strategic initiatives to the policy's key objectives.

## Action 13

*MCEECDYA's National Plan for Languages Education in Australian Schools will acknowledge the importance of Aboriginal and Torres Strait Islander languages and require all States and Territories to communicate their expectations surrounding the teaching of these languages to schools.*

The 2008 *Melbourne Declaration on Educational Goals for Young Australians* commits Australian schools to build on the local cultural knowledge and experience of Aboriginal and Torres Strait Islander students.

The *National Plan for Languages Education in Australian Schools 2005–2008* (National Plan) is currently being reviewed and updated, and a *National Plan for Languages Education in Australian Schools 2011–2014* has been drafted. The draft National Plan contains a specific element about supporting Aboriginal and Torres Strait Islander languages in Australian schools.

The 2005–2008 National Plan and the draft National Plan for 2011–2014 encourage education authorities to support the development and implementation of Aboriginal and Torres Strait Islander languages in Australian schools. Elements focus on building social capital among young people, and harnessing

community capacity to engage with, and in, the teaching of Aboriginal and Torres Strait Islander languages.

The Australian Curriculum, Assessment and Reporting Authority has released the draft *Shape of the Australian Curriculum: Languages* paper which acknowledges that Aboriginal and Torres Strait Islander perspectives will be included across learning areas in the new national curriculum. The draft paper also makes specific reference to the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.

## Action 14

*The Australian Government and education providers will work together to develop options to assist Aboriginal and Torres Strait Islander students in regional and remote areas to access high quality secondary schooling while retaining links with their communities.*

The Australian Government and education providers currently have a number of agreements and national programs in place to provide quality secondary schooling options while retaining links with communities. These include:

- The National Partnership Agreement on Youth Attainment and Transitions
- Compact with Young Australians
- Youth Connections Program
- School Business Community Partnership Brokers
- The Indigenous Youth Leadership Program
- Sporting Chance Program
- Trade Training Centres in Schools Program
- Reducing Substance Abuse Program
- No School No Play Initiative
- Boarding Facilities in the Northern Territory
- ABSTUDY.

The National Partnership Agreement on Youth Attainment and Transitions between the Australian Government and respective States and Territory governments commit all parties to work towards achieving a Year 12 or equivalent attainment rate of 90 per cent by 2015, and to halve the gap between Year 12 or

equivalent attainment for Aboriginal and Torres Strait Islander young people by 2020.

Although there are no incentives directly linked to the halving the gap target, the Compact with Young Australians includes a requirement that all young people participate in schooling (or an approved equivalent) to Year 10, and then participate full-time (at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17.

Youth Connections assists young people who are at risk of disengaging from secondary education, or who have left school, to continue with their education and ultimately gain a Year 12, or equivalent, level education. It does so through individualised, case-managed and youth-focused outreach activities. In 2010, 3,791 Aboriginal and Torres Strait Islander young people received support from the Youth Connections program, with 38 per cent (1,456) achieving re-engagement or a sustained improvement in their engagement with education, training or employment, while a further 25 per cent (941), were assessed as making progress towards addressing their barriers to full engagement in education.

School Business Community Partnership Brokers foster a whole-of-community approach, needed to support young people as they learn and develop, with the key goal of ensuring that young Australians attain Year 12 or equivalent qualifications. Partnership Brokers build partnerships that aim to empower the community to take ownership of relevant issues and drive change through community leadership.

The Indigenous Youth Leadership Program provides scholarships for Aboriginal and Torres Strait Islander students (chiefly from remote and very remote regions) to attend high performing schools. Through the delivery of 240 secondary three-year scholarships per year (and 60 tertiary level scholarships), the program supports students to achieve academically, develop leadership skills and become positive role models in their communities.

This program is delivered through eight Partnership Brokers who work with partner schools to approve students who are eligible to receive a scholarship and facilitate the enrolment of scholars at the schools, where appropriate. Partnership Brokers identify high performing schools that have:

- demonstrated excellent academic results for their students

- established a culturally sensitive and appropriate environment
- a proven capacity to engage with community and students' families.

In 2010, 64 high performing schools provided education to 362 secondary scholars and 73 students completed Year 12. Between 2006 and 2010, there were 198 Year 12 completions by Indigenous Youth Leadership Program scholars, with a retention rate of 84 per cent.

Following successful completion of Year 12, scholars are able to continue their pathway to further study with support from the Indigenous Youth Mobility Program (see Action 45) or a tertiary-level Indigenous Youth Leadership Program scholarship.

The Sporting Chance Program uses sport and recreation as a vehicle to increase the level of engagement of Aboriginal and Torres Strait Islander students in their schooling to encourage positive educational outcomes. The program has two elements: school-based sports academies and education engagement strategies.

School-based sports academies target secondary school students at risk of not successfully completing their schooling through the provision of:

- innovative and high-quality sports-focused learning
- opportunities to develop leadership
- enhanced education and career opportunities
- activities to improve the health and wellbeing of learners, including self-esteem and confidence, as well as the promotion of positive learning experiences that foster success.

Education engagement strategies deliver a range of sport and recreation-based activities to engage students in education, including those with a focus on developing healthy and positive lifestyles; mentoring; promotion of leadership skills; and exposure to community and sports role models.

In 2010, under the Sporting Chance Program, there were 54 school-based sports academies and five education engagement strategies targeting some 10,000 Aboriginal and Torres Strait Islander primary and high school students across Western

Australia, the Northern Territory, South Australia, New South Wales, Victoria and Queensland.

Outcomes of the Program in 2010 include:

- 77 per cent average attendance rate for academy students, compared to 73 per cent for the total Aboriginal and Torres Strait Islander student cohort in participating schools
- average attendance rates of academy students ranging from 45 per cent to 100 per cent
- participating schools reporting that, on average, over 55 per cent of academy students improved in their literacy and numeracy performance
- qualitative reporting from both providers and classroom teachers indicating significant improvement in self-esteem, attitude and behaviour of academy students
- by December 2010, a total of 189 participants completing Year 12.

The Trade Training Centres in Schools Program provides \$2.5 billion over 10 years to enable all secondary students to access vocational education training through these centres. The program provides school trade training facilities to help improve completion of Year 12 or an equivalent qualification, and enhances career options for students. A key funding priority is to support school communities with Aboriginal and Torres Strait Islander students and students from regional or other disadvantaged communities including remote communities. By the end of 2010, approximately 60 per cent of funding allocated under the program supported projects in regional and remote Australia.

The Reducing Substance Abuse Program provides \$3.5 million over 2009–2012 to deliver diversionary education activities to Aboriginal and Torres Strait Islander young people at risk of, or engaging with substance misuse, who are disengaged from formal learning environments. These education activities include:

- delivering accredited learning programs in non-school settings
- developing life and employability skills
- providing training and individual support
- supporting young people to re-engage with school or other mainstream activities.

Five small projects were funded in 2009–2010 to provide localised, diversionary education activities in each of the five petrol-sniffing strategy priority zones. Attendance rates of participants in the projects varied, and ranged from 20–90 per cent. Some participants gained accreditation towards a Certificate I or III and one participant secured employment.

In 2010, the Australian Government Minister for School Education approved a new approach to delivering projects as part of the program by partnering with the Department of Education, Employment and Workplace Relations' (DEEWR) mainstream Youth Connections Program to run pilot projects in 2011 and 2012. It is anticipated that better outcomes will be achieved across a broader service area through this partnership.

The No School, No Play Initiative aims to build strong partnerships between sporting organisations, parents and communities of secondary school students to promote the benefits of school attendance. The Australian Government has provided a total of \$2 million to implement the initiative from July 2010 to December 2012. Funding will assist the sporting organisations to include a focus on supporting Aboriginal and Torres Strait Islander secondary school students.

As at December 2010, contracts were in place with eight national sporting organisations, and implementation plans are in development to deliver school-based projects across Australia.

The Boarding Facilities in the Northern Territory initiative aims to provide accommodation options that assist young people from remote areas to access secondary schooling. These facilities are not boarding schools or colleges, but supervised accommodation for Aboriginal and Torres Strait Islander students, designed to be close to an existing school, enabling young people from each of the targeted regions to access a quality, full-time secondary education.

In 2010, \$28.9 million was made available for the construction and operation of three new boarding facilities in the Northern Territory for Aboriginal and Torres Strait Islander secondary students. The Indigenous Land Corporation has committed an additional capital contribution of \$15 million towards the facilities, bringing total investment to \$43.9 million over four years.

The sites for these boarding facilities are: Wadeye, East Arnhem and the Warlpiri Triangle. By the end of 2010, the construction

process for the facility in Wadeye was underway, Aboriginal Hostels Limited was engaged to manage the construction and operate the boarding facility and a local advisory committee (that meets every six weeks) was providing cultural and community advice on the construction and operating model for the facility.

In East Arnhem, Garrthlala was announced as the location for the facility. A regional advisory committee was established and meets every six weeks and the site selection is nearing finalisation. It will be followed by a technical feasibility study, development of design options and land lease negotiations.

In the Warlpiri Triangle, a preferred location has been identified. However, final negotiations are yet to be determined. The Australian Government is committed to building and ensuring broad-based community support for the initiative, with further negotiations required with the Northern Territory Government and the Warlpiri Triangle communities to progress this site.

Financial assistance can facilitate access to secondary schooling for students who may otherwise not be able to complete their education. The ABSTUDY Scheme is an on-going special measure to assist in addressing the educational disadvantage of Aboriginal and Torres Strait Islander people.

In addition to the primary benefit, living allowance, ABSTUDY includes a number of supplementary benefits, which recognise the unique circumstances of Aboriginal and Torres Strait Islander students, and are provided to address particular areas of disadvantage. These include: provisions to help meet the costs of tuition fees for students who leave home to attend secondary school; assistance to help students pay for general expenses; assistance with fares, meals and accommodation, if students undertake part of their course away from their normal place of residence; and assistance with on-campus residential costs.

## Attendance

### Intended Outcomes:

- All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.

### Targets:

- Attendance rates of Aboriginal and Torres Strait Islander students are equivalent to non-Indigenous student attendance rates.
- All compulsory school-aged Aboriginal and Torres Strait Islander students are enrolled in school.
- Increased retention rates for Aboriginal and Torres Strait Islander students.
- Increased grade progression ratios for Aboriginal and Torres Strait Islander students.

*Source: MCEECDYA, Aboriginal and Torres Strait Islander Education Action Plan 2010–2014.*

## Activity in the Jurisdictions

Under the 'Attendance' domain, jurisdictions have developed various strategies to monitor and track students. For example, Western Australia and Queensland have agreed to collaborate with New South Wales to establish a consistent approach to the measurement of school attendance.

A further example is the Tri-Border Attendance Strategy Project, which commenced in August 2008. This is a collaborative agreement between South Australia, Western Australia and the Northern Territory. The project will have a Central Schools' Database to enable sharing of information about student mobility, but will also ensure successful practice is promoted to schools (see Action 24).

In Tasmania, the Department of Education is implementing an initiative called Launching into Learning (LiL), which is aimed at families with children from birth to five years of age. LiL is supported by Aboriginal Early Years Liaison Officers who work with Aboriginal families to assist their children's preparedness for school. Data will be collected on the numbers of Aboriginal and Torres Strait Islander young children and families involved, and a longitudinal study is underway.

The South Australian Department of Education and Children's Services has a web-based data system, the Indigenous Student Support System, which enables regions and central office to keep track of Aboriginal students' movements between schools, while focusing on behaviour management, attendance

and educational achievement to ensure that district support strategies are informed by the latest available data. The Task Force on Absenteeism simultaneously provides policy direction in relation to attendance.

As part of the Northern Territory Department of Education and Training's, Every Child Every Day Initiative, evidence-based strategies are being implemented.

In Victoria, the Australian Indigenous Mentoring Experience (AIME) tutors from the Royal Melbourne Institute of Technology (RMIT) and Monash University commenced supporting Indigenous students in government and independent secondary schools in Melbourne's north and south-east in 2010. AIME partners university student volunteers in a one-on-one mentoring relationship with a secondary school Indigenous student, for an hour each week over the course of a 17-week program. Further information about this program is available online: <http://www.aimementoring.com/about/>

## Action 22

*MCEECDYA will dedicate National Project Funds in 2011 to further develop a better evidence base of what works in improving Aboriginal and Torres Strait Islander student attendance. The evidence base will consider a range of contextual information, including the way in which schools respond to the diverse linguistic, cultural and geographical contexts in which they operate.*

MCEECDYA funding will become available in the 2011–2012 financial year to progress an 'evidence base of successful strategies to improve Aboriginal and Torres Strait Islander school attendance and engagement'.

The evidence base will:

- draw on international, national, State and Territory sources
- include consideration of a range of contextual information impacting on attendance
- identify practical strategies that could be adopted by school communities and practitioners to improve attendance rates of Aboriginal and Torres Strait Islander students
- explore approaches to sustain collections of research, case studies and other relevant information on improving attendance for Aboriginal and Torres Strait Islander students

so that this information can continue to be used by schools, school systems and policy makers.

A key objective of this project is that the evidence base is utilised and shared widely and effectively to drive improvement in Aboriginal and Torres Strait Islander school attendance.

## Action 23

*MCEECDYA will initiate work to establish mechanisms for tracking individual students (enrolment and attendance) from at least the first year of compulsory schooling to post-school destinations.*

At the June 2010 MCEECDYA meeting, Ministers agreed to the establishment of the Strategic Cross-Sectoral Data Committee. Part of the Committee's brief is to support the work of the Universal Student Identifier (USI) Sub-committee around mechanisms across jurisdictions for furthering approaches to student identifiers.

The aim of the USI Sub-committee is to provide advice and recommendations to the Strategic Cross-sectoral Data Committee on options for data linkage across all education and training sectors to facilitate improved monitoring of student performance both within and across jurisdictions. The committee will:

- bring together the USI relevant work currently being undertaken in education sectors
- canvass the perspectives from the wide range of public and private providers in each education and training sector
- consider funding arrangements, governance issues and privacy concerns.

During 2010, the USI Sub-committee developed its terms of reference, a work plan, membership and a two-tier structure to continue its work. The two tiers comprise:

- a core group of experts from relevant education sectors and data collection agencies from government and non-government bodies
- a reference group which will provide advice on particular aspects of work as they arise.

Under the Digital Education Revolution, a project has commenced regarding the implementation of a Systems

Interoperability Framework for Australia. This model provides a protocol for linking together education data systems through a set of rules and definitions, which enable disparate systems to be employed from one school to the next, to share information.

In mid-2010, a consultation paper on the introduction of a Unique Student Identifier for the Vocational Education and Training (VET) sector was prepared by the VET National Data Strategy Action group. Flowing on from this, the Data and Performance Measurement Principal Committee, of the Ministerial Council on Tertiary Education and Employment, has developed a preparatory business case for the Unique Student Identifier, which was considered by the Ministerial Council in late-2010.

At the MCEECDYA Strategic Cross-sectoral Data Committee meeting on 30 November 2010, the Committee agreed to take the Unique Student Identifier work forward and in 2011 will undertake broad public consultation, costing, risk assessment and mitigation, including required quality assurance mechanisms, technological solutions and governance and legislation requirements. Members noted the need to carefully consider what work is underway regarding the development of a Unique Student Identifier, as there is potential for duplication of effort, for example, in relation to metadata.

## Action 24

*The Australian, Western Australian, South Australian and Northern Territory Governments will continue working with non-government providers to develop strategies to better record enrolment and attendance of highly mobile students from remote communities.*

The Tri-border Attendance Strategy Project commenced in August 2008 after the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA, now MCEECDYA) identified a need to address the high levels of absenteeism among highly mobile students. Funding has been provided by the Australian Government and the project will be finalised in December 2011.

The objective of the project is to share information on student enrolment and attendance across government, independent and Catholic schools in the border regions of Northern Territory,

South Australia and Western Australia, with the view to improving student learning outcomes and engagement practices.

The Central Schools Database is the centrepiece of this project. Data from participating schools (404) are uploaded to the database system by using the Systems Interoperability Framework.

Information fields available on the database include:

- student contact information
- student enrolment and attendance information from participating schools
- language/s spoken by the student
- availability of student learning plans
- indications of student learning area progress
- indicators of student pastoral care needs.

Project outcomes include:

- development of the Central Schools Database
- a communication protocol for principals
- provision of online training for all participating schools
- development of an evaluation strategy.

# Literacy and Numeracy

## Intended Outcomes:

- Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.

## Targets:

- Halve the gap in reading, writing and numeracy achievement between Aboriginal and Torres Strait Islander students and non-Indigenous students by 2018.
- Increased Aboriginal and Torres Strait Islander student participation rates in NAPLAN.



Source: MCEECDYA, *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*.

## Activity in the Jurisdictions

Under the 'Literacy and Numeracy' domain, jurisdictions have focused on various approaches to improve the literacy and numeracy outcomes of Aboriginal and Torres Strait Islander students. New South Wales has employed a specialist English as an Additional Language Senior Education Officer to support teachers with English as an Additional Language methodology and practice. New South Wales is also contributing to a national, English as an Additional Language online resource for teachers in remote locations. In the Northern Territory, the Menzies School of Health Research has completed a research paper on bilingual education.

A collaborative partnership between the Aboriginal Education Services of the Department of Education, Tasmania and Education Services, South Australia has been established. Partners share and develop quality digital curriculum resources about Tasmanian Aboriginal people and culture. The South Australian Department of Education and Children's Services is implementing the Learning Together Initiative, which focuses on the importance of children's oral language development and the critical role parents play in supporting their children. The Aboriginal Children and Family Centres play a key role here.

### Action 27

*The Australian Curriculum Assessment and Reporting Authority (ACARA) will regularly review NAPLAN tests to ensure that they are not culturally biased against Aboriginal and Torres Strait Islander students.*

The Australian Curriculum, Assessment and Reporting Authority has established committees with relevant expertise to review test items at specific points in the test development process to ensure they are free of bias. In the item development stage of NAPLAN tests, the subject matter is carefully selected so as to be inclusive of all students. Once test items are developed, a panelling process takes place to examine them.

Education practitioners in States and Territories, including Aboriginal and Torres Strait Islander people, provide specific feedback on the suitability of the test items and the appropriateness of the stimulus materials for Aboriginal and Torres Strait Islander students. Test trials are then carried

out using a sample of students, and analysis of the results is undertaken to ensure that all items are culturally appropriate and free of bias.

### Action 28

*The Australian Government will work with education providers to develop and maintain a national database of effective, evidence-based literacy and numeracy strategies to support the sharing of best practice. Bilingual and bidialectal evidence-based strategies will be considered for inclusion in the database.*

The Australian Government, under the guidance of the National Partnership Literacy and Numeracy Evidence Base Expert Reference Group, is currently developing an evidence base of effective literacy and numeracy strategies.

The Expert Reference Group was established with representatives nominated by each jurisdiction, the Australian Government, the National Catholic Education Commission (NCEC) and the Independent Schools Council of Australia (ISCA). It includes Aboriginal and Torres Strait Islander and special education representatives with expertise in literacy and numeracy.

The Australian Council for Educational Research (ACER) has been contracted to assess and refine the submission and assessment framework, as well as the standards of evidence for the evidence base. Final versions of these documents, incorporating feedback from the Department of Education, Employment and Workplace Relations and the Expert Reference Group, were provided by the ACER to the Department on 27 October 2010, and will be provided to the selected consultants to inform the development and construction of the evidence base.

The objectives of the evidence base are to:

- support greater information sharing and transparency about literacy and numeracy interventions that demonstrate success
- explore how successful approaches can be built on and replicated
- ensure a focus on the needs of Aboriginal and Torres Strait Islander peoples, special needs and English as a Second Language students
- lead practitioners to adopt better informed and evidence-based decisions about approaches to improving the literacy and numeracy of Aboriginal and Torres Strait Islander students.



Consistent with the National Partnership, the Australian Government will co-ordinate and manage the evidence base and facilitate access by State and Territory government and non-government education authorities, including practitioners.

## Action 29

*The Australian Government and education providers will work together to support access to family literacy and numeracy programs, including multilingual family programs, for Aboriginal and Torres Strait Islander Australians and target participation of Aboriginal and Torres Strait Islander families in intensive support playgroups and other family support services.*

Under Element One of the National Partnership Agreement on Indigenous Early Childhood Development, the Australian Government has provided funding for the establishment of 38 Children and Family Centres across Australia by June 2014. The centres will deliver integrated services, including early learning, childcare and family support programs.

The Children and Family Centres are targeted at addressing the needs of Aboriginal and Torres Strait Islander families and their young children, and will also provide services to all families in the community. The design and operation of the facilities will differ from centre to centre so that services meet local needs. While the final service mix for each centre will be subject to community consultation, it is envisaged that each centre will:

- bring together important services for children and families including child care, early learning, parent and family support programs
- use existing community strengths and resources to help establish the centres and make sure every centre responds effectively to its community
- connect with other services in the community to ensure families can easily access the services they need, for example, maternal and child health services, playgroups or family literacy programs.

Progress made during 2010 includes:

- the commencement of consultations in 35 locations
- agreement with communities on 25 physical sites
- commencement of construction at two sites

- commencement of limited service delivery in 10 locations from interim premises.

Some of the programs delivered through this integrated service model include:

- In the Australian Capital Territory, supported playgroups and home visiting to support child development, maternal and child health, service promotion and education on parenting topics
- In Tasmania, Launching into Learning, a preschool program associated with local schools, and Child and Family Centres are supporting families to help their children achieve success and improve quality of outcomes for those living in vulnerable circumstances.
- In the Northern Territory, the Families as First Teachers: Indigenous Parenting Support Services Program, and in New South Wales, the Schools as Community Centres (SACC) Program provide wrap-around service delivery to Aboriginal parents and young children.

The Families as First Teachers: Indigenous Parenting Support Services Program is a strategy to support remote Aboriginal families and communities to give children the best possible start in life. The program engages families from the very early stages of their child's life and builds child development knowledge, skills and confidence in parenting. In partnership with the Northern Territory Department of Health and Families, community agencies and local organisations, qualified early childhood professionals and Aboriginal staff work together with the community to build community assets, and coordinate and develop appropriate services for families with young children.

The Home Interaction Program for Parents and Youngsters is a two-year, home-based parenting and early childhood enrichment program that empowers parents and carers to be their child's first teacher.

This program:

- targets families from disadvantaged communities and sites that have a significant number of Aboriginal and Torres Strait Islander families enrolled
- builds the confidence and skills of parents and carers to create a positive learning environment to prepare their child for school

- offers some parents and carers a supported pathway to employment and local community leadership.

The Australian Government initiated the program in 35 communities across Australia in 2010. The national roll-out of the program is managed by the Brotherhood of St Laurence and is usually delivered in the community by a partner organisation. Funding of \$32.5 million over five years (2008–2012) has been made available.

Parents and children enrol in the program in the year before the child is due to commence formal schooling, and participate for two years. Program activities are designed to be integrated into the family's daily life, to ensure parents and carers are able to successfully complete the program with their child/children.

The first year of the program provides children with activities that support pre-literacy and pre-numeracy skills. The second year extends these activities and provides parents and carers with additional information about children's learning and development.

Program materials and delivery are adapted to suit local needs. For Aboriginal and Torres Strait Islander participants this may include:

- employment of local Aboriginal and Torres Strait Islander tutors
- flexibility in the mode of delivery and taking time to break down concepts and stories (for example, in group settings over an extended period, rather than the usual 30 minute individual family session)
- program delivery in a mix of Standard Australian English, Aboriginal English and/or Aboriginal language
- the involvement of extended family/clan members
- in some cases, translated materials.

Data for the period, 1 January to 30 June 2010, shows that 266 mothers (12 per cent) and 223 fathers (10 per cent) who identified as being Aboriginal or Torres Strait Islander participated in the program across 35 sites.

The sites with a high number of Aboriginal and Torres Strait Islander participants include: Pioneer (Queensland), Inala (Queensland), Rockingham (Western Australia), North Dubbo

(New South Wales), La Perouse (New South Wales), Bidwell (New South Wales), Fitzroy (Victoria), Burnie (Tasmania), and Alice Springs (Northern Territory).

The Australian Government has three specific programs: the Language, Literacy and Numeracy Program; the Indigenous Employment Program and the Workplace English Language and Literacy Program, that contribute to improving the literacy and numeracy skills of adult job seekers.

The Language, Literacy and Numeracy Program seeks to improve adult job seekers' English language, literacy and/or numeracy skills with the expectation that such improvements will enable them to participate more effectively in training or employment and lead to greater gains for them and society in the longer term. Through this program, eligible job seekers can obtain up to 800 hours of free training.

The Language Literacy and Numeracy Program has operated since January 2002 and Aboriginal and Torres Strait Islander participation in the program has increased over time, reaching a seven per cent share of all commencements in 2009–2010. Completion rates for Aboriginal and Torres Strait Islander clients in the program have increased significantly: from 0.6 per cent (2006–2007) to a peak of 2.4 per cent (2009–2010), which represents a doubling of the completions in 2009–2010, compared to those in 2008–2009.

Improved access to the Language, Literacy and Numeracy program means there will be an additional 30,000 places (\$143.1 million) over the next four years. The additional places will target youth, Aboriginal and Torres Strait Islander and mature age in high priority employment areas and commence from 1 July 2011.

The program is available to all eligible job seekers and does not specifically provide family literacy or school literacy.

The Indigenous Employment Program supports activities that develop the capacity of employers, Aboriginal and Torres Strait Islander people and their communities, in order to increase opportunities for Aboriginal and Torres Strait Islander peoples through employment, business and other economic development activities.

Language Literacy and Numeracy Program training may be included, where appropriate, as part of packages of tailored assistance available under the Indigenous Employment Program,

and is incorporated into contracting arrangements with employers or providers on an 'as needs' basis.

The measured outcomes under this program are commencements into training and employment. Between 1 July 2009 and 31 December 2010, 17,105 employment outcomes were achieved, and a total of 19,085 commencements made into training.

From 1 July 2009, 6,000 additional places over four years were made available in the Workplace English Language and Literacy Program administered by Department of Education, Employment and Workplace Relations, for pre-employment Indigenous Employment Program participants, as part of the reformed program. As a result of this initiative, the Workplace English Language and Literacy Program is the first port of call for participants who need assistance to build their English language, literacy and/or numeracy skills. Program funding runs from financial year to financial year and as at the end of June 2010, 653 pre-employment Indigenous Education Program participants had commenced in the Workplace English Language and Literacy Program.

## Leadership, Quality Teaching and Workforce Development

### Intended Outcomes:

- High performing principals and teachers are effective in supporting Aboriginal and Torres Strait Islander students to become successful learners, confident and creative individuals and active and informed citizens.
- Aboriginal and Torres Strait Islander students benefit from school leaders who have a strong understanding of their students' cultural and linguistic backgrounds.

### Targets:

- Increase in professional development hours in Aboriginal and Torres Strait Islander education and cultural and

linguistic competence training undertaken by principals and teachers.

- Increase in the number of Aboriginal and Torres Strait Islander teachers, principals and education workers (AIEWs and equivalents).
- Increase retention of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.

Source: MCEECDYA, *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*.

## Activity in the Jurisdictions

Under the 'Leadership, Quality Teaching and Workforce Development' domain, the National Professional Standards for Teachers is driving reform. Jurisdictions have entered into collaborative partnerships to improve training and professional learning in schools.

The Queensland Department of Education and Training and the Australian Institute for Teaching and School Leadership (AITSL) will work in partnership during 2011 and 2012 to assist universities to adequately prepare pre-service teachers in Australia to teach Aboriginal and Torres Strait Islander students. They will do this by providing training courses covering Aboriginal and Torres Strait Islander cultures, histories and perspectives in accordance with the National Professional Standards for Teachers.

The Northern Territory Department of Education and Training, in collaboration with Charles Darwin University, has established a Centre for School Leadership, Learning and Development. The Centre promotes the learning and development of current and aspiring educational leaders and their communities, by utilising current local evidence and international research, to improve the outcomes of all students and educators in the Northern Territory.

The South Australian Department of Education and Children's Services has developed partnerships with the Stronger Smarter Institute and Dare to Lead to incorporate high performance outcomes in the work of school leaders. The department has a Memorandum of Understanding with the Stronger Smarter Institute to implement Learning Communities in South Australia. The project aims to build a critical mass of Stronger Smarter

schools and communities, developing seven hub schools to support, develop and challenge other affiliate schools.

To support Action 33 of the Plan, the Australian Capital Territory government launched the Australian Capital Territory Public Service Employment Strategy for Aboriginal and Torres Strait Islander People, in 2010.

Many jurisdictions have identified actions to address various workforce issues with initiatives to progress the recruitment and retention of Aboriginal and Torres Strait Islander staff.

### Action 33

*MCEECDYA will develop a National Aboriginal and Torres Strait Islander Educator Workforce Strategy to assist education providers to make progress towards an equitable ratio of Aboriginal and Torres Strait Islander staff to students. The Strategy will support aspiring Aboriginal and Torres Strait Islander education leaders, include initiatives to attract more Aboriginal and Torres Strait Islander Australians into the education workforce and bureaucracies and provide pathways through the workforce. The Strategy will also help to recognise and clarify the role of Aboriginal and Torres Strait Islander education workers and support their professional development and career aspirations.*

The National Aboriginal and Torres Strait Islander Educator Workforce Strategy aims to achieve long-term participation in the labour market. A collaborative approach to develop this strategy is required, involving government, employers, training providers and Aboriginal and Torres Strait Islander communities.

The objectives of the strategy are to:

- increase the number of Aboriginal and Torres Strait Islander school principals, teachers and education workers
- improve pathways into the early childhood and school education workforce for Aboriginal and Torres Strait Islander people
- clarify the roles of Aboriginal and Torres Strait Islander educators
- support appropriate training for Aboriginal and Torres Strait Islander educators to fulfill required roles and support career pathways.

The Australian Government is taking a lead role in developing the strategy, through the Aboriginal and Torres Strait Islander Education Working Group. The strategy will complement the National Indigenous Employment Strategy and the National Early Childhood Workforce Strategy. In addition, the Improving Teacher Quality National Partnership Agreement, under the Smarter Schools National Partnerships, includes reforms to improve career pathways for Aboriginal and Torres Strait Islander peoples in the education sector.

Other relevant Australian Government programs that support the strategy include:

- Governor-General's Scholarships for Indigenous Student Teachers
- Remote Service Delivery Traineeships
- Commonwealth Development Employment Program – Education Transitions Program.

### Action 34

*MCEECDYA has agreed to the development and implementation of an Australian Curriculum by the Australian Curriculum Assessment and Reporting Authority that will include Aboriginal and Torres Strait Islander perspectives to ensure that all young Australians have the opportunity to learn about, acknowledge and value the cultures and languages of Aboriginal and Torres Strait Islander Australians.*

All Australian governments are committed to the development and implementation of an Australian Curriculum from Foundation to Year 12, beginning with the learning areas of English, mathematics, science and history. The Australian Curriculum, Assessment and Reporting Authority (ACARA) has been established to oversee this work.

On 8 December 2010, all education ministers endorsed Australia's first national curriculum from Foundation to Year 10 (F–10) in the first four learning areas. The recently released Australian Curriculum can be viewed online at: <http://www.australiancurriculum.edu.au>

All education ministers have agreed that the Australian Curriculum should include Aboriginal and Torres Strait Islander histories and cultures as one of three cross-curriculum priorities, along with Asia and Australia's engagement with Asia, and

Sustainability. Each of these priorities is represented in learning areas in ways that are appropriate to those areas.

The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority has been incorporated into the F–10 Australian Curriculum in English, mathematics, science and history, and was endorsed by all Ministers on 8 December 2010.

Some learning areas relate more explicitly to some cross-curriculum priorities than others. The Aboriginal and Torres Strait Islander Histories and Cultures Priority, for example, relates strongly to history. The Australian Curriculum: History (F–10) provides students with opportunities to, for example, to:

- study the importance of country and place to Aboriginal and Torres Strait Islander people who belong to a local area (Year 3)
- study the status/rights of Aboriginal people and Torres Strait Islander people (citizenship) and their contribution in areas such as the economy, education, science, the arts, and sport (Year 6)
- undertake an in-depth study in Year 10 with a strong emphasis on the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms.

*Primary Connections: Linking Science with Literacy* is an initiative led by the Australian Academy of Science aimed at improving science teaching and learning in primary school years. It includes an Indigenous Perspective Framework and a pilot unit using this Framework has shown clear potential to improve the learning of Aboriginal and Torres Strait Islander and other students.

The Framework aims to accelerate science and literacy learning outcomes for Aboriginal and Torres Strait Islander students and increase other students' and teachers' awareness and understanding of Aboriginal and Torres Strait Islander perspectives. The Framework includes:

- a teaching and learning guide
- curriculum unit links to relevant Aboriginal and Torres Strait Islander perspectives
- a professional learning module to support teachers' development and implementation of relevant, contextualised and embedded Aboriginal and Torres Strait Islander perspectives.

## Action 35

*Education providers in Northern and Central Australia will work more closely together to provide professional learning for staff and to share staff and resources where mutually beneficial. Providers will work with the Australian Government to establish a coordinated approach to support sustained improvement in Aboriginal and Torres Strait Islander and non-Indigenous contexts.*

The National Alliance for Remote Indigenous Schools, led by the Northern Territory, collaborates with education providers in Western Australia, Queensland, South Australia and New South Wales. The National Alliance is working to improve teacher quality and retention in remote schools through the development of specific attraction, recruitment and retention strategies. It is anticipated that activity under this action, led by the National Alliance, will commence in 2011.

## Action 36

*MCEECDYA will consult with the VET and higher education sectors to develop and introduce core components on good practice in Aboriginal and Torres Strait Islander education and the teaching of Aboriginal and Torres Strait Islander students, including those from diverse linguistic and cultural backgrounds, in all pre-service teacher education courses across Australia.*

The National Professional Standards for Teachers were endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs in late-December 2010.

The standards, to be applied from 2012, include the following two graduate standards:

### 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

### 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Demonstrate broad knowledge of, understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

The approach for the national accreditation of initial teacher education programs is linked to the achievement of these graduate standards. Education Ministers have agreed to work with universities and VET providers to ensure teacher training includes mandatory course elements, which can assist new teachers to fulfil these new graduate standards.

It is anticipated that the Australian Institute for Teaching and School Leadership will undertake a project, which will contribute to this Action by developing strategies that will articulate Standards 1.4 and 2.4.

### **Action 37**

*Education providers will consult with teacher registration boards to ensure that completion of core components on good practice in Aboriginal and Torres Strait Islander education and the teaching of Aboriginal and Torres Strait Islander students, including those from diverse linguistic and cultural backgrounds, in pre-service teacher education courses are a condition of registration. Where teachers completed their pre-service training before these requirements were introduced, education providers will ensure the provision of appropriate professional learning.*

The Australian Institute for Teaching and School Leadership is developing a system of nationally consistent teacher registration. This approach has been undertaken with the co-operation of all Deans of Education, Aboriginal and Torres Strait Islander Deans, teacher employers, the teaching profession and other key stakeholders.

Teacher registration will include standards-based requirements for registering and renewing teachers to demonstrate their capacity to meet the National Professional Standards for Teachers, which include references to teaching Aboriginal and Torres Strait Islander students, as well as understanding and respect for Aboriginal and Torres Strait Islander cultures and promotion of reconciliation.

The funding, allocated for the implementation of nationally consistent teacher registration and agreement on accreditation of initial (pre-service) teacher education programs, is distributed through the Improving Teacher Quality National Partnership by contractual agreements with jurisdictions up to the 2012–2013 financial year.

### **Action 38**

*MCEECDYA will ensure that requirements for teachers to have knowledge and understanding of the learning needs of Aboriginal and Torres Strait Islander students, including those from diverse linguistic and cultural backgrounds, are included in the forthcoming National Professional Standards for Teachers. This requirement will be made at graduate, proficient, highly accomplished and lead teacher levels. The Standards will inform reforms in pre-service education course accreditation and national consistency in teacher registration.*

The Australian Institute for Teaching and School Leadership has been working closely with key education stakeholders to develop the National Professional Standards for Teachers, which make explicit what effective teachers should know and be able to do.

Within the standards, two focus areas explicitly require teachers to have capacity to teach Aboriginal and Torres Strait Islander students effectively, as well as demonstrate an understanding of Aboriginal and Torres Strait Islander culture.

The implementation of the Standards will commence in 2012, and the Institute is managing the development of resources underpinning the Standards and scoping the transitional arrangements required for implementation by jurisdictions.

### **Action 39**

*MCEECDYA will consult with the higher education sector to establish a coalition of universities, based on the New Zealand model, to provide evidence-based culturally and linguistically authenticated research that can directly inform classroom pedagogy.*

This work will be progressed in 2011–2012 and will be informed by activities being undertaken by the following organisations:

- Australian Council for Educational Research (ACER)
- Australian Institute for Teaching and School Leadership (AITSL)
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Closing the Gap Clearinghouse (supported through the Australian Institute of Health and Welfare)



- What Works project (supported through National Curriculum Services)
- Stronger Smarter Institute (supported through the Queensland University of Technology)
- Dare to Lead project (supported through Principals Australia).

In addition, several universities will undertake research on the education of Aboriginal and Torres Strait Islander students. It is expected that the higher education sector will be consulted on this issue to assist officials with the development of implementation strategies for this action.

### Action 40

*The Australian Government and education providers will provide access to high quality, highly effective professional learning and research for current and aspiring school leaders for the purposes of improving the educational outcomes of Aboriginal and Torres Strait Islander students. The Australian Institute for Teaching and School Leadership will oversee and facilitate the delivery of national flagship programs.*

The Australian Institute for Teaching and School Leadership is developing a National Professional Standard for Principals and working with jurisdictions to develop a National Professional Learning Framework with an emphasis on flagship programs for school leaders.

The principals' Standard, Professional Practice 5 – Engaging and working with the community, stipulates that principals must make a concerted effort towards reconciliation and understanding of Aboriginal and Torres Strait Islander cultures.

An Aboriginal and Torres Strait Islander education expert from the Stronger Smarter Institute is a member of the Expert Steering Group providing advice about the Standard. This Standard is expected to be finalised in 2011.

The new National Professional Learning Framework for Teachers and School Leaders includes consideration of principles for effective high-quality professional learning, learning design and a model for the framework, more broadly. The objectives are to achieve an increase in:

- the professional development hours in Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers

- the number of Aboriginal and Torres Strait Islander teachers, principals and education workers (Aboriginal and Torres Strait Islander Education Workers and equivalents)
- the retention of principals and teachers in hard-to-staff schools with high numbers of enrolments of Aboriginal and Torres Strait Islander students.

## Pathways to Real Post-School Options

### Intended Outcomes:

- Aboriginal and Torres Strait Islander students make a successful transition from school to work and further study.

### Targets:

- Halve the gap in Aboriginal and Torres Strait Islander Year 12 attainment or equivalent attainment rates by 2020.

*Source: MCEECDYA, Aboriginal and Torres Strait Islander Education Action Plan 2010–2014.*

## Activity in the Jurisdictions

Under the 'Pathways to Real Post-school Options' domain, jurisdictions are working collaboratively, creating initiatives and using approaches to flexible learning to support Aboriginal and Torres Strait Islander students in upper secondary schooling. The South Australian Department of Education and Children's Services is implementing an initiative, *Keeping Them On Track*, which provides clear information to secondary educators, Aboriginal parents, caregivers and students to assist Aboriginal students to engage, complete and transition from the South Australian Certificate of Education into real-life pathways of training, employment or higher education.

In the Australian Capital Territory, the Department of Education and Training has developed the Student Aspirations Program, which facilitates activities to enable Aboriginal and Torres Strait Islander students to visit universities and become more aware of the subject requirements for pursuing tertiary courses. This program also ensures timely career advice to Aboriginal and Torres Strait Islander students in senior secondary schools.



The Open Access College is a South Australian Government distance education school providing learning opportunities for students who are unable to attend a local school or access curriculum in their own school. New South Wales bodies, including the Board of Vocational Education and Training New South Wales and TAFE New South Wales, are working collaboratively to develop pathways and promote opportunities for Aboriginal students to remain at school until Year 12, undertake TAFE courses, enter university, or make the transition into work. Through the University of Tasmania Riawunna unit, the Re-engaging in Schooling Bursary and Job Link Project are available.

The Learn, Earn, Legend! Year 12 Destinations initiative (LEL) is aimed at assisting all Aboriginal and Torres Strait Islander Year 12 students, across all sectors, to successfully transition from schooling to further education, training and/or meaningful employment. The LEL is jointly funded between the Queensland and Australian governments, and commenced in August 2010.

## Action 45

*MCEECDYA will seek advice from Indigenous Education Consultative Bodies, the Indigenous Higher Education Advisory Council, Universities Australia and other strategic stakeholders to increase the number of Aboriginal and Torres Strait Islander students who make a successful transition to university in conjunction with new national reforms to increase Aboriginal and Torres Strait Islander participation in higher education.*

Aboriginal and Torres Strait Islander people continue to be under-represented in the higher education sector, across many indicators such as student access, participation and completion rates, and employment of research staff.

Aboriginal and Torres Strait Islander students' access and participation rates, and retention and success ratios for transitioning to university have been stable over the past decade. While numbers of Aboriginal and Torres Strait Islander students have increased since 2001, the gap in participation between Aboriginal and Torres Strait Islander students and other students has widened over the past decade, due to increasing participation by other Australians.

The Indigenous Higher Education Advisory Council was established in 2004 to provide policy advice to the Australian Government on enhancing higher education participation and

outcomes for Aboriginal and Torres Strait Islander people. The Third Indigenous Higher Education Advisory Council (the current Council) was established in October 2009 and provides advice to the Minister for Tertiary Education and Minister for Innovation, Industry, Science and Research.

The key outcomes, up to 31 December 2010, were:

- development of strong relationships with the National VET Equity Advisory Council, National Aboriginal and Torres Strait Islander Higher Education Consortium (formerly NIHEN), the Australian Research Council and Australian Learning and Teaching Council
- maintenance of strong relationships with the Department of Education, Employment and Workplace Relations, the Department of Innovation, Industry, Science and Research and Centrelink, through representation on working groups and participation in Australian Government reviews
- maintenance of a strong relationship with Universities Australia through the joint Indigenous Higher Education Advisory Council – Universities Australia Indigenous Cultural Competency in Australian Universities Project, and development of a National Indigenous Higher Education Workforce Strategy
- provision of advice to the Departments on the terms of reference and scope of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People
- development of a proposal for an Aboriginal and Torres Strait Islander Researcher Network for consideration by the Australian Research Council.

The joint Indigenous Higher Education Advisory Council – Universities Australia Indigenous Cultural Competency in Australian Universities Project enabled the successful completion of cultural competency projects at four Australian universities. These projects and other examples of best practice in the sector will be highlighted in a National Best Practice Framework that is due to be released in late 2011 as a resource for the higher education sector.

The aim of the National Best Practice Framework will be to:

- provide universities with the tools to embed cultural competency at the institutional level so that they are

encouraging, supportive environments for Aboriginal and Torres Strait Islander students and staff

- produce well-rounded graduates with the ability to provide genuinely competent services to Aboriginal and Torres Strait Islander people.

The Australian Government provides support to Aboriginal and Torres Strait Islander students in the tertiary sector through a number of programs.

The purpose of the Indigenous Support Program, which began in 2005, is to assist higher education providers to meet the special needs of Aboriginal and Torres Strait Islander students and further the goals of the National Aboriginal and Torres Strait Islander Education Policy. The Program supports activities aimed at improving the access, participation, success and retention of Aboriginal and Torres Strait Islander students in higher education.

Aboriginal and Torres Strait Islander staff numbers in universities have increased over the past decade, although the increase is predominantly for general non-academic staff. The growth in Aboriginal and Torres Strait Islander academic staff numbers from 2001 onwards still falls around 10 per cent, below that for other academic staff.

The significant majority of universities in recent years report at least some Aboriginal and Torres Strait Islander representation on high-level decision-making bodies, such as the University Senate, University Council or Academic Boards.

The Commonwealth Scholarships Program assists Aboriginal and Torres Strait Islander students from low socio-economic backgrounds, particularly those from rural and regional areas, with costs associated with higher education. Three of the five scholarships in the program are designed to assist students undertaking enabling courses as a pathway to higher education. These are:

- the Indigenous Access Scholarship, which provides eligible commencing students at both the undergraduate and enabling level with a one-off payment to assist with accommodation costs (\$4,321 in 2010)
- the Enabling Commonwealth Education Costs Scholarship, which assists with general education costs for up to two semesters for Aboriginal and Torres Strait Islander students undertaking an eligible enabling course (\$2,254 in 2010)

- the Enabling Commonwealth Accommodation Scholarship, which assists with accommodation costs for up to two semesters for Aboriginal and Torres Strait Islander students from regional and remote areas who need to leave home to undertake an eligible enabling course (\$4,508 in 2010).

If eligible, Aboriginal and Torres Strait Islander students are able to access additional assistance through Indigenous Tutorial Assistance Scheme – Tertiary Tuition, or the Away from Base for mixed-mode delivery program. The Tutorial Assistance Scheme provides funding to support eligible Aboriginal and Torres Strait Islander students studying university award level courses at eligible institutions, by meeting the costs of engaging tutors to deliver supplementary tuition. Away From Base provides funding to cover costs including fares, meals and accommodation for eligible Aboriginal and Torres Strait Islander students studying approved mixed-mode courses, when they are required to travel away from their permanent home for a short period of time to undertake approved activities. This includes attendance at short courses, field trips, occasional residential schools or practical placements. The primary objective of Away From Base is to increase access and participation by Aboriginal and Torres Strait Islander students from rural and remote areas in tertiary study.

The Indigenous Youth Mobility Program helps young Indigenous people move away from home to gain the skills they need to get a job in their community or elsewhere. Young Aboriginal and Torres Strait Islander people aged 16 to 24, from remote areas can relocate to an Indigenous Youth Mobility Program host location to undertake post secondary education and training options. Training options include Australian Apprenticeships, vocational education and training and/or higher education that leads to qualifications, for example, in nursing, teaching, business administration and accounting.

## Action 46

*MCEECDYA will request that the Ministerial Council on Tertiary Education and Employment (MCTEE) develop a companion document to the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 that outlines actions to close the gap in training, university and employment outcomes. This companion document would improve links between the school sector and the training, tertiary education and employment services sectors and support the development of innovative cross-sectoral approaches to programs and pathways for Aboriginal and Torres Strait Islander students.*

It is intended that MCEECDYA write to request that the Ministerial Council on Tertiary Education and Employment develop a companion document to the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*. The development of a companion document will outline actions to close the gap in training, university and employment outcomes.

### Action 47

*MCEECDYA will institute an investigation into how new technologies can increase Aboriginal and Torres Strait Islander students' access to education and training, collaborate with relevant bodies such as the Learning Federation and Education Services Australia in extending these technologies to Aboriginal and Torres Strait Islander students for use in education and training programs, and monitor the results of innovative developments in the use of interactive technologies.*

The Australian Government is committed to harnessing the potential of technology to transform teaching and learning in our schools. In that context, the National Secondary School Computer Fund is helping schools to provide new computers and other information and communication technology (ICT) equipment for students in Years 9 to 12, as well as providing the necessary infrastructure to support the installation and maintenance of additional ICT. The primary aim of the Fund is to achieve a computer to student ratio of one to one for students in Years 9 to 12 in Australian secondary schools by the end of 2011.

The Australian Government will provide funding for over 786,000 computers needed to achieve the target ratio. Implementation is progressing in line with agreed implementation plans. Over 413,000 or 53 per cent of the computers required to achieve the target ratio had been installed, as at 31 December 2010. Education authorities report that increased access to computers, coupled with increased integration into classroom learning, is having a positive impact.

Under the Digital Education Revolution Online Curriculum Resources and Digital Architecture Initiative, all jurisdictions have initiatives and resources that could be used or redirected to support the implementation of the Australian Curriculum. One of the benefits of an Australian Curriculum is that, over time, national as well as State and Territory resources can be pooled and shared to support all teachers.

Thousands of resources (including many with an Aboriginal and Torres Strait Islander focus) already exist in respective States and

Territories, or as part of the National Digital Resource Collection managed by Education Services Australia and elsewhere. These are being progressively mapped, and where possible linked, to relevant topics covered by the Australian Curriculum.

The Australian Government committed \$28.6 million in the 2008 Budget, to support the development of high-quality digital tools, resources and infrastructure. The Digital Education Revolution Online Curriculum Resources and the Digital Architecture Initiative aim to enable jurisdictions and the broader education community to implement national reform in the schools sector, including: the online delivery of the Australian Curriculum; projects and pilots to support a nationally consistent approach to eLearning; and support for the national service provider Education Services Australia. The Australian Government is also working with the publishing, copyright, digital content and creative industries in implementing the Initiative.

Completed projects and resources are, or will be, searchable through the National Digital Learning Resources Network architecture. This includes the Success for Boys materials and the World Of Values materials. There is strong research behind both projects, which demonstrate their effectiveness as strategies in relation to Aboriginal and Torres Strait Islander students. There is a full unit on Aboriginal and Torres Strait Islander boys and ICT in those materials. There is a wide range of resources in the National Digital Learning Resources Network website repository, R11658: Embedding Indigenous perspectives across the curriculum.

Through the Information and Communication Technology (ICT) Innovation Fund, the Australian Government is investing over \$16.3 million to fund four projects that will assist teachers and school leaders to better use ICT in the classroom. These projects, commencing in early 2011, aim to increase teacher proficiency in the use of ICT in teaching and learning to, among other things, support the effective delivery of the new online Australian Curriculum, provide tools for ongoing professional development in ICT and give principals and school leaders the tools and skills to plan for the use of ICT in their schools.

Three of the funded projects also designed to facilitate better outcomes for Aboriginal and Torres Strait Islander students are:

- Teaching Teachers for the Future, which aims to transform the delivery of teacher education in Australian universities, helping pre-service teachers to become proficient in the

use of ICT to improve student learning. This project is being implemented in the 39 higher education institutions that provide teacher education. The lead consortium member is Education Services Australia.

- Leading ICT Learning in Technology Enabled Schools, which aims to enable current and aspiring school leaders to lead school communities to understand the role and potential of ICT to extend and transform their school. The lead consortium member is Principals Australia.
- ICT in Everyday Learning: Teacher Online Toolkit, which aims to enhance the capacity of in-service teachers by showing them how to incorporate ICT into teaching the Australian Curriculum key learning areas of English, history, science and mathematics. The lead consortium member is Education Services Australia.

## Indigenous Education Consultative Bodies' (IECB) Feedback

The Indigenous Education Consultative Bodies (IECBs) bring unique perspectives and community view points and make the following comments and recommendations on the six domains of the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*.

### Readiness for School (National Actions 1–4)

#### IECBs' comment

IECBs contributed to the development of an Indigenous Early Years Learning Framework and now question what has happened to it. IECBs feel that the current framework is not representative of Aboriginal and Torres Strait Islander children.

There is currently no standardised culturally appropriate tool available to accurately measure readiness for school in a consistent manner throughout Australia.

## MCEECDYA Response

The work on the Indigenous Early Years Learning Framework was considered in the development of the national Early Years Learning Framework, as well as in the development of the educator's guidebook assisting early childhood services to implement the framework. This guidebook includes a chapter entitled, 'The Journey for Educators: growing competence in working with Australian Aboriginal and Torres Strait Islander cultures', as well as other information on cultural competence. The Australian Government is currently augmenting this with a training package being delivered in remote Aboriginal and Torres Strait Islander communities. To support the Council of Australian Governments' (COAG) commitment to universal access to early childhood education by 2013, MCEECDYA has endorsed an Aboriginal and Torres Strait Islander Universal Access Strategy, which is expected to be released in 2011.

Work in implementing Action 4 of the Plan will consider assessments of readiness for school. In addition, specific work was undertaken to ensure the cultural appropriateness of the Australian Early Childhood Development Index for Aboriginal and Torres Strait Islander communities.

### Engagement and Connections (National Actions 9–14)

#### IECBs' Comment

IECB representatives have had very limited or no exposure to many of the initiatives mentioned in this domain.

With regard to engagement, IECBs note that they play an important role and should be engaged fully. This is not currently taking place. An example of where better engagement could be achieved is through reporting mechanisms for programs and initiatives. IECBs could be engaged to provide comment on progress/annual reports.

IECBs note that there is a disconnect between what is stated in terms of community engagement and what takes place in reality. It is the feeling of IECB chairs that in terms of engagement with community there is an overwhelming attitude of doing things 'to us' rather than 'with us'.

There is concern about Australian Curriculum, Assessment and Reporting Authority (ACARA) implementing the National Languages Policy, as there has been no effective engagement with IECBs to date. The relationship with ACARA has made it difficult to provide the Aboriginal and Torres Strait Islander perspectives in the development and implementation of the Australian Curriculum.

Activity to promote real engagement with Aboriginal and Torres Strait Islander people needs to be made at both the government and community level. Collaboration is crucial with engagement meaning involvement, planning and working together to achieve outcomes.

The role of the IECBs appears to be different from what is described in Action 10 of Chapter 4. Both MCEECDYA and DEEWR need to give clear directions so that the role of IECBs is clearly understood across the country.

## MCEECDYA Response

IECBs have an important role in supporting the implementation of the Plan. IECBs were specifically consulted on the draft Action Plan prior to its release to the public. IECBs are represented on MCEECDYA's Aboriginal and Torres Strait Islander Education Working Group, which made recommendations on the incorporation of feedback from public consultations into the final draft of the Action Plan presented to Senior Officials and then to MCEECDYA for endorsement.

The Plan contains a number of Actions, which build a platform for greater local level community involvement in schools (for example, Actions 19 and 20 establishing school and community partnerships in focus schools, sustained by family forums; and Action 21 committing all schools to involve families in the development of personalised learning strategies for Aboriginal and Torres Strait Islander students). MCEECDYA sees these as examples of opportunities for IECBs to be engaged with their stakeholder bases to add value to local activity.

The National Indigenous Languages Policy is an Australian Government initiative being jointly co-ordinated by the Department of the Prime Minister and Cabinet and the Department of Families, Community Services and Indigenous

Affairs. The National Plan for Languages Education in Australia is currently being revised by MCEECDYA and is expected to contain strengthened content on Aboriginal and Torres Strait Islander languages. Both documents have involved consultations with the Federation of Aboriginal and Torres Strait Islander Languages and Culture (FATSILC).

The Australian Curriculum, Assessment and Reporting Authority is establishing an Aboriginal and Torres Strait Islander Advisory Panel to assist in the task of embedding Aboriginal and Torres Strait Islander perspectives across the Australian Curriculum.

MCEECDYA notes IECBs' comments requesting clearer directions on the roles of IECBs.

## Attendance (National Actions 22–24)

### IECBs' Comment

IECBs note that there are limitations to the data provided.

There are concerns about the figures reported for Sporting Chance. It was noted that all figures need to be substantiated, and that a high attendance figure does not necessarily reflect good engagement or high outcomes for students. Some members would find it difficult to substantiate the data as quoted in the Sporting Chance Program description. There are some suspension and truancy issues which should be mentioned in State and Territory chapters.

### MCEECDYA Response

Supporting improved attendance is one of a number of objectives of the Sporting Chance program. Data across 182 schools is indicating the effectiveness of this measure in school communities. An evaluation of the Sporting Chance Program is currently underway to validate the impact of the program.

MCEECDYA notes that the Sporting Chance program is only one of a wide range of approaches supporting regular attendance and effective in-class engagement of Aboriginal and Torres Strait Islander students in Australia today.

## Literacy and Numeracy (National Actions 27–29)

### IECBs' Comment

Participation rates are of great concern, and IECBs ask the question: 'Are Aboriginal and Torres Strait Islander Children being discouraged from participating in the testing?'

Many IECBs have concerns about Child and Family Centres having been 'mainstreamed' and providing little support for Aboriginal and Torres Strait Islander families. It was acknowledged that this is not the case Australia-wide, with some States having Aboriginal organisations responsible for the running of the centres. It is noted that there is no mention of Multi-Functional Aboriginal Children's Services, which are funded by the Australian Government.

IECBs also wish to express concern about the implementation of the Early Years Learning Framework. When the National Quality Standard is introduced in January 2012, it will be important that assessors for the framework be given adequate cultural awareness training.

There are also concerns about the sustainability of professional development training. There does not appear to be a consolidated national strategy, and the focus on professional development for teachers does not build the capacity of Aboriginal and Torres Strait Islander support staff.

A notable gap in early language development of children has been identified by IECBs.

Another issue worth exploring in the future is the eligibility of Year 12 students to make the transition to university. The number of Aboriginal and Torres Strait Islander students entering university and those completing university are worthy of attention.

### MCEECDYA Response

The participation rates of Aboriginal and Torres Strait Islander students in NAPLAN testing is a specific performance indicator being monitored by MCEECDYA through this Action Plan. Education providers seek to involve as many eligible students in NAPLAN testing as possible.

Children and Family Centres under the Indigenous Early Childhood Development National Partnership remain an Indigenous-specific measure, although some people from low socio-economic backgrounds may also use these services. Local reference groups are established for each centre, which include representation from local Aboriginal and Torres Strait Islander communities in the design and operation of the centres. MCEECDYA also acknowledges the work of Multi-functional Aboriginal Children's Services, which are one of a number of different service models assisting in the early learning of Aboriginal and Torres Strait Islander children.

MCEECDYA supports the IECBs' comments regarding the need for cultural awareness training for assessors of the new National Quality Standard for Early Childhood Education and Care and School Age Care, which will be implemented from 1 January 2012, as part of the National Quality Framework. MCEECDYA will ensure such cultural competence training is built into the training program for assessors.

National co-ordination of professional development for teachers will be supported by the Australian Institute of Teaching and School Leadership. Actions to improve professional development for teachers are contained in the Leadership, Quality Teaching and Workforce Development domain of the Aboriginal and Torres Strait Islander Education Action Plan, as well as in Action 1 and Action 32 of the Plan. A particular focus is provided on Aboriginal and Torres Strait Islander school leaders, teachers and education workers through Action 33, which commits MCEECDYA to developing a National Aboriginal and Torres Strait Islander Educator Workforce Strategy.

Early language development is supported through Action 29 (family literacy and numeracy strategies) and Action 31 (whole-of-school approaches to Standard Australian English Literacy and Numeracy). A number of the actions in the readiness for school domain also support early language development.

Action 45 of the Aboriginal and Torres Strait Islander Education Action Plan commits MCEECDYA to seeking advice from IECBs, the Indigenous Higher Education Advisory Council, and other stakeholders regarding increasing the number of Aboriginal and Torres Strait Islander students who make the transition from school to higher education. Implementation of this Action is expected to occur during 2012. Increasing university completions is expected to be a consideration under Action 46 (Ministerial



Council on Tertiary Education and Employment companion document).

## Leadership, Quality Teaching and Workforce Development (National Actions 33–40)

### IECBs' Comment

IECBs have concerns with the lack of consultation from the Australian Institute for Teaching and School Leadership (AITSL), with no IECBs recalling any meaningful interaction with AITSL in 2010.

IECBs strongly argue that Aboriginal and Torres Strait Islander cultural competency units should be compulsory for all students training to be teachers Australia-wide. These units should also be compulsory for teachers who already have teaching qualifications but not cultural competency. This training should be undertaken via ongoing professional development.

The National Professional Teaching Standards only refer to Aboriginal and Torres Strait Islander students in two specific areas, which are very broad in scope and appear to be somewhat voluntary. This issue has been highlighted by IECBs previously; however, these concerns do not appear to have been considered.

IECBs noted that while some of them had been involved with the Primary Connections Program, the National Committee providing advice appears to have ceased functioning, after very few meetings. There has been no real engagement with Aboriginal and Torres Strait Islander people on this initiative.

### MCEECDYA Response

MCEECDYA notes IECBs' comments in relation to consultation with the Australian Institute of Teaching and School Leadership and will seek to facilitate a meeting between representatives of and IECBs and the Institute.

Action 36 of the Action Plan outlines activity to improve pre-service teaching across Australia so that learning about good practice in the teaching of Aboriginal and Torres Strait Islander students is a core element for all new teachers.

When the National Professional Standards for Teachers are fully implemented, it will be a requirement for registration

and progression as a teacher, to demonstrate the appropriate knowledge and skills in the following focus areas:

- Strategies for teaching Aboriginal and Torres Strait Islander students
- Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander Australians.

Over the six years of its operation, the Australian Academy of Science's Primary Connections: Linking Science with Literacy project team has: consulted extensively with Aboriginal and Torres Strait Islander educators, communities and representatives; committed to the incorporation of Aboriginal and Torres Strait Islander perspectives into the teaching and learning resources it has produced; trialled those resources in schools with large proportions of Aboriginal students; and undertaken research and presented evidence of the effectiveness of this approach in improving the Science learning outcomes of both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students. At the Academy's invitation, the IECB nominated a representative to the Reference Group for the Primary Connections Stage 4 Project in 2009. Two Reference Group meetings have since been held, and a further Reference Group meeting is scheduled for late-2011. The Reference Group meeting planned for 2010 was postponed pending the publication of the *Australian Curriculum: Science*. The Primary Connections project has benefitted greatly from the advice and guidance provided by Indigenous Education consultants, as Aboriginal and Torres Strait Islander perspectives have been embedded within the Primary Connections curriculum units.

## Pathways to Real Post-School Options (National Actions 45–47)

### IECBs' Comment

IECBs believe that there needs to be a higher focus on providing timely career advice and counselling to Aboriginal and Torres Strait Islander students. More work experience opportunities for Aboriginal and Torres Strait Islander students should be also be provided.



Whilst acknowledging the importance of providing teachers and school leaders with support to better use technology through the ICT Innovation Fund, IECBs would like to see a similar initiative focusing on developing the ICT skills of Aboriginal and Torres Strait Islander parents and communities.

Most IECBs across Australia have had no dealings with the National VET Equity Advisory Council. VET sector consultation has occurred at the State level only. This is another example of a failure to engage with Aboriginal and Torres Strait Islander people in a meaningful manner.

## MCEECDYA Response

One of five objectives agreed by all governments under the National Partnership Agreement on Youth Attainment and

Transitions is to develop a skilled and work-ready Indigenous workforce by increasing the educational attainment and engagement of young Aboriginal and Torres Strait Islander Australians. Actions in this Pathways to Real Post-school Options domain are also expected to place a greater focus on career advice and counselling for Aboriginal and Torres Strait Islander students, particularly Action 45. MCEECDYA supports IECBs' comments on the need for improved career advice and counselling.

MCEECDYA notes IECBs' comments on ICT skills for Aboriginal and Torres Strait Islander parents and communities, and on consultation within the VET sector. MCEECDYA will ensure this advice is passed onto the Ministerial Council on Tertiary Education and Employment.

## Chapter 5

# New South Wales Report on Activities and Outcomes

## Introduction

In 2010, there were 49,387 Aboriginal and Torres Strait Islander students enrolled in schools in New South Wales (comprised of 2,230 government schools and 916 non-government schools). Approximately, 87 per cent of Aboriginal and Torres Strait Islander students (42,848) were enrolled in government schools and 13 per cent (6,539) were enrolled in schools in the non-government sector (Catholic and independent schools). In 2010, Aboriginal and Torres Strait Islander students made up 5.8 per cent of the total New South Wales student enrolment.

In 2010, over half of New South Wales' Aboriginal and Torres Strait Islander students (50.9 per cent) were enrolled in schools in provincial locations, 44.5 per cent were enrolled in schools in metropolitan locations, and 4.6 per cent were enrolled in schools in remote or very remote locations.

The pattern of Aboriginal and Torres Strait Islander student enrolment in New South Wales has significant implications for program and resource distribution including strategic targeting of resources to schools. New South Wales has allocated resources at a state, regional and school level to ensure that

Aboriginal and Torres Strait Islander students will match or exceed the outcomes of the broader student population.

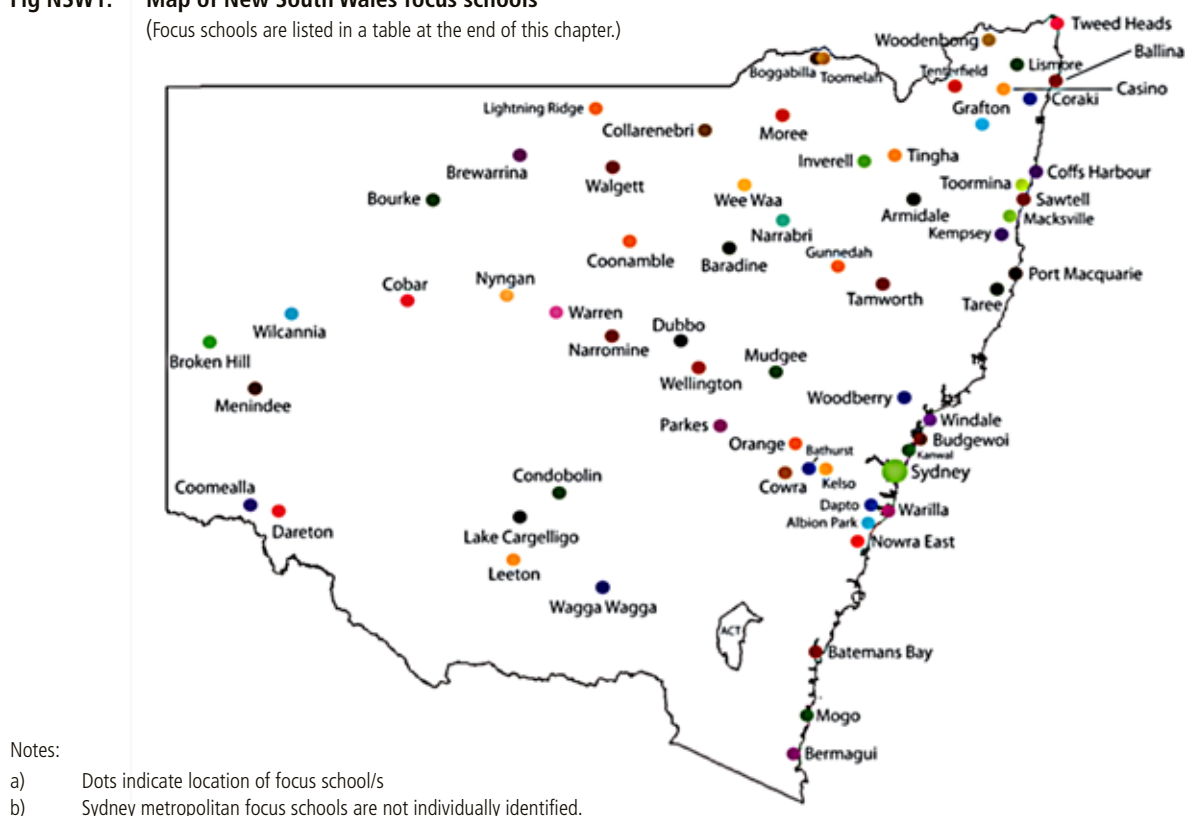
The New South Wales Aboriginal Education Consultative Group Inc. (AECG) is the peak advisory body on education and training in New South Wales. The New South Wales AECG is working in partnership with sectors to implement the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 in New South Wales.

In accordance with agreed reporting requirements, New South Wales's chapter for the Aboriginal and Torres Strait Islander Education Action Plan 2010 Annual Report does not contain commentary on Aboriginal and Torres Strait Islander Education Action Plan action implementation or good practice case studies. As agreed, reporting against these will commence with the Action Plan's 2011 Annual Report.

## Profile of Focus Schools

There are 92 focus schools in New South Wales, 88 government schools, 1 Catholic school and 3 independent schools.

**Fig NSW1: Map of New South Wales focus schools**  
(Focus schools are listed in a table at the end of this chapter.)



The majority of focus schools (62) are located in provincial areas, 19 are located in metropolitan areas, nine in remote and two in very remote locations.

All New South Wales focus schools are either primary schools or involve only the primary classes of the colleges or central schools of which they are part.

In 2010, there were 6,952 Aboriginal and Torres Strait Islander students enrolled in focus schools in New South Wales.

A number of focus schools are involved in key Smarter Schools National Partnerships. Two focus schools, Walgett Community College Primary School and Wilcannia Central School, are involved in the Remote Service Delivery National Partnership. Twenty-one focus schools are involved in the National Partnership on Literacy and Numeracy and 69 in the Low Socioeconomic Status (SES) School Communities National Partnership. (However, in accordance with its staged implementation, 17 of the focus schools will not begin their involvement in the Low SES School Communities National Partnership until 2012.)

## New South Wales Report on Indicators with National Data Sources

### Readiness for School

#### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territories' measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection, which will be available in the 2011 Annual Report.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, the Australian Curriculum, Assessment and Reporting Authority's (ACARA) National Assessment Program – Literacy and Numeracy (NAPLAN)] in their chapters. Therefore, New South Wales will report on this domain in the 2011 Annual Report.

## Engagement and Connections

#### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreement in place.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, New South Wales will report on this domain in the 2011 Annual Report.

### Attendance

#### Performance Indicators

- *Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in schools.*
- *Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.*
- *Retention rates for Aboriginal and Torres Strait Islander students.*
- *Grade progression ratios for Aboriginal and Torres Strait Islander students.*

## Attendance Rates

**Table NSW1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)**

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
<b>Government</b>												
Aboriginal and Torres Strait Islander	90	90	90	90	90	89	85	81	78	78	87	76
Non-Aboriginal and Torres Strait Islander	94	95	95	95	95	94	93	91	90	89	92	86
<b>Total</b>	94	94	94	94	94	94	93	91	89	88	91	84
<b>Catholic</b>												
Aboriginal and Torres Strait Islander	90	90	89	89	90	88	91	89	86	87	n/a	n/a
Non-Aboriginal and Torres Strait Islander	94	94	95	94	95	94	95	93	93	93	93	n/a
<b>Total</b>	94	94	95	94	95	94	95	93	93	92	93	n/a
<b>Independent</b>												
Aboriginal and Torres Strait Islander	86	90	87	91	90	91	88	88	88	76	84	95
Non-Aboriginal and Torres Strait Islander	94	94	95	95	95	94	95	94	94	94	92	95
<b>Total</b>	94	94	95	95	95	94	95	94	94	93	92	95

n/a not available

Source: ACARA data (unpublished)

As discussed elsewhere in the Annual Report, different definitions and methodologies are used to calculate student attendance rates across jurisdictions and sectors. This means that attendance data cannot be aggregated to a single state-wide rate for each year of schooling nor accurately compared across sectors.

Table NSW1 shows that the 2010 attendance rate for Aboriginal and Torres Strait Islander students in government schools was lower than for non-Aboriginal and Torres Strait Islander students in each year of schooling. The attendance rate for both Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students was higher in the primary years than the secondary years. The gap between the attendance rates for Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students remained fairly constant at around five percentage points in the primary years,

but increased in the secondary years. The gap was the greatest for students in Year 9 where it reached 12 percentage points.

Table NSW1 shows that the 2010 attendance rate for Aboriginal and Torres Strait Islander students in Catholic schools was lower than for non-Aboriginal and Torres Strait Islander students in each year of schooling. The attendance rate for both Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students was similar for all years of schooling, except for Years 9 and 10, where it was slightly lower for Aboriginal and Torres Strait Islander students compared to earlier years of schooling. The gap between the attendance rates for Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students remained fairly constant at around four to six percentage points across both the primary and secondary years, although the gap increased to seven percentage points for students in Year 9.

Table NSW1 shows that the 2010 attendance rate for Aboriginal and Torres Strait Islander students in independent schools was lower than for non-Aboriginal and Torres Strait Islander students in each year of schooling. The attendance rate for Aboriginal and Torres Strait Islander students ranged between 86 per cent and 91 per cent in the primary years, and was 88 per cent in the secondary years with the exception of Year 10 where the rate was 76 per cent. The gap between the attendance rates for Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students was lowest for students in Year 6 (three percentage points) and highest for students in Year 10 (18 percentage points). As the number of Aboriginal and Torres Strait Islander students in independent schools is small, the attendance rates may vary widely between grades and across years. Little significance should be attached to this variation.

## Enrolment to Population Ratio

Table NSW2 shows that, in 2010, there were 40,858 Aboriginal and Torres Strait Islander students aged 6 to 15 years enrolled full-time or part-time in schools in New South Wales. The total Aboriginal and Torres Strait Islander population aged 6 to 15 years in New South Wales in 2010 was estimated to be 38,231, producing an enrolment to population ratio of 106.9 per cent.

For Australia overall, there were 133,990 Aboriginal and Torres Strait Islander students aged 6 to 15 years enrolled full-time or part-time in school. The total Aboriginal and Torres Strait Islander population aged 6 to 15 years of age in Australia in 2010 was estimated to be 129,308, producing an enrolment to population ratio of 103.6 per cent.

**Table NSW2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

Aboriginal and Torres Strait Islander children	NSW	Australia
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	40,858	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	38,231	129,308
Proportion of 6–15 year old population enrolled in school	106.90%	103.60%
Non-Aboriginal and Torres Strait Islander children <sup>(d)</sup>		
Number of children aged 6–15 years enrolled in school	841,853	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	858,028	2,657,227
Proportion of 6–15 year old population enrolled in school	98.10%	98.70%

Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006–2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

It should be noted that the figure for the total Aboriginal and Torres Strait Islander population aged 6 to 15 years in 2010, for both New South Wales and Australia overall, are projections based on final experimental estimates derived from the 2006 Census.

## Apparent Retention Rates

Table NSW3 indicates that the gap in the Year 7/8 to Year 10 apparent retention rate between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students in New South Wales was 1.4 percentage points in 2010.

Table NSW3 indicates that the gap in the Year 7/8 to Year 12 apparent retention rate between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students in New South Wales in 2010 was significant, at 35.3 percentage points.

It should be noted that there has been a change in the legislation covering the school leaving age in New South Wales. From January 2010, students are required to complete Year 10 and continue participating in education or training or full-time paid employment until they turn 17.

## Apparent Grade Progression Ratios

Table NSW4 shows that the 2010 apparent grade progression ratio for Aboriginal and Torres Strait Islander students decreased as year of schooling increased.

In New South Wales in 2010, the apparent grade progression ratio for Aboriginal and Torres Strait Islander students was in excess of 100 per cent for Year 8 to Year 9 and 97.7 per cent for

Year 9 to Year 10, but decreased sharply for Year 10 to Year 11 (70.9 per cent), and remained steady at 70.8 per cent for Year 11 to Year 12. The gap between the apparent grade progression ratio for Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students was greatest for the Year 11 to Year 12 ratio (17.7 percentage points).

**Table NSW4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	103.8	100.3
Year 9 to Year 10	97.7	100.4
Year 10 to Year 11	70.9	88.4
Year 11 to Year 12	70.8	88.6

Notes:

- Grade progression rates do not track individual students through their final years of secondary schooling. They measure the ratio of the total number of full-time school students in a designated year (i.e. Year 12 in 2010) divided by the total number of full-time students in a previous year (i.e. Year 11 in 2009).
- Full-time students only.
- Care should be taken when interpreting these rates since a range of factors affecting the calculation are not taken into account, such as students repeating a year of schooling, movements between schools and systems or States/Territories, and net changes to a school or system's population. There is also the effect of ungraded students, who are not included in the calculations of rates.
- Components may not add due to rounding.
- Issues that may affect comparability over time can be found in Explanatory Notes, ABS, *Schools, Australia, 2010* (Cat. No.4221.0).
- The above Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 apparent grade progression ratios are not published in the ABS, *Schools, Australia, 2010* (Cat.No.4221.0). They can be derived using full-time student counts that are published in the ABS, *Schools, Australia, 2010* (Cat.No.4221.0).
- The above Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 apparent grade progression ratios reflect the apparent retention rate concept published in ABS, *Schools, Australia, 2010* (Cat.No.4221.0). The above apparent grade progression ratios do not rely on population data, unlike the progression rates published in the ABS, *Schools, Australia, 2010* (Cat.No.4221.0).

Source: ABS, NSSC, Table 40a: Full-time students – by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

**Table NSW3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, from Year 7/8 to Year 10 and Year 7/8 to Year 12, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	98.0	99.4
Year 7/8 – Year 12	38.6	73.9

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), *Schools, Australia, 2010* (Cat.No.4221.0)

## Literacy and Numeracy

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in Reading, Writing and Numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.*
- *Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.*

### NAPLAN Outcomes

Table NSW5 provides an overview of the proportion of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in New South Wales achieving 'at or above' national minimum standard outcomes in Year 3, 5, 7 and 9 NAPLAN Reading, Writing and Numeracy in 2010.

Of the Aboriginal and Torres Strait Islander students sitting the Reading test in 2010, 85.5 per cent of Year 3 students, 77.7 per cent of Year 5 students, 82.8 per cent of Year 7 students and 71.2 per cent of Year 9 students achieved at or above the national minimum standard.

Of the Aboriginal and Torres Strait Islander students sitting the Writing test in 2010, 90.2 per cent of Year 3 students, 83.5 per cent of Year 5 students, 77.0 per cent of Year 7 students and 63.3 per cent of Year 9 students achieved at or above the national minimum standard.

Of the Aboriginal and Torres Strait Islander students sitting the Numeracy test in 2010, 83.9 per cent of Year 3 students, 80.9 per cent of Year 5 students, 80.8 per cent of Year 7 students and 74.9 per cent of Year 9 students achieved at or above the national minimum standard.

There was an achievement gap in all NAPLAN tests between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students.

**Table NSW5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, New South Wales, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	85.5	77.7	82.8	71.2
Non-Aboriginal and Torres Strait Islander	95.7	93.7	95.6	92.1
Gap	10.2	16.0	12.8	20.9
Aboriginal and Torres Strait Islander confidence intervals	± 3.3	± 4.0	± 3.1	± 4.2
<b>Writing</b>				
Aboriginal and Torres Strait Islander	90.2	83.5	77.0	63.3
Non-Aboriginal and Torres Strait Islander	97.1	95.7	94.1	88.7
Gap	6.9	12.2	17.1	25.4
Aboriginal and Torres Strait Islander confidence intervals	± 1.4	± 1.6	± 1.9	± 2.3
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	83.9	80.9	80.8	74.9
Non-Aboriginal and Torres Strait Islander	95.6	95.3	95.6	94.0
Gap	11.7	14.4	14.8	19.1
Aboriginal and Torres Strait Islander confidence intervals	± 3.4	± 3.7	± 3.0	± 4.0

Notes:

- The 2010 confidence intervals in the above table are equated to 2008 and have been specifically calculated to enable NSW results in 2010 to be compared with those of 2008.
- Percentage point gap calculations are based on unrounded data.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010



## 2010 NAPLAN Data by Geolocation

**Table NSW6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	New South Wales		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan	87.8	95.9	83.1	95.3
Provincial	85.2	95.0	81.5	94.1
Remote	77.1	94.5	65.6	92.6
Very Remote	48.1	93.7	43.9	90.1
<b>Year 5</b>				
Metropolitan	81.7	94.0	77.0	93.2
Provincial	76.1	92.9	72.8	91.5
Remote	60.5	85.5	51.2	87.8
Very Remote	54.8	93.3	26.5	88.3
<b>Year 7</b>				
Metropolitan	84.9	95.5	85.0	96.0
Provincial	82.1	95.8	82.3	95.7
Remote	68.9	93.0	65.9	95.7
Very Remote	n.p.	97.1	38.6	94.7
<b>Year 9</b>				
Metropolitan	73.9	92.2	71.2	92.5
Provincial	70.3	91.9	68.1	91.6
Remote	57.6	83.9	50.9	88.4
Very Remote	n.p.	75.6	24.2	85.2
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan	91.7	97.2	87.4	96.7
Provincial	89.7	96.9	87.1	96.2
Remote	87.0	96.8	71.9	96.3
Very Remote	64.2	98.2	41.2	94.3
<b>Year 5</b>				
Metropolitan	86.9	95.9	81.9	94.8
Provincial	81.9	95.2	77.6	93.3
Remote	71.5	90.9	55.4	89.9
Very Remote	67.1	97.9	28.2	90.0
<b>Year 7</b>				
Metropolitan	80.5	94.5	79.9	94.4
Provincial	76.0	92.8	75.5	92.3
Remote	55.4	86.8	55.6	92.4
Very Remote	n.p.	95.6	28.3	90.8
<b>Year 9</b>				
Metropolitan	67.2	89.5	67.5	89.6
Provincial	61.5	86.3	61.9	86.1
Remote	50.9	75.9	44.4	82.4
Very Remote	n.p.	70.7	18.7	80.6
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan	86.1	95.7	84.1	95.5
Provincial	83.2	95.0	82.5	94.8
Remote	77.9	95.3	71.7	94.8
Very Remote	48.8	93.0	45.2	92.6
<b>Year 5</b>				
Metropolitan	84.0	95.5	81.7	95.3
Provincial	79.8	94.7	78.0	94.3
Remote	66.5	90.9	57.9	92.1
Very Remote	61.4	95.8	32.5	92.1
<b>Year 7</b>				
Metropolitan	83.5	95.7	85.0	96.3
Provincial	79.7	95.1	82.3	95.6
Remote	66.6	91.6	64.1	95.8
Very Remote	n.p.	95.6	41.9	95.1
<b>Year 9</b>				
Metropolitan	77.9	94.3	77.4	94.6
Provincial	73.6	93.2	74.2	93.7
Remote	65.9	86.9	56.6	91.8
Very Remote	n.p.	84.4	32.7	90.0

Note: 'n.p.' indicates data not published as there were no students tested, or the number of students tested was less than 30.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

Table NSW6 shows that the proportion of Aboriginal and Torres Strait Islander students in New South Wales achieving at or above the national minimum standard in 2010 declined consistently from metropolitan to provincial, remote and very remote areas. The difference between the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in metropolitan and very remote areas was as high as 39.7 percentage points for Year 3 Reading. This pattern is also evident in the national Aboriginal and Torres Strait Islander student data. Indeed, the trend is even stronger in the national data, reaching a maximum difference of 47 percentage points for Year 9 Reading.

For non-Aboriginal and Torres Strait Islander students, for both New South Wales and nationally, the impact of geolocation is much less marked. In some cases (for example Year 7 Reading and Year 5 Writing) the proportion of non-Aboriginal and Torres Strait Islander students in very remote areas achieving at or above national minimum standard outcomes exceeded the proportion in metropolitan areas in New South Wales.

## 2010 NAPLAN Data and 2010 Progress Points for New South Wales

One of the Council of Australian Governments' (COAG) 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in Reading, Writing and Numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed.

The target and 2010 progress point for New South Wales are provided in Table NSW7.

Confidence intervals for Aboriginal and Torres Strait Islander student outcomes have been included in Table NSW5, presented earlier in this chapter. These are provided because NAPLAN data are subject to sampling, measurement and equating errors. Page three of the *National Indigenous Reform Agreement: Supplement on literacy and numeracy achievement 2010* states that, 'a jurisdiction is considered not to have met its annual progress point [target] if its result, including its 95 per cent confidence interval, is below the progress point. In all other cases, it is considered to have met the progress point'. When the 95 per cent confidence intervals are taken into account, the data indicate that New South Wales met its 2010 progress points in seven of the twelve NAPLAN measures. These were: Year 3, Year 5 and Year 7 Reading, Year 3, Year 5 and Year 7 Writing and Year 5 Numeracy.

## Overall NAPLAN Outcomes

As indicated in Table NSW5, the proportion of Aboriginal and Torres Strait Islander students in New South Wales meeting the national minimum standard in NAPLAN reading, writing and numeracy tends to decrease with year of schooling. At each year level and in each test domain, a lower proportion of Aboriginal and Torres Strait Islander students met the national minimum standard than non-Aboriginal and Torres Strait Islander students.

In 2010, the gap between Aboriginal and Torres Strait Islander student and non-Aboriginal and Torres Strait Islander student outcomes was smallest for Year 3 Writing (6.9 percentage points) and largest for Year 9 Writing (25.4 percentage points).

**Table NSW7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	83.8	77.9	82.7	82.6	91.0	82.0	77.3	68.2	88.8	79.2	84.8	80.6
Target 2018	89.8	86.3	89.5	89.0	94.5	89.1	85.9	79.3	93.1	87.4	90.8	88.2

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

## NAPLAN Participation

**Table NSW8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions and assessed students in New South Wales and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	NSW	Aust.	NSW	Aust.	NSW	Aust.	NSW	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	94.9	89.9	94.5	91.2	90.9	89.1	82.3	89.7
Non-Aboriginal and Torres Strait Islander	97.4	96.1	97.9	96.6	97.6	96.5	95.6	96.5
<b>Writing</b>								
Aboriginal and Torres Strait Islander	94.5	90.3	94.6	91.0	91.1	89.5	83.5	80.2
Non-Aboriginal and Torres Strait Islander	97.4	96.0	97.9	96.5	97.8	96.5	96.0	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	93.9	89.1	93.4	90.0	89.2	88.6	80.5	78.8
Non-Aboriginal and Torres Strait Islander	97.2	95.8	97.6	96.3	97.2	96.2	95.0	93.3

Note: The NAPLAN participation data provided reflects students who were exempted, absent/withdrawn and assessed.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

Table NSW8 shows the percentage of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students participating in 2010 NAPLAN Reading, Writing and Numeracy tests in New South Wales and Australia. The participation rate for Aboriginal and Torres Strait Islander students in 2010 NAPLAN tests was lower than for non-Aboriginal and Torres Strait Islander students, both in New South Wales and nationally.

The participation rate for Aboriginal and Torres Strait Islander students in New South Wales was relatively stable in Years 3 and 5, but dropped in Year 7 and dropped much further in Year 9. For non-Aboriginal and Torres Strait Islander students, participation was relatively stable until Year 9, when it declined slightly.

## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.
- Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).

- Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, New South Wales will report on this domain in the 2011 Annual Report.

## Pathways to Real Post-School Options

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.

Although the performance indicator for this domain cites a national data source, there is no publically available national level data for 2010.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, New South Wales will report on this domain in the 2011 Annual Report.

## Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD NP
Albion Park Rail Public School	GOV	Metropolitan	455	61			
Alma Public School	GOV	Provincial	219	47	X	X	
Ashmont Public School	GOV	Provincial	266	109		X	
Ballina Public School	GOV	Provincial	287	85		X	
Baradine Central School	GOV	Remote	100	36		X	
Batemans Bay Public School	GOV	Provincial	470	66	X		
Bathurst West Public School	GOV	Provincial	372	61	X		
Bermagui Public School	GOV	Provincial	163	34			
Blackett Public School	GOV	Metropolitan	292	47		X	
Boggabilla Central School	GOV	Provincial	137.4	135.6		X	
Bourke Public School	GOV	Very Remote	198	141	X	X	
Bowen Public School	GOV	Provincial	174	58	X	X	
Braddock Public School	GOV	Metropolitan	222	40		X	
Brewarrina Central School	GOV	Remote	169	162		X	
Broken Hill North Public School	GOV	Provincial	268	73		X	
Budgewoi Public School	GOV	Metropolitan	577	46			
Buninyong Public School	GOV	Provincial	209	132		X	
Casino Public School	GOV	Provincial	552	121		X	
Casino West Public School	GOV	Provincial	289	77		X	
Cobar Public School	GOV	Remote	296	82			
Coffs Harbour Public School	GOV	Provincial	328	65		X	
Collarenebri Central School	GOV	Remote	89	73		X	
Condobolin Public School	GOV	Provincial	294	155	X	X	
Coonamble Public School	GOV	Remote	241	197		X	
Coraki Public School	GOV	Provincial	119	45	X	X	
Cowra Public School	GOV	Provincial	373	70		X	
Crawford Public School	GOV	Metropolitan	559	63			
Curran Public School	GOV	Metropolitan	241	28		x	
Dareton Public School	GOV	Provincial	79	59		X	
Doonside Public School	GOV	Metropolitan	162	54		X	
Drummond Memorial Public School	GOV	Provincial	92	38		X	
Dubbo West Public School	GOV	Provincial	317	198		X	
Gillwinga Public School	GOV	Provincial	152	60		X	
Glenroi Heights Public School	GOV	Provincial	222	88		X	
Grafton Public School	GOV	Provincial	687	112			
Gunnedah Public School	GOV	Provincial	150	94		X	
Hillvue Public School	GOV	Provincial	277	192	X	X	
Inverell Public School	GOV	Provincial	385	59	X	X	
Kanwal Public School	GOV	Metropolitan	693	72			
Kelso Public School	GOV	Provincial	274	80	X		
Kempsey West Public School	GOV	Provincial	341	161		X	
Koonawarra Public School	GOV	Metropolitan	340	64		X	
Lethbridge Park Public School	GOV	Metropolitan	411	70		X	
Lightning Ridge Central School	GOV	Remote	391.2	166.2		X	
Lismore Heights Public School	GOV	Provincial	215	36	X		
Macksville Public School	GOV	Provincial	415	62		X	

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD NP
Manning Gardens Public School	GOV	Provincial	167	89		X	
Marayong Public School	GOV	Metropolitan	462	41	X		
Menindee Central School	GOV	Remote	99	68		X	
Middleton Public School	GOV	Provincial	278	32			
Mogo Public School	GOV	Provincial	63	27		X	
Moree East Public School	GOV	Provincial	130	120		X	
Mount Austin Public School	GOV	Provincial	240	63	X	X	
Mount Druitt Public School	GOV	Metropolitan	483	18		X	
Mount Warrigal Public School	GOV	Metropolitan	222	39	X	X	
Mudgee Public School	GOV	Provincial	481	48			
Narrabri West Public School	GOV	Provincial	219	42		X	
Narromine Public School	GOV	Provincial	387	154	X	X	
Newling Public School	GOV	Provincial	121	49	X		
Nowra East Public School	GOV	Provincial	298	115		X	
Nyngan Public School	GOV	Remote	159	67		X	
Parkview Public School	GOV	Provincial	172	49		X	
Port Macquarie Public School	GOV	Provincial	428	50	X		
Ross Hill Public School	GOV	Provincial	674	94		X	
Shalvey Public School	GOV	Metropolitan	434	78		X	
South Grafton Public School	GOV	Provincial	574	93	X	X	
Sturt Public School	GOV	Provincial	337	17			
Tahmoor Public School	GOV	Metropolitan	347	40			
Taree Public School	GOV	Provincial	78	43		X	
The Sir Henry Parkes Memorial Public School	GOV	Provincial	247	41		X	
Tingha Public School	GOV	Provincial	110	68		X	
Tolland Public School	GOV	Provincial	230	83		X	
Toomelah Public School	GOV	Provincial	62	62		X	
Toormina Public School	GOV	Provincial	351	58			
Tregear Public School	GOV	Metropolitan	380	90		X	
Tweed Heads South Public School	GOV	Metropolitan	205	63	X	X	
Walgett Community College - Primary School	GOV	Remote	96	91		X	X
Warren Central School	GOV	Provincial	222.6	84.2		X	
Wee Waa Public School	GOV	Provincial	151	59		X	
Wellington Public School	GOV	Provincial	496	242		X	
Westlawn Public School	GOV	Provincial	487	34			
Westport Public School	GOV	Provincial	342	64		X	
Whalan Public School	GOV	Metropolitan	346	65		X	
Wilcannia Central School	GOV	Very Remote	108.1	106.3		X	X
William Bayldon Public School	GOV	Provincial	197	40	X	X	
Windale Public School	GOV	Metropolitan	217	64		X	
Woodberry Public School	GOV	Metropolitan	203	41		X	
Woodenbong Central School	GOV	Provincial	217.6	71		X	
Minimbah Primary School	IND	Provincial	47	47		X	
Nowra Anglican College	IND	Provincial	811	59			
St Andrew's Cathedral Gawura school	IND	Metropolitan	22	22	X		
St Mary's Primary School	CATH	Provincial	283	24			





## Chapter 6

# Victoria Report on Activities and Outcomes

## Introduction

Aboriginal and Torres Strait Islander cultures are the oldest living cultures in the world. Aboriginal and Torres Strait Islander culture and heritage is a fundamental part of Victoria's history and identity. The land that is now called Victoria has an Aboriginal and Torres Strait Islander history that goes back tens of thousands of years. It is estimated that there were between 20,000 and 60,000 people speaking more than 30 languages when European settlers first arrived.

In 2006 the Australian Census showed that there were around 33,500 Aboriginal and Torres Strait Islander people living in Melbourne and regional Victoria, an increase from 27,800 in 2001. It is estimated that the Aboriginal and Torres Strait Islander population in 2010 has further risen, to approximately 36,700 people. The current Aboriginal and Torres Strait Islander population is about 0.65 per cent of the State total. Victoria's Aboriginal and Torres Strait Islander population includes those connected to land in Victoria and those whose lands are elsewhere in Australia.

The demographic make-up of the Aboriginal and Torres Strait Islander population in Victoria differs from the general Victorian population. It is a young population: the median age of Aboriginal and Torres Strait Islander Victorians is estimated to be 21.8 years, while the median age of the general population is estimated to be 36.0 years. Children aged 0-17 comprise 43.5 per cent of the Aboriginal and Torres Strait Islander population, compared with 23 per cent of the general population.

The Aboriginal and Torres Strait Islander population in Victoria has a higher growth rate than the population as a whole. All Aboriginal and Torres Strait Islander Victorians live in regional or urban areas, whereas nationally 25 per cent of Aboriginal and Torres Strait Islander Australians live in remote areas. No areas in Victoria are classified as remote.

Aboriginal and Torres Strait Islander Victorians have suffered disproportionately from historical policies that removed Aboriginal and Torres Strait Islander children from their homes and families, compared with Aboriginal and Torres Strait Islander people in other jurisdictions; 11.5 per cent of Aboriginal and Torres Strait Islander Victorians report having been removed from their natural family, compared with 7.0 per cent across the national Aboriginal and Torres Strait Islander population. Compared to 37.6 per cent nationally, 47.1 per cent of Victorian Aboriginal and Torres Strait Islander respondents reported they had relatives removed from their family.

In school systems within Victoria the number of Aboriginal and Torres Strait Islander students continues to grow by over 11.5 per cent from 2008 to 2010. In 2010, Aboriginal and Torres Strait Islander students constituted 1.6 per cent (8,614) of the government school population (up from 1.5 per cent in 2008); 0.47 per cent (982) of students in Catholic schools (0.39 per cent in 2008); and 0.3 per cent (324) in Independent schools (0.23 per cent in 2008).

Since 2008, reforms within the government school system have focused on ensuring that everyone within the system is responsible for improvement in educational outcomes for Aboriginal and Torres Strait Islander students; that the workforce has the skills and tools to achieve this improvement; and that all schools are creating an environment that respects, recognises and celebrates cultural identity.

The Catholic Education Commission of Victoria has a strong commitment to Aboriginal and Torres Strait Islander education. There are 982 students supported across 158 schools and extensive work is done to support their learning, attendance and engagement at school. There are 444 students attending metropolitan schools and 538 students attend schools in regional Victoria.

## Profile of Focus Schools

There are 125 focus schools within Victoria, 116 in the government sector and nine in the Catholic sector. Of these, 123 are primary schools and two are secondary.

Focus schools had 2,807.2 Aboriginal and Torres Strait Islander students enrolled at the time of the 2010 Census, comprising 5.4 per cent of the total enrolment in these schools. These students represent 51 per cent of all Aboriginal and Torres Strait Islander students in the government primary sector.

Fifty-five of the Victorian focus schools participate in the Smarter Schools National Partnership focus schools with 21 Literacy/Numeracy schools and 34 low socioeconomic status (SES) schools. Victoria does not have any schools classified as remote.

All 125 focus schools across Victoria are undertaking a Collegial School Snapshot during 2011. This involves the Dare to Lead State Coordinator interviewing Aboriginal and Torres Strait Islander students, parents, community and school employees, non-Aboriginal students, teachers and executives. The questions are agreed to beforehand by the principal and Dare to Lead staff.

# Victorian Report on Indicators with National Data Sources

## Readiness for School

### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territories' measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection, which will be available in 2011.

## Engagement and Connections

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreement in place.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, the Australian Curriculum, Assessment and Reporting Authority's (ACARA) National Assessment Program – Literacy and Numeracy (NAPLAN)] in their chapters. Therefore, Victoria will report on this domain in the 2011 Annual Report.

## Attendance

### Performance Indicators

- *Attendance rates of Aboriginal and Torres Strait Islander and non-Indigenous students in schools.*
- *Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.*
- *Retention rates for Aboriginal and Torres Strait Islander students.*
- *Grade progression ratios for Aboriginal and Torres Strait Islanders students.*

## Attendance Rates

For Victorian government schools, ungraded attendance includes both primary and secondary students. Therefore, while both Ungraded columns contain data, the data is the same. The figures for Years 1–10 include students in primary, secondary and primary/secondary schools. Ungraded figures include students in special schools only.

While attendance at all year levels in Victorian government schools is above 80 per cent, there has been no change in the 'gap' between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students over the last four years. The gap is steady around the five percentage point mark in primary schools and the first year of secondary school, but then stretches to a 10 percentage point gap in Years 8–10.

Within Catholic schools attendance is at 80 per cent or above in a majority of year levels, and above 90 per cent in four of the primary levels. The gap varies in primary levels from one percentage point to seven percentage points and is in the 7 to 11 per cent range in secondary school.

In Independent schools the gap is small in most primary levels, but in three of the secondary levels is in the seven to 13 per cent range.

## Enrolment to Population Ratio

The enrolment to population ratio by Aboriginal and Torres Strait Islander status, 2010 in Victoria is consistent with that of the non-Aboriginal and Torres Strait Islander population.

**Table VIC1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)**

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
<b>Government</b>												
Aboriginal and Torres Strait Islander	90	89	89	89	89	89	87	82	81	80	83	83
Non-Aboriginal and Torres Strait Islander	94	94	94	94	94	94	93	92	90	90	89	89
<b>Total</b>	94	94	94	94	94	94	93	91	90	90	89	89
<b>Catholic</b>												
Aboriginal and Torres Strait Islander	89	90	90	87	93	93	88	83	88	87	60	85
Non-Aboriginal and Torres Strait Islander	94	94	94	94	94	94	96	94	94	94	80	85
<b>Total</b>	94	94	94	94	94	94	96	94	94	94	79	85
<b>Independent</b>												
Aboriginal and Torres Strait Islander	94	93	94	93	91	92	88	81	90	80	n/a	75
Non-Aboriginal and Torres Strait Islander	94	94	95	94	95	94	95	94	93	93	89	87
<b>Total</b>	94	94	95	94	95	94	94	94	93	93	89	86

n/a not available

Source: ACARA data (unpublished)

**Table VIC2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

Aboriginal and Torres Strait Islander children	Victoria	Australia
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	8,245	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	8,291	129,308
Proportion of 6–15 year old population enrolled in school	99.4%	103.60%
<b>Non-Aboriginal and Torres Strait Islander children<sup>(d)</sup></b>		
Number of children aged 6–15 years enrolled in school	654,803	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	659,671	2,657,227
Proportion of 6–15 year old population enrolled in school	99.3%	98.70%

Notes:

- a) School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- b) Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- c) Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- d) 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- e) In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006-2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

## Apparent Retention Rates

**Table VIC3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, government schools, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	90.7	101.3
Year 7/8 – Year 12	41.8	81.5

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), *Schools, Australia, 2010* (Cat.No.4221.0)

The gap in apparent retention from Years 7 to 10 is 10.6 percentage points, which represents a major improvement from 2009 (19.8 percentage points) and 2008 (17.3 per cent) figures. The non-Aboriginal and Torres Strait Islander rate of 101.3 percentage points occurs because of significant interstate and international migration into Victoria.

There appear to be data accuracy issues with the Year 7 to 12 retention rate of 41.8 per cent. While the government school rate remained steady from previous years, non-government schools' retention rates were over 30 per cent below historical rates (Catholic  $\geq 20$  per cent and Independent  $\geq 65$  per cent). This decrease has been unable to be verified through local data sources.

It should also be noted that within Victoria a significant number of 15–19 year olds access Vocational Education and Training options through the Technical and Further Education (TAFE) system.

## Apparent Grade Progression Ratios

Table VIC4 shows that the 2010 apparent grade progression ratio for Aboriginal and Torres Strait Islander students decreased as years of schooling increased, which is also reflected in national data.

**Table VIC4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	100.7	100.5
Year 9 to Year 10	94.4	99.9
Year 10 to Year 11	83.9	93.9
Year 11 to Year 12	66.2	87.0

Source: ABS, NSSC, Table 40a, Full-time students - by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

In Victoria in 2010, the apparent grade progression ratio for Aboriginal and Torres Strait Islander students was in excess of 100 per cent for Year 8 to 9 and 94.4 per cent for Year 9 to 10, with a further decline for Year 10 to Year 11 (83.9 per cent) and then a significant decline to 66.2 per cent for Year 11 to Year 12. The gap between the apparent grade progression ratio for Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students was greatest for the Year 11 to Year 12 ratio (20.8 percentage points).

As noted elsewhere, the significant take up of Vocational Education and Training options within the TAFE system by 15-19 year old Aboriginal and Torres Strait Islander students needs to be considered when looking at grade progression.

## Literacy and Numeracy

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.
- Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.

## NAPLAN Outcomes

**Table VIC5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, Victoria, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	87.0	84.8	87.7	76.6
Non-Aboriginal and Torres Strait Islander	95.9	94.6	96.5	93.7
Gap	8.9	9.8	8.8	17.1
Aboriginal and Torres Strait Islander confidence intervals	± 2.5	± 3.1	± 2.9	± 3.8
<b>Writing</b>				
Aboriginal and Torres Strait Islander	91.7	85.6	81.2	71.4
Non-Aboriginal and Torres Strait Islander	96.8	95.1	93.9	89.7
Gap	5.1	9.5	12.7	18.3
Aboriginal and Torres Strait Islander confidence intervals	± 2.3	± 2.6	± 2.8	± 3.8
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	86.5	87.4	85.5	80.9
Non-Aboriginal and Torres Strait Islander	95.9	96.0	96.4	95.2
Gap	9.4	8.6	10.9	14.3
Aboriginal and Torres Strait Islander confidence intervals	± 2.4	± 2.8	± 3.0	± 3.5

Note: The confidence intervals for 2010 in this table are specifically for Victoria.

Source: ACARA, *National Assessment Program: Literacy and Numeracy (NAPLAN)*, 2010

The proportion of Aboriginal and Torres Strait Islander students in Victoria meeting the national minimum standard in NAPLAN Reading, Writing and Numeracy varies across the years of schooling. Reading and Numeracy remain at a fairly constant level through Years 3 to 7 with a decline at Year 9, while Writing has a steady decline from Year 3 onwards.

There is a gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander at every level and in every area. In 2010, the gap between Aboriginal and

Torres Strait Islander student and non-Aboriginal and Torres Strait Islander student outcomes was smallest for Year 3 Writing (5.1 percentage points) and largest for Year 9 Writing (18.3 percentage points).

The gap between the percentage of Aboriginal and Torres Strait Islander students at or above the national minimum standard decreased from 2008 to 2010 in Reading and Writing in Years 3, 5 and 7, but increased in Year 9 Writing. With respect to Numeracy, the gap increased for Years 3, 7 and 9 from 2008 to 2010.

## 2010 NAPLAN Data by Geolocation

**Table VIC6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	Victoria		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan	87.1	96.1	83.1	95.3
Provincial	86.9	95.4	81.5	94.1
Remote	n.p.	96.1	65.6	92.6
Very Remote	n.p.	n.p.	43.9	90.1
<b>Year 5</b>				
Metropolitan	89.2	94.9	77.0	89.2
Provincial	81.4	93.6	72.8	81.4
Remote	n.p.	96.8	51.2	n.p.
Very Remote	n.p.	n.p.	26.5	n.p.
<b>Year 7</b>				
Metropolitan	88.5	96.6	85.0	96.0
Provincial	86.8	96.1	82.3	95.7
Remote	n.p.	97.6	65.9	95.7
Very Remote	n.p.	n.p.	38.6	94.7
<b>Year 9</b>				
Metropolitan	77.6	94.0	71.2	92.5
Provincial	75.4	92.9	68.1	91.6
Remote	n.p.	94.3	50.9	88.4
Very Remote	n.p.	n.p.	24.2	85.2
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan	91.2	96.9	87.4	96.7
Provincial	92.2	96.7	87.1	96.2
Remote	n.p.	97.8	71.9	96.3
Very Remote	n.p.	n.p.	41.2	94.3
<b>Year 5</b>				
Metropolitan	88.9	95.2	81.9	94.4
Provincial	83.0	93.5	77.6	92.1
Remote	n.p.	95.0	55.4	81.3
Very Remote	n.p.	n.p.	28.2	48.9
<b>Year 7</b>				
Metropolitan	84.1	94.7	79.9	94.4
Provincial	78.3	91.7	75.5	92.3
Remote	n.p.	89.2	55.6	92.4
Very Remote	n.p.	n.p.	28.3	90.8
<b>Year 9</b>				
Metropolitan	75.9	90.8	67.5	89.6
Provincial	66.6	86.7	61.9	86.1
Remote	n.p.	86.8	44.4	82.4
Very Remote	n.p.	n.p.	18.7	80.6
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan	86.6	96.0	84.1	95.5
Provincial	86.4	95.6	82.5	94.8
Remote	n.p.	96.1	71.7	94.8
Very Remote	n.p.	n.p.	45.2	92.6
<b>Year 5</b>				
Metropolitan	91.8	96.2	81.7	95.3
Provincial	84.0	95.4	78.0	94.3
Remote	n.p.	98.2	57.9	92.1
Very Remote	n.p.	n.p.	32.5	92.1
<b>Year 7</b>				
Metropolitan	86.6	96.7	85.0	96.3
Provincial	84.4	95.7	82.3	95.6
Remote	n.p.	98.4	64.1	95.8
Very Remote	n.p.	n.p.	41.9	95.1
<b>Year 9</b>				
Metropolitan	81.2	95.4	77.4	94.6
Provincial	80.6	94.5	74.2	93.7
Remote	n.p.	96.2	56.6	91.8
Very Remote	n.p.	n.p.	32.7	90.0

Note: 'n.p.' indicates data not published as there were no students tested, or the number of students tested was less than 30.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010



**Table VIC7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent), 2010**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	88.3	83.2	85.7	80.2	92.2	82.9	77.9	69.4	93.1	83.5	88.1	78.8
Target 2018	92.0	88.7	91.0	87.8	94.4	88.7	86.0	80.2	95.0	89.4	92.5	87.3

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

Victorian Aboriginal and Torres Strait Islander students are all enrolled in schools in metropolitan and provincial areas with no Aboriginal and Torres Strait Islander students enrolled in remote or very remote areas. Victorian Aboriginal and Torres Strait Islander students outperformed the Australian standard level in all measures in all four year levels in metropolitan and provincial areas. The gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in Victoria was smaller than the Australia wide gap in 17 of the 18 measures covering metropolitan and provincial areas. The smallest gap was in metropolitan Year 5 Numeracy (4.4 percentage points), while the largest was in provincial Year 9 Writing (20.1 percentage points).

## 2010 NAPLAN Data and 2010 Progress Points for Victoria

One of the Council of Australian Governments' (COAG) 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in Reading, Writing and Numeracy, within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed. The progress points for Victoria are provided in Table VIC7.

Page three of the *National Indigenous Reform Agreement: Supplement on literacy and numeracy achievement 2010* states that 'a jurisdiction is considered not to have met its annual

progress point [target] if its result, including its 95 per cent confidence interval, is below the progress point. In all other cases, it is considered to have met the progress point.' When the 95 per cent confidence intervals are taken into account, the data indicate that Victoria met 11 of the 12 NAPLAN measures, the exception being Year 3 Numeracy.

## Overall NAPLAN Outcomes

Victorian Aboriginal and Torres Strait Islander students perform strongly in the NAPLAN compared to other jurisdictions, but a gap remains with non-Aboriginal and Torres Strait Islander students within the state. Victoria met its trajectory targets in 11 of the 12 NAPLAN areas and there were minimal differences between metropolitan and provincial performance. Participation rates of Aboriginal and Torres Strait Islander students decline through secondary school and actions are being undertaken to increase the number of students sitting NAPLAN tests.

## NAPLAN Participation

Victoria has put in place a number of measures to increase the participation of both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in NAPLAN testing. This includes identification of schools with low participation rates and the promotion of the benefits of students sitting the NAPLAN test for parents and community members.

**Table VIC8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions and assessed students, in Victoria and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	Vic.	Aust.	Vic.	Aust.	Vic.	Aust.	Vic.	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	84.9	89.9	88.3	91.2	83.7	89.1	71.5	89.7
Non-Aboriginal and Torres Strait Islander	94.6	96.1	94.9	96.6	94.9	96.5	91.4	96.5
<b>Writing</b>								
Aboriginal and Torres Strait Islander	85.2	90.3	87.9	91.0	84.1	89.5	72.4	80.2
Non-Aboriginal and Torres Strait Islander	94.3	96.0	94.8	96.5	94.9	96.5	91.6	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	84.7	89.1	88.3	90.0	83.4	88.6	73.2	78.8
Non-Aboriginal and Torres Strait Islander	94.3	95.8	94.6	96.3	94.7	96.2	91.3	93.3

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.
- Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).
- Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, Victoria will report on this domain in the 2011 Annual Report.

## Pathways to Real Post-School Options

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or

equivalent or Australian Qualifications Framework (AQF) Certificate II or above.

Although the performance indicator for this domain cites a national data source, there is no publicly available national level data for 2010. It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, Victoria will report on this domain in the 2011 Annual Report.

## Indigenous Education Consultative Body's (IECB) Feedback

### Victorian Aboriginal Education Association Incorporated Feedback

The Victorian Aboriginal Education Association Incorporated (VAEAI) is a community-based and controlled organisation, established in 1976. The VAEAI advocates on behalf of the Koorie Community and is the peak advisory body to the Victorian State Government – including the Department of Education and Early Childhood Development (DEECD) – on all issues relating to Indigenous education and training. The VAEAI also

provides advice to the Commonwealth Government through the Department of Education, Employment and Workplace Relations (DEEWR), regarding education and training issues for Victorian Indigenous people.

The following feedback against progress on systemic and local actions in support of the Plan, across each of the six priority domains, is informed by Koorie Community perspectives.

## Readiness for School\*

\*Note: It is Victoria's position that school readiness cannot be effectively measured.

The VAEAI supports integrated early childhood programs that take a holistic approach focusing on social, physical and cognitive development. Examples of such programs are the Multifunctional Aboriginal Childcare Services (MACS) and integrated Children and Family Centres.

The VAEAI also supports initiatives that reduce barriers to participation in early childhood programs – for example, subsidised kindergarten programs; culturally relevant and inclusive playgroups; Home-based learning and In Home Support programs. However, while the VAEAI favours the development of a National Early Years Workforce Strategy, and the use of the Early Years Learning Framework (EYLF) in childcare settings, due preparation is needed in every setting, and in particular, the MACS context. With regards to the EYLF, appropriate cultural practices need to be taken into consideration and embedded into the Early Years curriculum.

## Engagement and Connections

The VAEAI welcomes endeavours to strengthen connections between schools and Koorie families and communities. The School – Community Partnerships that have been brokered throughout the last year in various schools are evidence of the progress that has been achieved towards better engagement and connections.

It is imperative that health, welfare, family support and youth and community services at local and systemic levels are utilised in the process of improving engagement and connections and that the onus for improvement is not solely placed on Koorie families and Communities. As such, the VAEAI strongly advocates for the professional development of teachers and other school

staff, in order to be able to understand and engage their Koorie students better.

The VAEAI recognises the importance of the development of curriculum that integrates Indigenous perspectives throughout the Victorian Essential Learning Standings (VELS), as well as throughout the forthcoming national curriculum. It is the VAEAI's position that Aboriginal Studies should also be available as a separate subject for all students. Furthermore, the VAEAI advocates for out-of-school-hours Aboriginal Education, to be taught by Aboriginal people for Aboriginal people – similar to Language Other Than English (LOTE) models, such as Greek school for Greek students.

Both 'engagement' and 'connection' are inextricably linked to genuine and desirable post-school pathways. The VAEAI therefore asserts that these domains be addressed in conjunction, so as to ensure strategically devised policies and programs.

It is also important that 'deficit model' conceptualisations are not applied when addressing this domain. That is, the availability of extended learning opportunities for high achieving/high potential Koorie students must be addressed so that this cohort does not become disengaged with education through lack of stimulation or ongoing personalised learning. The VAEAI believes that the Koorie Education Learning Plans (KELP) will positively impact on preventing such disengagement, if applied in conjunction with professional development for teachers that stresses the importance of maintaining high expectations of Koorie students.

## Attendance

There is a clear link between the previous domain of engagement and connections and the domain of attendance. The 2008 *Review of Victoria's Indigenous Education Strategies: Supporting Indigenous Students through School* found that Koorie attendance is comparatively high. However, education outcomes for Koorie students do not reflect the finding that the majority of Koorie students attend school regularly. Therefore, there must be a renewed focus on the education systems to increase student engagement, and this constitutes a focus of the Wannik Strategy.

Feedback from our Koorie community reveals that problems with attendance are largely symptomatic of other, broader, socially determined issues. Health, housing, household income, family employment, parental education levels etc., all impact

on students' abilities to participate in school, as do the absence of a culturally relevant curriculum; the lack of knowledge of education staff (and sometimes their direct or indirect racism); the inflexibility of school structures; and the lack of pathways to real post-school options. Programs such as the Clontarf Football Academy, and initiatives such as the School – Community Partnership Agreements have contributed to addressing the broader social determinants of school attendance and the VAEAI supports their continuation.

## Literacy and Numeracy

It is the VAEAI's position that the NAPLAN test is limited in its ability to gauge the literacy and numeracy knowledge and capacity of Indigenous students, in the sense that it is constructed from a non-Indigenous cultural base. Therefore, in its function as a large-scale tool of assessment, VAEAI cautions that NAPLAN must be used in conjunction with a variety of other assessment tools (such as On Demand Testing and self-assessment tools), so as to better enable Koorie students to demonstrate what they know and are able to achieve. Furthermore, efforts to ensure NAPLAN and other forms of assessment become more culturally appropriate – not only in their subject matter, but in the manner that they are delivered – should be made on a national level.

Unfortunately, according to feedback from the Koorie Community, heightened emphasis on NAPLAN – as a result of its elevated status as a national assessment method – has resulted in incidents of students, including Koorie students, being actively discouraged by schools from attending school on testing days. Anecdotal evidence has also revealed that some teachers are 'teaching to the test', which can have detrimental effects on students' confidence, understanding and enjoyment of learning.

In terms of literacy pedagogy, the VAEAI strongly supports bilingual and bi-dialectal approaches – particularly those that incorporate Koorie English. An understanding of Koorie English is fundamental to any plan to improve the literacy of Koorie students and the necessity for assessment and pedagogy that targets the distinctive language learning needs of Koorie students is required.

The VAEAI notes that there is no place for 'remedial' literacy and numeracy programs, as they often result in negative outcomes,

such as stigmatisation and humiliation. Instead, the VAEAI supports effective tutorial programs and the flexibility for schools to implement these according to student needs and wants (for example, homework classes in groups or individually, held during or after school hours).

## Leadership, Quality Teaching and Workforce Development

The VAEAI strongly advocates that all teachers employed in the education sector in Australia complete a minimum number of Indigenous Studies subjects as a requirement for the completion of their degrees or post-graduate courses in Education, and as a requirement for their employment in the teaching profession.

The VAEAI also believes that Professional Development (Cross-cultural training) should be mandatory for all education staff, including principals, existing and returning teachers, administration and student support officers and Departmental and Regional Office employees, throughout Australia. This is on the basis that teachers and associated education staff with access to comprehensive pre-service training and in-service professional development will be much better placed to positively and significantly impact on the education outcomes of Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students alike.

The Koorie Education Workforce also requires ongoing up-skilling, professional development, and due recognition of their positions and the invaluable work they undertake. The Wannik Koorie Education Workforce reforms have been very important in this respect.

## Pathways to Real Post-School Options

It is clear that there are limitations with longitudinal data collection methods – for example the On Track Data. This is an issue about which the VAEAI continues to engage with the DEECD.

In feedback from the Koorie community, the issue of the lack of availability of employment opportunities arises in all discussions about pathways to real post-school opportunities. The fact that unemployment following school completion

is a very real prospect for a significant proportion of Koorie young people, holds implications for the other domains – particularly engagement and attendance. The introduction of Koorie Transition Officers across the education Regions has the potential to influence the post-school pathways that Koorie students are able to pursue.

The VAEAI supports flexible learning options and the strengthening of partnerships between VET providers, universities and the Koorie community that broaden horizons and post-school options for Koorie students. The Toorong-Marnong Accord in Victoria contributes to achieving better outcomes in this regard.

# Focus School Information

Focus Schools List	Sector	Geolocation	Total number of students enrolled as of the 2010 August Census	Total number of students enrolled that identify as Aboriginal or Torres Strait Islander	LIT/ NUM	Low SES	RDS
Araluen Primary School	Government	Regional	161	16	yes	no	x
Bacchus Marsh Primary School	Government	Regional	554	15	yes	no	x
Baden Powell P-9 College	Government	Metropolitan	1,512.00	13	no	no	x
Bairnsdale Primary School	Government	Regional	180.4	19	no	no	x
Bairnsdale West Primary School	Government	Regional	233	65	no	yes	x
Ballam Park Primary School	Government	Metropolitan	357	13	no	no	x
Benalla Primary School	Government	Regional	236	11	no	no	x
Bourchier Street Primary School Shepparton	Government	Regional	581.4	26	no	no	x
Bundarra Primary School	Government	Regional	222	17	no	no	x
Canadian Lead Primary School	Government	Regional	151	12	no	yes	x
Carrum Downs Primary School	Government	Metropolitan	586	10	no	no	x
Chaffey Secondary College	Government	Regional	575	79	no	yes	x
Charles La Trobe P-12 College (Bellfield PS)	Government	Metropolitan	660.1	12	no	no	x
Charles La Trobe P-12 College (Haig Street PS)	Government	Metropolitan		9	no	no	x
Colac West Primary School	Government	Regional	147	11	no	yes	x
Commercial Road Primary School - Morwell	Government	Regional	246	16	no	yes	x
Courtenay Gardens Primary School	Government	Metropolitan	702	9	no	no	x
Craigieburn Primary School	Government	Metropolitan	720	17	no	no	x
Dallas Brooks Community Primary School	Government	Metropolitan	526	8	no	yes	x
Doveton Heights Primary School	Government	Metropolitan	364.4	28	no	yes	x
Drouin Primary School	Government	Regional	197	25	no	no	x
Eaglehawk North Primary School	Government	Regional	337	25	no	no	x
Eastbourne Primary School	Government	Metropolitan	461.4	11	no	no	x
Echuca East Primary School	Government	Regional	372	31	yes	no	x
Echuca Primary School	Government	Regional	506	29	yes	no	x
Echuca South Primary School	Government	Regional	282	28	no	no	x
Findon Primary School	Government	Metropolitan	481	13	no	no	x
Forest Street Primary School	Government	Regional	362.4	30	yes	no	x
Gowrie Street Primary School Shepparton	Government	Regional	282.8	71	no	yes	x
Grovedale Primary School	Government	Regional	267	16	no	no	x
Guthridge Primary School	Government	Regional	217	20	yes	no	x
Guthrie Street Primary School Shepparton	Government	Regional	487.1	30	no	no	x
Hastings Westpark Primary School	Government	Metropolitan	156	9	no	yes	x
Healesville Primary School	Government	Metropolitan	360.2	28	no	no	x
Heywood Consolidated School	Government	Regional	176	29	no	no	x
Horsham Primary School	Government	Regional	504.2	12	no	no	x
Horsham West - Haven Primary School	Government	Regional	638	10	no	no	x
Huntly Primary School	Government	Regional	165	18	no	no	x
Iramoo Primary School	Government	Metropolitan	566	30	yes	no	x
Irymple Primary School	Government	Regional	298	21	no	no	x
Kennington Primary School	Government	Regional	567	4	no	no	x
Kerang Primary School	Government	Regional	126.4	6	no	no	x
Kilmore Primary School	Government	Regional	450	12	yes	no	x
Kyabram P-12 College (interim Name)	Government	Regional	1,281.00	38	no	no	x

Focus Schools List	Sector	Geolocation	Total number of students enrolled as of the 2010 August Census	Total number of students enrolled that identify as Aboriginal or Torres Strait Islander	LIT/ NUM	Low SES	RDS
Lakes Entrance Primary School	Government	Regional	265	53	yes	no	x
Lakes Entrance Secondary School	Government	Regional	286.5	30	yes	no	x
Lalor East Primary School	Government	Metropolitan	396	9	no	yes	x
Leopold Primary School	Government	Regional	698.4	11	no	no	x
Lightning Reef Primary School	Government	Regional	201	34	no	merged school. Comet Hill PS yes	x
Lucknow Primary School	Government	Regional	481	22	no	no	x
Lyndale Greens Primary School	Government	Metropolitan	514.4	14	no	no	x
Mahogany Rise Primary School	Government	Metropolitan	174	10	no	yes	x
Maryborough Education Centre	Government	Regional	1,203.30	24	no	yes	x
Meadowglen Primary School	Government	Metropolitan	573	20	yes	no	x
Melrose Primary School	Government	Regional	322	23	no	yes	x
Melton West Primary School	Government	Metropolitan	406	16	no	yes	x
Merbein P-12 College	Government	Regional	723	48	no	no	x
Mildura Primary School (Junior Campus)	Government	Regional	281	74	no	yes	x
Mildura Primary School (Senior Campus)	Government	Regional		18	no	yes	x
Mildura South Primary School	Government	Regional	654	31	no	no	x
Mildura West Primary School	Government	Regional	450	43	yes	no	x
Mill Park Heights Primary School	Government	Metropolitan	1,001.00	15	no	no	x
Moe Primary School	Government	Regional	127	15	no	yes	x
Mooroopna North Primary School	Government	Regional	83	15	no	no	x
Mooroopna Park Primary School	Government	Regional	87	23	no	yes	x
Mooroopna Primary School	Government	Regional	298	54	yes	no	x
Morwell Park Primary School	Government	Regional	343.6	26	no	yes	x
Morwell Primary School	Government	Regional	140	28	no	yes	x
Nathalia Primary School	Government	Regional	153	11	no	no	x
Norris Bank Primary School	Government	Metropolitan	231.4	8	yes	no	x
Northern Bay College- Henty St Campus	Government	Regional	2,263.20	20.2	no	no	x
Northern Bay College- Vermont Avenue campus	Government	Regional		24	no	no	x
Northern Bay College- Wexford Court Campus	Government	Regional		35	no	no	x
Nowa Nowa Primary School	Government	Regional	29	19	no	yes	x
Orbost Primary School	Government	Regional	208	24	no	no	x
Orrvale Primary School	Government	Regional	394.6	14	no	no	x
Pakenham Hills Primary School	Government	Metropolitan	472	10	no	no	x
Penders Grove Primary School	Government	Metropolitan	161.2	16	no	yes	x
Preston North East Primary School	Government	Metropolitan	310	28	no	yes	x
Preston South Primary School	Government	Metropolitan	126	16	no	no	x
Ranfurly Primary School	Government	Regional	440	74	yes	no	x
Rangebank Primary School	Government	Metropolitan	471	8	no	no	x
Reservoir East Primary School	Government	Metropolitan	127	10	no	yes	x
Reservoir Views Primary School	Government	Metropolitan	238.4	13	no	no	x
Robinvale P-12 College	Government	Regional	491.2	117	no	yes	x
Roxburgh Park Primary School	Government	Metropolitan	574.4	14	no	yes	x
Seymour P-12 College (Seymour East PS)	Government	Regional	1,023.50	45.8	no	no	x



Focus Schools List	Sector	Geolocation	Total number of students enrolled as of the 2010 August Census	Total number of students enrolled that identify as Aboriginal or Torres Strait Islander	LIT/ NUM	Low SES	RDS
Seymour P-12 College (Seymour PS)	Government	Regional				no	x
St Albans Meadows Primary School	Government	Metropolitan	358	13	no	yes	x
St Alipius School Ballarat	Catholic	Regional	292	13	no	no	x
St Brendan's School Lakes Entrance	Catholic	Regional	169	9	yes	no	x
St Brigid's School Healesville	Catholic	Metropolitan	216	9	no	no	x
St Catherine's School Melton	Catholic	Metropolitan	408	11	no	no	x
St Georges Road Primary School Shepparton	Government	Regional	336	48	no	no	x
St Joseph's School Collingwood	Catholic	Metropolitan	168	4	no	yes	x
St Mary's School Bairnsdale	Catholic	Regional	353	8	no	no	x
St Mary's School Swan Hill	Catholic	Regional	486	9	no	no	x
St Paul's School Mildura	Catholic	Regional	351	21	yes	no	x
St Peter's School Bendigo	Catholic	Regional	159	37	no	yes	x
Swan Hill North Primary School	Government	Regional	217.8	18.2	yes	no	x
Swan Hill Primary School	Government	Regional	556	60	yes	no	x
Sydenham - Hillside Primary School	Government	Metropolitan	1,508.40	13	no	no	x
Tatura Primary School	Government	Regional	266	15	no	no	x
The Grange P-12 College	Government	Metropolitan	1,948.20	36	no	no	x
Thornbury Primary School	Government	Metropolitan	294	51	no	no	x
Toorloo Arm Primary School	Government	Regional	147	10	no	no	x
Torquay P-9 College	Government	Regional	888	11	no	no	x
Traralgon (Liddiard Road) Primary School	Government	Regional	344.6	22	yes	no	x
Tullamarine Primary School	Government	Metropolitan	269	8	no	no	x
Wallan Primary School	Government	Regional	614	6	no	no	x
Warragul Primary School	Government	Regional	261	6	yes	no	x
Warrnambool East Primary School	Government	Regional	454	30	no	no	x
Warrnambool Primary School	Government	Regional	624.6	17	no	no	x
Warrnambool West Primary School	Government	Regional	219.6	20	no	no	x
Westgrove Primary School	Government	Metropolitan	622	16	no	no	x
Whittington Primary School	Government	Regional	97	10	no	yes	x
Wilmot Road Primary School Shepparton	Government	Regional	244	32	no	yes	x
Winters Flat Primary School	Government	Regional	241	11	no	no	x
Wodonga Primary School	Government	Regional	641	35	no	no	x
Wodonga South Primary School	Government	Regional	473	10	no	no	x
Wodonga West Primary School	Government	Regional	451	21	no	yes	x
Wooranna Park Primary School	Government	Metropolitan	340.8	10	no	yes	x
Yarrawonga College (primary campus)	Government	Regional	867.4	9	no	no	x
Yarrunga Primary School	Government	Regional	253	12	no	yes	x
Yuille Park P-8 Community College	Government	Regional	242	21	no	yes	x

# Queensland Report on Activities and Outcomes

## Introduction

In August 2010, there were 1,702 schools in Queensland, of which 72.6 per cent (1,235) were government schools and 27.4 per cent (467) were non-government schools. Of the 1,702 schools in Queensland in 2010, 1,150 (69.5 per cent) were primary schools, 262 (15.8 per cent) were secondary schools and 242 (14.6 per cent) were combined primary/secondary schools.

Queensland had approximately 725,000 full-time students attending schools in 2010, 20.8 per cent of the Australian total. Of these, 67 per cent attended Queensland government schools and 33 per cent attended non-government schools. For the Aboriginal and Torres Strait Islander student population, the proportion of government school enrolments was approximately 87 per cent of Aboriginal and Torres Strait Islander students, or approximately 8 per cent of the overall government school student population.

In 2010, 47,715 Aboriginal and Torres Strait Islander students attended Queensland schools full time comprising 40,375 in government schools, 4,177 in Catholic schools and 3,163 in independent schools. Of those enrolled in Queensland government schools:

- 44 per cent attended in metropolitan areas
- 13 per cent attended in provincial cities
- 24 per cent attended in rural areas
- 19 per cent attended in remote areas.

The Closing the Gap Education Strategy is the overarching strategy for Aboriginal and Torres Strait Islander education in Queensland state schools. The strategy sets three statewide intermediate targets for closing the gap in education outcomes for Aboriginal and Torres Strait Islander students. These targets are focused on improving the three key foundation areas of achievement, attendance and retention. The three headline targets are:

- halve the gap in Year 3 reading and numeracy by 2012
- close the gap in student attendance by 2013
- close the gap in Year 12 retention by 2013.

Under the Smarter Schools National Partnerships, addressing the education outcomes is a key priority of Queensland implementation plans. Queensland enjoys a productive, effective and respectful working arrangement between all three education sectors: the government schooling system, the Queensland

Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ). The sectors engage in collaborative consultation, decision making and feedback processes, and share information on the development and implementation and outcomes of their initiatives. All three sectors participated in Working Group meetings for the individual Agreements, as well as Smarter Schools Working Group meetings throughout 2010.

## Profile of Focus Schools

In Queensland, there are 268 focus schools – comprising 206 government, 59 Catholic and 3 independent schools. The 206 government schools cater for just over 16,900 Aboriginal and Torres Strait Islander primary school students, which represent almost 72 per cent of the total Aboriginal and Torres Strait Islander primary school enrolments. Over half of the government focus schools are also National Partnership (NP) schools under the Low SES National Partnership (71 focus schools) and the Literacy and Numeracy NP (80 focus schools). Five government schools are also NP schools under the Remote Service Delivery NP. Ten of the Catholic schools are Low SES NP schools and 10 are Literacy and Numeracy NP schools. Two independent schools are both Low SES and Literacy and Numeracy NP schools.

## Queensland Report on Indicators with National Data Sources

### Readiness for School

#### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territory measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection which will be available in 2011.

## Engagement and Connections

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreement in place.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, Queensland will report on this domain in the 2011 Annual Report.

## Attendance

### Performance Indicators

- *Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in schools.*

- *Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.*
- *Retention rates for Aboriginal and Torres Strait Islander students.*
- *Grade progression ratios for Aboriginal and Torres Strait Islanders students.*

### Attendance Rates

Across all sectors Aboriginal and Torres Strait Islander student attendance is generally lower than non-Aboriginal and Torres Strait Islander students.

Aboriginal and Torres Strait Islander student attendance rates are generally better in Catholic sector than they are in government and independent schooling sectors.

Aboriginal and Torres Strait Islander student attendance rates in the government schooling sector decreases in the secondary years of schooling. While the attendance rate of non-Aboriginal and Torres Strait Islander students in government schools also decreases during secondary years of schooling, the rate of decrease for Aboriginal and Torres Strait Islander secondary students is much more pronounced. As a consequence, the gap in student attendance rates between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students is also largest in government schools, particularly in Years 9 and 10.

**Table QLD1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)**

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
<b>Government</b>												
Aboriginal and Torres Strait Islander	86	87	87	88	88	88	88	83	79	77	n/a	n/a
Non-Aboriginal and Torres Strait Islander	93	93	93	93	93	93	93	91	89	87	n/a	n/a
<b>Total</b>	92	93	93	93	93	93	92	90	88	87	n/a	n/a
<b>Catholic</b>												
Aboriginal and Torres Strait Islander	90	90	91	90	89	91	91	91	91	87	n/a	74
Non-Aboriginal and Torres Strait Islander	94	94	95	95	95	95	95	95	94	93	n/a	68
<b>Total</b>	94	94	94	94	98	95	95	95	94	93	n/a	72
<b>Independent</b>												
Aboriginal and Torres Strait Islander	89	87	90	90	90	88	90	89	89	84	88	74
Non-Aboriginal and Torres Strait Islander	93	94	94	94	94	95	94	94	94	93	94	73
<b>Total</b>	93	94	94	94	94	94	94	94	94	93	94	74

n/a not available

Source: ACARA data (unpublished)

## Enrolment to Population Ratio

The enrolment to population ratio of Aboriginal and Torres Strait Islander children in Queensland indicates that the proportion of Aboriginal and Torres Strait Islander children aged 6-15 enrolled in school is over 100 per cent.

However, this should be treated with caution as the ABS estimated that in Queensland the Aboriginal and Torres Strait Islander population was under-enumerated by 12.5 per cent in the 2006 Census.

## Apparent Retention Rates

Apparent retention rates are generally lower for Aboriginal and Torres Strait Islander students compared with non-Aboriginal and Torres Strait Islander students.

However, apparent retention rates are better for Aboriginal and Torres Strait Islander students from Years 7/8 to Year 10 than they are for Year 7/8 to Year 12 consequently the gap between both groups is considerably larger for Year 7/8 to Year 12.

**Table QLD3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, all schools, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	99.6	102.0
Year 7/8 – Year 12	62.3	83.8

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), Schools, Australia, 2010 (Cat.No.4221.0)

**Table QLD2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

Aboriginal and Torres Strait Islander children	Qld	Australia
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	39,353	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	38,000	129,308
Proportion of 6–15 year old population enrolled in school	103.6%	103.6%
Non-Aboriginal and Torres Strait Islander children <sup>(d)</sup>		
Number of children aged 6–15 years enrolled in school	543,096	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	552,574	2,657,227
Proportion of 6–15 year old population enrolled in school	98.3%	98.7%

Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006-2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

**Table QLD4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	101.4	100.6
Year 9 to Year 10	98.5	101.0
Year 10 to Year 11	82.8	94.4
Year 11 to Year 12	76.1	87.7

Source: ABS, NSSC Table 40a, Full-time students - by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

## Apparent Grade Progression Ratios

Apparent grade progression rates are generally better in the Year 8 to 9 and Year 9 to 10 for both groups of students and the rates for Aboriginal and Torres Strait Islander students are generally lower (except for Year 8 to Year 9).

The greatest disparity in the gap between both groups is in later years of secondary schools from Year 10 to Year 11 and Year 11 to Year 12.

## Literacy and Numeracy

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.
- Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.

## NAPLAN Outcomes

Generally, 2010 NAPLAN outcomes for Aboriginal and Torres Strait Islander students are lower than those for non-Aboriginal and Torres Strait Islander students.

For Reading the disparity is greatest in Year 9 and lowest in Year 7.

For Writing the disparity is greatest in Year 9 and lowest in Year 3.

For Numeracy the disparity is greatest in Year 5 and lowest in Year 7.

**Table QLD5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, Queensland, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	77.4	66.4	80.5	65.8
Non-Aboriginal and Torres Strait Islander	93.2	90.0	95.7	91.2
Gap	15.8	23.6	15.2	25.4
Aboriginal and Torres Strait Islander confidence intervals	± 2.2	± 3.0	± 2.3	± 3.0
<b>Writing</b>				
Aboriginal and Torres Strait Islander	81.2	71.3	76.1	64.9
Non-Aboriginal and Torres Strait Islander	94.8	92.0	93.5	88.2
Gap	13.6	20.7	17.4	23.3
Aboriginal and Torres Strait Islander confidence intervals	± 2.3	± 3.2	± 2.8	± 3.0
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	79.7	73.5	82.5	74.5
Non-Aboriginal and Torres Strait Islander	94.5	94.1	96.4	94.5
Gap	14.8	20.6	13.9	20.0
Aboriginal and Torres Strait Islander confidence intervals	± 2.5	± 3.1	± 2.2	± 2.9

Note: The confidence intervals for 2010 in this table are specifically for Queensland.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

## 2010 NAPLAN Data by Geolocation

**Table QLD6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	Queensland		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan	79.3	93.9	83.1	95.3
Provincial	81.3	91.7	81.5	94.1
Remote	70.4	93.0	65.6	92.6
Very Remote	63.8	90.5	43.9	90.1
<b>Year 5</b>				
Metropolitan	73.6	90.6	77.0	93.2
Provincial	70.1	88.8	72.8	91.5
Remote	49.0	85.9	51.2	87.8
Very Remote	37.0	88.1	26.5	88.3
<b>Year 7</b>				
Metropolitan	85.3	95.8	85.0	96.0
Provincial	83.6	95.3	82.3	95.7
Remote	65.2	94.6	65.9	95.7
Very Remote	57.8	94.4	38.6	94.7
<b>Year 9</b>				
Metropolitan	70.3	91.6	71.2	92.5
Provincial	66.9	90.4	68.1	91.6
Remote	51.6	86.1	50.9	88.4
Very Remote	33.9	81.5	24.2	85.2
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan	83.6	95.1	87.4	96.7
Provincial	86.2	93.8	87.1	96.2
Remote	71.6	96.0	71.9	96.3
Very Remote	64.4	92.5	41.2	94.3
<b>Year 5</b>				
Metropolitan	78.4	92.4	81.9	94.8
Provincial	74.6	91.1	77.6	93.3
Remote	53.9	89.7	55.4	89.9
Very Remote	43.2	92.1	28.2	90.0
<b>Year 7</b>				
Metropolitan	81.2	93.9	79.9	94.4
Provincial	79.3	92.7	75.5	92.3
Remote	59.5	91.2	55.6	92.4
Very Remote	52.4	90.4	28.3	90.8
<b>Year 9</b>				
Metropolitan	69.8	88.9	67.5	89.6
Provincial	65.5	86.6	61.9	86.1
Remote	49.6	80.0	44.4	82.4
Very Remote	32.4	81.1	18.7	80.6
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan	82.3	94.8	84.1	95.5
Provincial	84.7	93.6	82.5	94.8
Remote	69.7	94.9	71.7	94.8
Very Remote	62.6	91.7	45.2	92.6
<b>Year 5</b>				
Metropolitan	80.6	94.5	81.7	95.3
Provincial	77.6	93.5	78.0	94.3
Remote	55.9	91.1	57.9	92.1
Very Remote	43.1	92.4	32.5	92.1
<b>Year 7</b>				
Metropolitan	86.6	96.6	85.0	96.3
Provincial	86.6	96.0	82.3	95.6
Remote	64.9	95.4	64.1	95.8
Very Remote	61.2	95.3	41.9	95.1
<b>Year 9</b>				
Metropolitan	77.8	94.7	77.4	94.6
Provincial	76.8	94.1	74.2	93.7
Remote	59.0	92.2	56.6	91.8
Very Remote	45.4	87.9	32.7	90.0

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

The NAPLAN outcomes for Aboriginal and Torres Strait Islander students in remote and very remote locations are generally lower than for students from metropolitan and provincial locations.

Consequently, the greatest disparity in all three year levels and across all three strands is greatest for Aboriginal and Torres Strait Islander students in very remote locations.

## 2010 NAPLAN Data and 2010 Progress Points for Queensland

One of the COAG 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in Reading, Writing and Numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed. The progress points for Queensland are provided in Table QLD7.

## Overall NAPLAN Outcomes

Generally, 2010 NAPLAN outcomes for Aboriginal and Torres Strait Islander students are lower than those for non-Aboriginal and Torres Strait Islander students.

## NAPLAN Participation

Generally, the participation rates of Aboriginal and Torres Strait Islander students were lower than non-Aboriginal and Torres Strait Islander students in Queensland.

The participation of Aboriginal and Torres Strait Islander students in Queensland was lowest in Year 9 across all three domains.

Consequently the greatest disparity in the gap was also in Year 9 across all three domains.

However, the participation of Queensland Aboriginal and Torres Strait Islander students was higher than the Australian average

**Table QLD7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	66.2	62.9	74.8	70.0	77.2	72.0	72.3	61.8	75.5	69.5	81.8	73.2
Target 2018	88.7	88.8	89.4	81.0	93.6	90.8	86.5	73.6	93.3	92.0	92.4	83.5

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

**Table QLD8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions and assessed students, in Queensland and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	Qld	Aust.	Qld	Aust.	Qld	Aust.	Qld	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	93.4	89.9	94.1	91.2	93.8	89.1	86.4	79.7
Non-Aboriginal and Torres Strait Islander	96.3	96.1	96.8	96.6	96.9	96.5	94.1	93.7
<b>Writing</b>								
Aboriginal and Torres Strait Islander	94.3	90.3	94.1	91.0	94.0	89.5	86.9	80.2
Non-Aboriginal and Torres Strait Islander	96.3	96.0	96.8	96.5	96.9	96.5	94.5	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	92.8	89.1	92.7	90.0	93.0	88.6	86.0	78.8
Non-Aboriginal and Torres Strait Islander	96.1	95.8	96.5	96.3	96.6	96.2	93.8	93.3

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010



for Aboriginal and Torres Strait Islander students in all Year levels and across all three domains.

## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- *Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.*
- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*
- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

Under the National Alliance for Remote Indigenous Schools (NARIS), the Queensland Department of Education and Training is working with education departments in the Northern Territory, New South Wales, Western Australia and South Australia to improve distribution of teachers and school leaders in remote Indigenous communities across Australia.

The Queensland Department of Education and Training (DET) and the Australian Institute for Teaching and School Leadership (AITSL) will work in partnership during 2011 and 2012 to assist universities to adequately prepare pre-service teachers in Australia to teach Aboriginal and Torres Strait Islander students and Aboriginal and Torres Strait Islander cultures, histories and perspectives in accordance with the National Professional Standards for Teachers.

## Pathways to Real Post-School Options

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

Although the performance indicator for this domain cites a national data source, there is no publically available national level data for 2010.

The Queensland Department of Education and Training will be leading the development of National Collaborative Action 47 and will begin by considering possible options to implement action.

## Indigenous Education Consultative Body's (IECB) Feedback

The Queensland Indigenous Education Consultative Committee (QIECC) is the peak advisory committee to the State Minister for Education and Training, and the Commonwealth Minister for School Education, Early Childhood and Youth on matters relating to education and training for Aboriginal and Torres Strait Islander peoples. Through wide consultation with Aboriginal and Torres Strait Islander peoples and communities, the QIECC provides expert advice to both Ministers and their respective departments.

In 2010, the QIECC worked closely with the Department and other education and training providers to progress the actions in the *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*. For example, the QIECC was instrumental in the establishment of the Moving Together project, have been actively involved in the Parental and Community Engagement (PACE) Program, and have taken a leading role in the Department's review of the Award of the Aboriginal and Torres Strait Islander Community Education Counsellors.

The QIECC has continued to regularly meet and provide advice to the Queensland Minister for Education and with senior Departmental, Catholic and independent education officials.

The QIECC held three community forums in 2010—the transitioning and mobility of students through education (Logan, April 2010, and Townsville, June 2010) and Government and Community Partnerships (Roma, August 2010). These forums influence the work of the QIECC and its feedback to government, which in turn influences policy and future engagement with Aboriginal and Torres Strait Islander communities.

With regard to feedback on this report, from the national perspective the IECBs provided overall feedback directly to the Commonwealth in July 2010.

It is noted by the QIECC that the independent schools sector has provided no information in this report and that QCEC has reported in most areas.

## Readiness for School

### Pre-prep in 35 Aboriginal and Torres Strait Islander Communities

Does the Department of Education and Training (DET) have any plans to increase this service to other areas in the State (particularly in the South East corner)?

### Aboriginal and Torres Strait Islander Children and Family Centres

QIECC commends the Department on the implementation of these children and family centres. The implementation process has been guided by a group of Aboriginal and Torres Strait Islander experts in a genuine partnership.

Are there any specific strategies in the early years centres that encourage Aboriginal and Torres Strait Islander parents and their children to access these services as well?

Departmental response: In response to these comments and queries by the QIECC, the relevant sections of this report were amended.

## Engagement and Connections

### Sports Program to Improve Engagement and Attendance

The QIECC believes that Former Origin Greats (FOGS) programs are more about student attendance and outcomes rather than

engagement and connections and they are more about male students than female students.

Departmental response: The Department views the FOGS program as being about both attendance and engagement. There are various programs to enhance engagement and connections that target diverse needs and interests.

## Literacy and Numeracy

### Whole-of-School Approaches

The Principals as Literacy Leaders with Aboriginal and Torres Strait Islander Communities (PALLIC) project – Is this project going to include Catholic and independent schools as well?

Departmental response: The PALLIC program is a national program and includes all schooling sectors.

### Leadership, Quality Teacher and Workforce Development

The Department could consider and include here any programs specifically related to Aboriginal and Torres Strait Islander leadership, quality teaching and workforce development.

Departmental response: In response to this suggestion, additional information was incorporated into the relevant section of this report.

## Pathways to Real Post-School Options

### Learn Earn Legend Destinations Initiatives

This project has been very slow to include QCEC and independent schools and to effectively engage Aboriginal and Torres Strait Islander parents and communities.

Improvements are now evident.

Departmental response: Noted

## Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Low SES NP	Lit Num NP	RSD
Acacia Ridge State School	Government	Metropolitan	283	56	X		
Aitkenvale State School	Government	Metropolitan	431	72		X	
Allentown State School	Government	Provincial City	408	50	X	X	
Annandale State School	Government	Metropolitan	921	41			
Atherton State School	Government	Rural	691	144		X	
Ayr East State School	Government	Rural	582	61		X	
Babinda State School	Government	Rural	245	65			
Balaclava State School	Government	Metropolitan	249	144	X		
Baralaba State School	Government	Rural	88	45			
Barkly Highway State School	Government	Remote	529	132			
Beachmere State School	Government	Metropolitan	410	25		X	
Beaconsfield State School	Government	Provincial City	496	64		X	
Bentley Park College	Government	Metropolitan	1,681	375			
Berrinba East State School	Government	Metropolitan	466	39	X		
Berserker Street State School	Government	Provincial City	434	119	X		
Biggera Waters State School	Government	Metropolitan	878	21			
Biloela State School	Government	Rural	385	54			
Blackwater North State School	Government	Rural	464	33		X	
Blackwater State School	Government	Rural	243	41			
Blair State School	Government	Metropolitan	352	44			
Bloomfield River State School	Government	Remote	51	44			
Bluewater State School	Government	Rural	261	25			
Bohlevale State School	Government	Metropolitan	739	102			
Boondall State School	Government	Metropolitan	699	34			
Boronia Heights State School	Government	Metropolitan	683	32		X	
Boulia State School	Government	Remote	39	32			
Bowen State School	Government	Rural	420	53	X		
Brassall State School	Government	Metropolitan	724	81		X	
Bray Park State School	Government	Metropolitan	597	42			
Bribie Island State School	Government	Metropolitan	689	64		X	
Browns Plains State School	Government	Metropolitan	575	38		X	
Bundaberg West State School	Government	Provincial City	289	59	X		
Bundamba State School	Government	Metropolitan	539	71	X	X	
Burketown State School	Government	Remote	36	32			
Burnside State School	Government	Metropolitan	413	38		X	
Bwgcolman Community School	Government	Remote	239	237	X		
Cairns West State School	Government	Metropolitan	520	348	X		
Camooweal State School	Government	Remote	42	36			
Caravonica State School	Government	Metropolitan	382	54		X	
Carole Park State School	Government	Metropolitan	247	53	X		
Charleville State School	Government	Remote	221	63		X	
Charters Towers Central State School	Government	Rural	149	55	X		
Cherbourg State School	Government	Rural	134	134	X	X	
Chinchilla State School	Government	Rural	456	47		X	
Cloncurry State School	Government	Remote	369	200		X	

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Low SES NP	Lit Num NP	RSD
Cooktown State School	Government	Remote	411	164	X		
Cranbrook State School	Government	Metropolitan	627	85			
Crescent Lagoon State School	Government	Provincial City	431	91			
Crestmead State School	Government	Metropolitan	929	48	X		
Croydon State School	Government	Remote	29	19			
Cunnamulla State School	Government	Remote	133	112	X		
Currajong State School	Government	Metropolitan	601	97			
Dajarra State School	Government	Remote	41	38			
Dalby South State School	Government	Rural	615	76		X	
Dalby State School	Government	Rural	518	77		X	
Darling Heights State School	Government	Provincial City	560	61			
Deception Bay North State School	Government	Metropolitan	589	77	X		
Denison State School	Government	Rural	464	32			
Doomadgee State School	Government	Remote	252	247	X		X
Drayton State School	Government	Provincial City	301	21			
Eagleby South State School	Government	Metropolitan	277	35	X		
Eagleby State School	Government	Metropolitan	335	20	X		
East Brisbane State School	Government	Metropolitan	227	41		X	
Eidsvold State School	Government	Rural	64	48			
Eimeo Road State School	Government	Provincial City	762	72		X	
Emerald North State School	Government	Rural	270	37			
Garbutt State School	Government	Metropolitan	139	104	X	X	
Gatton State School	Government	Rural	640	25		X	
Gladstone South State School	Government	Provincial City	302	55			
Glenmore State School	Government	Provincial City	498	124		X	
Goondiwindi State School	Government	Rural	595	82		X	
Gordonvale State School	Government	Metropolitan	544	180		X	
Gracemere State School	Government	Provincial City	218	41		X	
Greenbank State School	Government	Metropolitan	1,050	19			
Gympie South State School	Government	Rural	434	33			
Happy Valley State School	Government	Remote	304	61		X	
Harlaxton State School	Government	Provincial City	142	66	X		
Harris Fields State School	Government	Metropolitan	485	46	X	X	
Harristown State School	Government	Provincial City	382	92			
Healy State School	Government	Remote	179	86			
Heatley State School	Government	Metropolitan	617	194		X	
Herberton State School	Government	Rural	179	49	X		
Hercules Road State School	Government	Metropolitan	858	35		X	
Hermit Park State School	Government	Metropolitan	462	32			
Hopevale State School	Government	Remote	123	123	X		X
Hughenden State School	Government	Remote	199	52	X	X	
Humpybong State School	Government	Metropolitan	731	39		X	
Inala State School	Government	Metropolitan	458	83	X		
Ingham State School	Government	Rural	426	81			
Innisfail East State School	Government	Rural	187	83	X	X	
Innisfail State School	Government	Rural	179	108	X	X	
Ipswich Central State School	Government	Metropolitan	608	46			

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Low SES NP	Lit Num NP	RSD
Ipswich East State School	Government	Metropolitan	522	62		X	
Ipswich North State School	Government	Metropolitan	136	43	X		
Ipswich West State School	Government	Metropolitan	160	21	X		
Isabella State School	Government	Metropolitan	526	141		X	
Kallangur State School	Government	Metropolitan	728	49		X	
Kawana Waters State College	Government	Metropolitan	1,321	59		X	
Kawungan State School	Government	Provincial City	967	41		X	
Kelso State School	Government	Metropolitan	478	99			
Kingston State School	Government	Metropolitan	567	86	X	X	
Kippa-Ring State School	Government	Metropolitan	449	39		X	
Kirwan State School	Government	Metropolitan	791	84			
Kowanyama State School	Government	Remote	164	161	X	X	
Kruger State School	Government	Metropolitan	919	74			
Kuranda District State College	Government	Rural	410	143			
Kurwongbah State School	Government	Metropolitan	818	25			
Laidley District State School	Government	Rural	592	50			
Lakes Creek State School	Government	Provincial City	195	36		X	
Lawnton State School	Government	Metropolitan	187	16		X	
Leichhardt State School	Government	Metropolitan	219	53	X		
Lockhart State School	Government	Remote	104	103	X	X	
Mabel Park State School	Government	Metropolitan	713	73	X		
Mackay Central State School	Government	Provincial City	199	53			
Mackay North State School	Government	Provincial City	363	53			
Mareeba State School	Government	Rural	703	212	X		
Marsden State School	Government	Metropolitan	988	81	X		
Maryborough Central State School	Government	Rural	301	49	X		
Millchester State School	Government	Rural	247	46			
Mitchell State School	Government	Remote	132	42	X	X	
Mitchelton State School	Government	Metropolitan	376	27			
Morayfield East State School	Government	Metropolitan	983	39		X	
Morayfield State School	Government	Metropolitan	598	80	X	X	
Moreton Downs State School	Government	Metropolitan	740	32			
Mornington Island State School	Government	Remote	237	235	X		X
Mossman State School	Government	Rural	234	129			X
Mount Archer State School	Government	Provincial City	752	125		X	
Mount Garnet State School	Government	Remote	83	50		X	
Mount Isa Central State School	Government	Remote	209	66		X	
Mount Morgan Central State School	Government	Rural	245	72	X	X	
Mount Warren Park State School	Government	Metropolitan	777	50			
Mundingburra State School	Government	Metropolitan	595	75			
Murgon State School	Government	Rural	258	116	X		
Nambour State School	Government	Metropolitan	453	45		X	
Nanango State School	Government	Rural	523	35	X	X	
Nerang State School	Government	Metropolitan	371	30			
Newtown State School	Government	Provincial City	290	69		X	
Normanton State School	Government	Remote	190	170	X		
North Lakes State College	Government	Metropolitan	2,887	65			

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Low SES NP	Lit Num NP	RSD
Northern Peninsula Area State College	Government	Remote	543	512	X		
Oakey State School	Government	Rural	363	76	X		
Oonoonba State School	Government	Metropolitan	439	34			
Park Avenue State School	Government	Provincial City	163	56			
Parkhurst State School	Government	Provincial City	254	11			
Parramatta State School	Government	Metropolitan	422	265	X		
Pialba State School	Government	Provincial City	617	132			
Pormpuraaw State School	Government	Remote	91	88			
Railway Estate State School	Government	Metropolitan	192	25			
Rasmussen State School	Government	Metropolitan	471	205		X	
Ravenshoe State School	Government	Rural	401	128	X	X	
Redbank Plains State School	Government	Metropolitan	869	42		X	
Redbank State School	Government	Metropolitan	221	27	X		
Redlynch State College	Government	Metropolitan	1,498	98			
Richlands East State School	Government	Metropolitan	343	62	X		
Richmond Hill State School	Government	Rural	364	69			
Riverview State School	Government	Metropolitan	265	54	X		
Rockville State School	Government	Provincial City	103	45	X		
Roma State College	Government	Rural	911	156		X	
Rosewood State School	Government	Rural	294	44		X	
Sandgate State School	Government	Metropolitan	292	24		X	
Southport State School	Government	Metropolitan	590	32		X	
St George State School	Government	Remote	229	119		X	
Stafford State School	Government	Metropolitan	275	32			
Sunbury State School	Government	Rural	315	43	X		
Sunset State School	Government	Remote	314	241	X	X	
Taabinga State School	Government	Rural	585	26			
Tagai State College	Government	Remote	1,616	1549	X		
Tannum Sands State School	Government	Provincial City	630	36			
Tara Shire State College	Government	Rural	369	51	X		
Taranganba State School	Government	Rural	786	65			
Thabeban State School	Government	Provincial City	243	62	X		
The Hall State School	Government	Provincial City	318	41			
Tin Can Bay State School	Government	Rural	423	35	X	X	
Townview State School	Government	Remote	388	204		X	
Trinity Beach State School	Government	Metropolitan	745	63			
Tully State School	Government	Rural	296	73			
Upper Coomera State College	Government	Metropolitan	2,559	63			
Urangan Point State School	Government	Provincial City	301	26	X		
Victoria Park State School	Government	Provincial City	650	68			
Victoria Point State School	Government	Metropolitan	740	34		X	
Vincent State School	Government	Metropolitan	211	116	X	X	
Walkervale State School	Government	Provincial City	557	56	X	X	
Waraburra State School	Government	Provincial City	340	72			
Warwick Central State School	Government	Rural	208	45	X	X	
Waterford State School	Government	Metropolitan	590	33		X	
Waterford West State School	Government	Metropolitan	606	84	X		

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Low SES NP	Lit Num NP	RSD
Watson Road State School	Government	Metropolitan	235	38	X		
Weir State School	Government	Metropolitan	834	196			
Western Cape College	Government	Remote	1138	711		X	
White Rock State School	Government	Metropolitan	422	178		X	
Whitfield State School	Government	Metropolitan	857	223			
William Duncan State School	Government	Metropolitan	659	31			
Wilsonton State School	Government	Provincial City	505	86		X	
Wondai State School	Government	Rural	215	34	X	X	
Wondall Heights State School	Government	Metropolitan	589	40		X	
Woodridge North State School	Government	Metropolitan	503	56	X		
Woodridge State School	Government	Metropolitan	653	64	X		
Woorabinda State School	Government	Rural	145	145	X		
Woree State School	Government	Metropolitan	855	285		X	
Worongary State School	Government	Metropolitan	768	29			
Wulguru State School	Government	Metropolitan	446	89			
Wynnum West State School	Government	Metropolitan	491	42		X	
Yarrabah State School	Government	Rural	435	435	X		
Yeppoon State School	Government	Rural	368	25			
Yugumbir State School	Government	Metropolitan	1,055	27			
Zillmere State School	Government	Metropolitan	94	33			
Aboriginal & Islander Independent Community School	Independent	Metropolitan	204	185			
Christ the King Catholic Primary School	Catholic	Metropolitan	229	20	X		
Columba Catholic College (Mount Carmel Campus)	Catholic	Rural	376	59		X	
Columba Catholic College (St Mary's Campus)	Catholic	Rural	210	9	X		
Djarragun College	Independent	Metropolitan	632	606	X	x	
Emmaus College (Yaamba Road Campus)	Catholic	Provincial City	716	39			
Good Counsel Primary School (Innisfail)	Catholic	Rural	305	31			
Good Shepherd Catholic College	Catholic	Remote	387	63			
Good Shepherd Catholic Community School (Rasmussen)	Catholic	Metropolitan	411	39		X	
Holy Rosary Primary School (Windsor)	Catholic	Metropolitan	61	37		X	
Holy Spirit School (Cranbrook)	Catholic	Metropolitan	859	31			
MacKillop Catholic Primary School (Andergrove)	Catholic	Provincial City	333	21			
Mount Isa Flexible Learning Centre	Catholic	Remote	37	31			
Mount St Bernard College (Herberton)	Catholic	Rural	148	90	X		
Our Lady Help of Christians School (Earlville)	Catholic	Metropolitan	536	49		X	
Our Lady of the Sacred Heart School (Hammond Island)	Catholic	Remote	19	19			
Our Lady of the Sacred Heart School (Thursday Island)	Catholic	Remote	75	47	X		
Ryan Catholic College (Townsville)	Catholic	Metropolitan	1,928	71			
Sacred Heart Primary School (Cunnamulla)	Catholic	Remote	87	33	X		
Sacred Heart School	Catholic	Metropolitan	581	22			



School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Low SES NP	Lit Num NP	RSD
Saint Mary's Catholic College	Catholic	Rural	328	27			
Shalom Christian College	Independent	Metropolitan	325	325	X	X	
Southern Cross Catholic College (Kippa Ring Prim)	Catholic	Metropolitan	336	5			
Southern Cross Catholic College (Scarborough Sec)	Catholic	Metropolitan	1,096	26			
Southern Cross Catholic College (Woody Point Prim)	Catholic	Metropolitan	192	7			
St Anthony's Catholic Primary School (North Rockhampton)	Catholic	Provincial City	596	29			
St Augustine's School (Mossman)	Catholic	Rural	172	15			
St Brendan's College (Yeppoon)	Catholic	Rural	636	89			
St Columban's College (Caboolture)	Catholic	Metropolitan	909	24			
St Eugene College	Catholic	Metropolitan	865	25			
St Francis' College (Marsden)	Catholic	Metropolitan	773	49			
St Francis Xavier's School (Goodna)	Catholic	Metropolitan	472	24		X	
St Francis Xavier's School (Manunda)	Catholic	Metropolitan	598	34			
St John's School (Roma)	Catholic	Rural	720	39			
St Joseph's School (Cairns)	Catholic	Metropolitan	383	50			
St Joseph's School (Cloncurry)	Catholic	Remote	117	18		X	
St Joseph's School (Mount Isa)	Catholic	Remote	412	21		X	
St Joseph's School (Murgon)	Catholic	Rural	164	53	X		
St Joseph's School (Rockhampton, Park Avenue)	Catholic	Provincial City	362	40		X	
St Kieran's School (Mount Isa)	Catholic	Remote	193	35			
St Mary's Catholic College (Woree)	Catholic	Metropolitan	812	39			
St Mary's Catholic Primary School (Rockhampton North)	Catholic	Provincial City	254	25			
St Mary's Primary School (Ipswich)	Catholic	Metropolitan	614	23			
St Mary's School (Beauesert)	Catholic	Rural	342	18			
St Mary's School (Charleville)	Catholic	Remote	180	29			
St Michael's School (Gordonvale)	Catholic	Metropolitan	203	19			
St Michael's School (Palm Island)	Catholic	Remote	152	150	X	X	
St Monica's School (Oakey)	Catholic	Rural	207	22	X		
St Paul's School (Woodridge)	Catholic	Metropolitan	231	22	X		
St Peter Claver College (Riverview)	Catholic	Metropolitan	917	61			
St Saviour's College (Toowoomba)	Catholic	Provincial City	378	37			
St Saviour's Primary School (Toowoomba)	Catholic	Provincial City	415	8			
St Therese's School (Edmonton)	Catholic	Metropolitan	650	22			
St Thomas' School (Mareeba)	Catholic	Rural	472	29			
St Ursula's College	Catholic	Rural	426	28			
St William's Primary School (Grovely)	Catholic	Metropolitan	481	18			
The Cathedral College	Catholic	Provincial City	823	46			
The Centre Education Programme	Catholic	Metropolitan	138	43	X		
The Marian School (Currajong)	Catholic	Metropolitan	408	25		X	
Townsville Flexible Learning Centre	Catholic	Metropolitan	92	49			
Xavier Catholic College	Catholic	Provincial City	1,131	25			
Youth and Community Learning Centre	Catholic	Provincial City	23	18			

## Chapter 8

# Western Australia Report on Activities and Outcomes

## Introduction

In Western Australia in Semester 2, 2010, there were 389,381 students enrolled in 1,110 schools. This compares with 385,234 students enrolled in 1,117 schools in 2009. There were 25,111 Aboriginal and Torres Strait Islander students in Western Australian schools in Semester 2, 2010. Government schools enrolled 21,147 Aboriginal and Torres Strait Islander students, accounting for approximately 82.4 per cent of all Aboriginal and Torres Strait Islander students enrolled in school education. Government schools also enrolled approximately 75 per cent of all students in regional and remote areas of Western Australia. Because of the role schools play in promoting community cohesion and development, the Department of Education maintains a presence in many very remote locations where it is costly to provide services.

In the Catholic system there is a strong commitment to Aboriginal and Torres Strait Islander education. The Catholic system supports 13 schools in the Kimberley region, which have predominantly, or 100 per cent, Aboriginal and Torres Strait Islander student cohort. Many of these are sole provider schools. Additionally, the Catholic Education Office of Western Australia (CEOWA) runs the only all Aboriginal and Torres Strait Islander secondary school in Perth at Clontarf Aboriginal College.

In the independent sector there are 14 Aboriginal and Torres Strait Islander schools including nine in the remote areas of the Kimberley and Pilbara, one outside Meekatharra, two in the Goldfields and one outside Esperance. Many 'mainstream' independent schools in Perth and rural areas have Aboriginal and Torres Strait Islander students enrolled. Approximately 160 Aboriginal and Torres Strait Islander students are enrolled in boarding schools in the sector. The remote Aboriginal Independent Community (AIC) Schools in the Kimberley and the Pilbara are sole education providers for the communities they serve, and have a 100 per cent Aboriginal and Torres Strait Islander student cohort.

Western Australia is addressing the educational outcomes of Aboriginal and Torres Strait Islander students using a coordinated and targeted approach across mainstream and Aboriginal and Torres Strait Islander-specific programs and strategies. The Western Australian implementation plans for national partnership agreements include a focus on Aboriginal and Torres Strait Islander students, disadvantaged schools, students not meeting minimum standards in literacy and

numeracy, and students whose first language is not Standard Australian English. Targeted support will provide flexibility, incentives and additional resources to identified schools under the Early Childhood, Smarter Schools and Youth Attainment and Transitions National Partnership Agreements.

Western Australia has established a Cross-Sectoral Governance Group to facilitate the planning and implementation of national partnerships. The group will focus on strategies linking government and non-government school sectors to maintain a strategic approach and reduce duplication of effort. All sectors support the actions under each domain of the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* and, wherever possible, will encourage and support schools to incorporate key actions into their whole school planning processes.

Western Australia did not formally commence specific focus school action until the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* received official endorsement from the Council of Australian Governments (COAG). Formal activity to meet the intent of the Plan commenced from 31 May 2011.

## Profile of Focus Schools

There are 98 focus schools in Western Australia, comprising 70 government schools, 15 Catholic schools and 13 independent schools. Of these, 95 are primary schools and three are secondary. Many of these schools are receiving, or will receive, support through the Low SES or the Literacy and Numeracy National Partnership Agreements.

Focus schools had 9,179 Aboriginal and Torres Strait Islander students enrolled in Semester 2, 2010, which is 54 per cent of the total enrolment in these schools. These students represent 37 per cent of all Aboriginal and Torres Strait Islander students in Western Australian schools.

The distribution of government focus schools is predominately in remote and very remote geolocations, with 77 per cent of focus schools in these areas. In the Catholic system, there is a strong emphasis on the Kimberley schools, with 12 included as focus schools. Aboriginal and Torres Strait Islander enrolments are very high and in many cases, 100 per cent of the cohort. Eight of the independent focus schools are in the Kimberley and Pilbara region. Service delivery in remote and very remote areas of Western Australia can be very costly.

Focus schools are encouraged to use flexible and innovative approaches to address the education needs of Aboriginal and Torres Strait Islander students. The best results are often achieved when principals work with communities to build shared ownership in addressing local issues, and devote time and energy to ensure teachers adopt the most effective teaching strategies for working with Aboriginal and Torres Strait Islander students.

## Western Australia Report on Indicators with National Data Sources

### Readiness for School

#### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territory measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care. The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection, which will be available in 2011.

In 2010, Western Australia contributed to national collaborative effort in early childhood education, including representation on committees. In addition, schools participated in the National Early Childhood Workforce Census conducted in July 2010 across Australia.

Implementation of on-entry assessment for pre-primary students in public schools began on a limited basis in 2010 following the establishment of a licence agreement with the Department of Education and Early Childhood Development in Victoria for use of their Online Interviews for English and Mathematics.

## Engagement and Connections

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreement in place.*

In 2010, Western Australia participated in the Aboriginal and Torres Strait Islander Education Working Group - Inter-Sectoral Consultation to identify the inter-sectoral interventions and strategies required if children and young people are to achieve the development and learning outcomes under the national *Aboriginal and Torres Strait Islander Education Action Plan 2010 - 2014*. The Working Group also considered how these inter-sectoral strategies and interventions support and complement the school-based interventions and strategies identified in the Plan.

## Attendance

### Performance Indicators

- *Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in schools.*
- *Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.*
- *Retention rates for Aboriginal and Torres Strait Islander students.*
- *Grade progression ratios for Aboriginal and Torres Strait Islanders students.*

The Department of Education is managing the development of the Tri-Border Attendance Strategy, which tracks the attendance, enrolments and academic achievement of students in the border regions of Western Australia, Northern Territory and South Australia. This strategy is improving the ability of schools to locate students as they move across the borders and facilitates the sharing of relevant educational information. There are 404 schools from the government and non-government sectors participating. The strategy will promote better understanding of the movements of transient students to enable resources to be more effectively distributed.

In all 13 Kimberley schools, CEOWA has begun implementing the Tri-border Agreement attendance monitoring strategy in collaboration with government and independent schools, and eventually involving the Northern Territory and South Australia with support also from the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR). The AIC Schools of the Kimberley, with the support of the 'Kimberley Success Zone' Project are working towards full implementation of the Tri-border attendance monitoring strategy in collaboration with government and Catholic schools.

## Attendance Rates

The attendance rates for Aboriginal students are lower than those of non-Aboriginal students in all cases. This remains an area of concern. Regular attendance is critical to improved literacy and numeracy achievement.

## Enrolment to Population Ratio

There was a severe undercount of the Aboriginal and Torres Strait Islander population in Western Australia for the 2006 Census. This has flow through effects to the estimate of population in the *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021*. These problems apply particularly to the Western Australian Indigenous estimated resident population (ERP) and cause difficulties in

using the experimental ERPs in any participation calculations. The experimental estimates of ERPs are in ABS Cat. No. 3238 (see 3238.0.55.001 Technical notes, for details), and these are the result of Bayesian smoothing of earlier estimates of the Indigenous undercount in the 2006 Census (see the ABS Cat. No. 2940.0 analysis of the Post Enumeration Survey and the estimate of the net undercount). The Post Enumeration Survey (PES) estimate of the net undercount adjustment factor for Western Australian Indigenous persons was 1.32 which was then lowered to 1.21 using Bayesian smoothing of the estimates because the standard errors of measurement of the original PES estimates were considered to be too high by the ABS. Western Australia believes that the earlier estimates were more accurate.

The estimated resident population (ERP) for Aboriginal and Torres Strait Islander 6–15 year-olds for Western Australia for 2010 has presumably been based on unpublished data from the ABS. This ERP is required for the calculations of the enrolment to population ratio. However, there are problems with using the *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0) data for Western Australia.

The root cause of the problems is a faulty estimation of the Aboriginal and Torres Strait Islander undercount in the 2006 ABS Census. These problems apply particularly to the Western Australia Aboriginal and Torres Strait Islander ERP, and cause difficulties in using the experimental ERPs in any participation

**Table WA1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)**

	Year level									
	1	2	3	4	5	6	7	8	9	10
<b>Government</b>										
Aboriginal and Torres Strait Islander	81	83	83	84	83	84	81	75	68	62
Non-Aboriginal and Torres Strait Islander	93	94	94	94	94	94	93	92	90	88
Total	92	93	93	93	93	93	92	90	88	86
<b>Catholic</b>										
Aboriginal and Torres Strait Islander	75	78	81	80	81	80	81	83	84	85
Non-Aboriginal and Torres Strait Islander	93	94	95	94	95	94	95	94	94	94
Total	92	93	94	94	94	94	95	94	94	94
<b>Independent</b>										
Aboriginal and Torres Strait Islander	83	82	88	81	87	82	88	79	87	64
Non-Aboriginal and Torres Strait Islander	93	94	95	95	95	95	95	95	94	93
Total	93	94	95	94	95	94	94	94	94	93

Source: ACARA data (unpublished)

**Table WA2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

Aboriginal and Torres Strait Islander children	WA	Australia
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	18,998	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	17,209	129,308
Proportion of 6–15 year old population enrolled in school	110.40%	103.62%
Non-Aboriginal and Torres Strait Islander children <sup>(d)</sup>		
Number of children aged 6–15 years enrolled in school	270,115	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	276,649	2,657,227
Proportion of 6–15 year old population enrolled in school	97.64%	98.67%

Notes:

- a) School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- b) Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- c) Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- d) 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- e) In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006–2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

calculations. The experimental estimates of ERPs are in ABS Cat. No. 3238 (see 3238.0.55.001 Technical notes, for details), and these are the result of Bayesian smoothing of earlier estimates of the Aboriginal and Torres Strait Islander undercount in the 2006 Census (see the ABS Cat. No. 2940.0 analysis of the Post Enumeration Survey and the estimate of the net undercount). The Post Enumeration Survey (PES) estimate of the net undercount adjustment factor for Western Australia Aboriginal and Torres Strait Islander persons was 1.32 which was then lowered to 1.21 using Bayesian smoothing of the estimates because the standard errors of measurement of the original PES estimates were considered to be too high by the ABS. Western Australia believes that the earlier estimates were more accurate. There has been correspondence the Western Australia Government and the ABS on this matter. The use of the earlier estimates can be simulated by using an adjustment factor of 0.9167 (derived from 1.32 divided by 1.21).

Western Australia is not confident that the experimental estimates of the Aboriginal and Torres Strait Islander population are reliable enough to calculate the ratio for this indicator.

## Apparent Retention Rates

The apparent retention rates for non-Aboriginal and Torres Strait Islander students are significantly higher than those for Aboriginal and Torres Strait Islander students. This is particularly the case when considering the retention rate from Year 8 to Year 12.

## Apparent Grade Progression Rates

The apparent grade progression rates of Aboriginal and Torres Strait Islander students up to and including Year 11 continues to

**Table WA3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	90.7	103.0
Year 7/8 – Year 12	42.9	80.7

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), *Schools, Australia, 2010* (Cat.No.4221.0)

**Table WA4: Grade progression rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	96.6	101.0
Year 9 to Year 10	91.7	101.0
Year 10 to Year 11	83.9	96.1
Year 11 to Year 12	50.3	80.4

Source: Based on ABS, NSSC, Table 40a: Full-time students by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

improve over time. The gap between Aboriginal and Torres Strait Islander students and their peers is greatest at Year 12.

## Literacy and Numeracy

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in Reading, Writing and Numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.
- Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.

## NAPLAN Outcomes

The performance gap for Aboriginal and Torres Strait Islander students in Western Australia is significant. The gap is consistently lower at Year 3 than at the other Year levels, indicating that stronger and more targeted strategies need to be implemented to improve readiness for school and attendance, engagement and achievement throughout the years of schooling. Reading, Writing and Numeracy achievement remains a priority for Western Australia.

**Table WA5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, Western Australia, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	67.4	54.1	69.9	54.7
Non-Aboriginal and Torres Strait Islander	93.9	91.8	96.0	91.6
Gap	26.5	37.7	26.1	36.9
Aboriginal and Torres Strait Islander confidence intervals	± 3.3	± 4.0	± 3.1	± 4.2
<b>Writing</b>				
Aboriginal and Torres Strait Islander	70.4	59.6	60.0	49.6
Non-Aboriginal and Torres Strait Islander	96.8	94.0	94.4	88.6
Gap	26.4	34.4	34.4	39.0
Aboriginal and Torres Strait Islander confidence intervals	± 1.4	± 1.6	± 1.9	± 2.3
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	73.7	61.9	72.4	63.7
Non-Aboriginal and Torres Strait Islander	95.3	94.6	96.5	93.9
Gap	21.6	32.7	24.1	30.2
Aboriginal and Torres Strait Islander confidence intervals	± 3.4	± 3.7	± 3.0	± 4.0

Note: The confidence intervals for 2010 in this table are specifically for Western Australia.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN), 2010*



## 2010 NAPLAN Data by Geolocation

**Table WA6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	Western Australia		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan	76.2	94.3	83.1	95.3
Provincial	70.0	93.0	81.5	94.1
Remote	63.7	92.4	65.6	92.6
Very Remote	54.7	91.0	43.9	90.1
<b>Year 5</b>				
Metropolitan	66.9	92.7	77.0	93.2
Provincial	60.3	89.9	72.8	91.5
Remote	48.6	88.9	51.2	87.8
Very Remote	34.0	87.5	26.5	88.3
<b>Year 7</b>				
Metropolitan	80.0	96.0	85.0	96.0
Provincial	78.8	96.1	82.3	95.7
Remote	69.1	95.8	65.9	95.7
Very Remote	47.4	94.3	38.6	94.7
<b>Year 9</b>				
Metropolitan	63.5	92.1	71.2	92.5
Provincial	58.5	90.7	68.1	91.6
Remote	53.4	88.5	50.9	88.4
Very Remote	30.9	86.5	24.2	85.2
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan	81.7	96.9	87.4	96.7
Provincial	79.0	96.5	87.1	96.2
Remote	66.4	96.8	71.9	96.3
Very Remote	47.8	95.6	41.2	94.3
<b>Year 5</b>				
Metropolitan	73.7	94.7	81.9	94.8
Provincial	68.6	92.4	77.6	93.3
Remote	54.1	91.3	55.4	89.9
Very Remote	34.7	87.5	28.2	90.0
<b>Year 7</b>				
Metropolitan	69.7	94.5	79.9	94.4
Provincial	71.0	94.0	75.5	92.3
Remote	58.5	93.7	55.6	92.4
Very Remote	36.0	93.4	28.3	90.8
<b>Year 9</b>				
Metropolitan	59.4	89.7	67.5	89.6
Provincial	51.4	85.6	61.9	86.1
Remote	45.9	82.1	44.4	82.4
Very Remote	29.5	82.7	18.7	80.6
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan	82.0	95.5	84.1	95.5
Provincial	76.8	94.7	82.5	94.8
Remote	72.5	95.3	71.7	94.8
Very Remote	59.9	93.8	45.2	92.6
<b>Year 5</b>				
Metropolitan	75.1	95.2	81.7	95.3
Provincial	67.2	93.1	78.0	94.3
Remote	57.1	93.3	57.9	92.1
Very Remote	40.8	91.9	32.5	92.1
<b>Year 7</b>				
Metropolitan	82.6	96.4	85.0	96.3
Provincial	81.4	96.7	82.3	95.6
Remote	70.9	96.0	64.1	95.8
Very Remote	49.1	94.3	41.9	95.1
<b>Year 9</b>				
Metropolitan	74.2	94.2	77.4	94.6
Provincial	68.3	93.4	74.2	93.7
Remote	55.9	90.0	56.6	91.8
Very Remote	43.2	91.7	32.7	90.0

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010



The performance of Aboriginal and Torres Strait Islander students decreases as remoteness increases. By comparison, the performance of non-Aboriginal and Torres Strait Islander students decreases slightly with remoteness.

## 2010 NAPLAN Data and 2010 Progress Points for Western Australia

One of the COAG 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at

or above the national minimum standard in reading, writing and numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed. The target and 2010 progress points for Western Australia are provided in Table WA7.

The trajectories are ambitious and it remains a challenge for Western Australia to meet these progress points. Western Australia is committed to strengthening efforts to improve the learning outcomes of Aboriginal and Torres Strait Islander students.

**Table WA7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	58.0	52.6	64.1	63.4	72.5	59.9	60.6	50.7	75.9	62.3	74.7	66.8
Target 2018	75.4	72.8	79.8	79.0	85.0	77.1	76.9	69.8	86.2	78.3	85.8	80.8

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

## NAPLAN Participation

**Table WA8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions and assessed students, in Western Australia and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	WA	Aust.	WA	Aust.	WA	Aust.	WA	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	86.6	89.9	87.3	91.2	85.3	89.1	74.0	79.7
Non-Aboriginal and Torres Strait Islander	96.8	96.1	97.1	96.6	97.0	96.5	95.0	96.5
<b>Writing</b>								
Aboriginal and Torres Strait Islander	88.1	90.3	87.2	91.0	86.4	89.5	74.9	80.2
Non-Aboriginal and Torres Strait Islander	96.8	96.0	97.0	96.5	97.0	96.5	95.2	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	85.6	89.1	86.1	90.0	85.0	88.6	73.9	78.8
Non-Aboriginal and Torres Strait Islander	96.4	95.8	96.7	96.3	96.7	96.2	94.6	93.3

Note: The NAPLAN participation data provided reflects students who were exempted, absent/withdrawn and assessed.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- *Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.*
- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*
- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

Leadership support is provided through well-established links with Principals Australia through the Dare to Lead program, the Stronger Smarter Institute, What Works and the Women in Leadership program to support the professional development of principals. Dare to Lead is based upon 20 networks of schools (action areas) covering the entire State. The action areas are led by local principals 18 of whom are public school principals. Sixty-eight per cent of public schools currently participate in

Dare to Lead. Professional development was delivered to 530 staff in action areas, including Aboriginal and Islander Education Officers and staff from other professional associations. The Remote Schools Executive Support Program continued to support schools in reviewing their performance with a view to improving educational provision for Aboriginal students.

## Pathways to Real Post-School Options

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

Although the performance indicator for this domain cites a national data source, there is no publically available national level data for 2010.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, Western Australia will report on this domain in the 2011 Annual Report.

## Focus School Information

ID	School Name	Suburb/ Town	Geolocation	2010 Semester 2 K–12	2010 Semester 2 Aboriginal K–12	Lit-Num NP	Low SES NP	RSD
Government								
5055	Boulder Primary School	Boulder	Provincial	371	134	Yes		
5232	East Kalgoorlie Primary School	Kalgoorlie	Provincial	115	114		Yes	
5275	Laverton School	Laverton	Very Remote	74	41		Yes	
4151	Leonora District High School	Leonora	Remote	207	104		Yes	
4092	Norseman District High School	Norseman	Remote	164	58		Yes	
5552	Nulsen Primary School	Esperance	Remote	302	96	Yes		
5899	The Ngaanyatjarra Lands School	Warakurna	Very Remote	335	326		Yes	
5814	Tjuntjunjara Remote Community School	Great Victoria Desert	Very Remote	41	39		Yes	
5478	Wiluna Remote Community School	Wiluna	Very Remote	110	91		Yes	
5128	Yintarri Remote Community School	Coonana Remote Community	Very Remote	10	10			
5191	Bayulu Remote Community School	Via Fitzroy Crossing	Very Remote	129	126		Yes	
5712	Broome Primary School	Broome	Remote	398	206		Yes	
4065	Broome Senior High School	Broome	Remote	153	20		Yes	
5702	Cable Beach Primary School	Broome	Remote	593	16		Yes	
5691	Dawul Remote Community School	Kununurra	Very Remote	36	36		Yes	
4073	Derby District High School	Derby	Very Remote	577	454		Yes	
5098	Djugerari Remote Community School	Djugerari Community	Very Remote	16	16		Yes	
4149	Fitzroy Valley District High School	Fitzroy Crossing	Very Remote	264	242		Yes	Yes
4145	Halls Creek District High School	Halls Creek	Very Remote	367	348		Yes	Yes
5670	Jungdranung Remote Community School	Glen Hill Station	Very Remote	24	24		Yes	
5236	Kalumburu Remote Community School	Kalumburu	Very Remote	167	167		Yes	
4123	Kununurra District High School	Kununurra	Very Remote	790	367		Yes	
5267	La Grange Remote Community School	Via Broome	Very Remote	205	200		Yes	
5671	Looma Remote Community School	Looma	Very Remote	119	113		Yes	
5723	Muludja Remote Community School	Fossil Downs	Very Remote	27	27		Yes	
5789	Ngalapita Remote Community School	Fitzroy Crossing	Very Remote	20	20		Yes	
5583	One Arm Point Remote Community School	Broome	Very Remote	112	101		Yes	Yes
5714	Wananami Remote Community School	Derby	Very Remote	50	50		Yes	
5101	Wangkatjunga Remote Community School	Christmas Creek	Very Remote	69	69		Yes	
4108	Wyndham District High School	Wyndham	Very Remote	141	104		Yes	

ID	School Name	Suburb/ Town	Geolocation	2010 Semester 2 K-12	2010 Semester 2 Aboriginal K-12	Lit-Num NP	Low SES NP	RSD
5032	Beachlands Primary School	Geraldton	Provincial	158	85		Yes	
5049	Bluff Point Primary School	Bluff Point	Provincial	433	160			
5715	Burringurrah Remote Community School	Mt James	Very Remote	41	39		Yes	
5093	Carnarvon Primary School	Carnarvon	Remote	178	150		Yes	
4011	Carnarvon Senior High School	Carnarvon	Remote	206	78		Yes	
5500	East Carnarvon Primary School	Carnarvon	Remote	348	158		Yes	
4085	Meekatharra District High School	Meekatharra	Very Remote	159	146		Yes	
4142	Mount Magnet District High School	Mt Magnet	Very Remote	128	91		Yes	
4088	Mullewa District High School	Mullewa	Remote	98	90		Yes	
4093	Northampton District High School	Northampton	Provincial	118	31		Yes	
5784	Pia Wadjarri Remote Community School	Murchison	Very Remote	12	12		Yes	
5388	Rangeway Primary School	Rangeway	Provincial	500	308		Yes	
5488	Yalgoo Primary School	Yalgoo	Very Remote	27	27		Yes	
5787	Yulga Jinna Remote Community School	Meekatharra	Very Remote	24	24		Yes	
5015	Ashfield Primary School	Ashfield	Metropolitan	101	30			
5303	Midvale Primary School	Midvale	Metropolitan	314	92		Yes	
5774	Moorditj Noongar Community College	Midland	Metropolitan	132	132		Yes	
5580	Baler Primary School	Sth Hedland	Remote	593	192	Yes		
5652	Cassia Primary School	Sth Hedland	Remote	305	90	Yes		
5224	Jigalong Remote Community School	Jigalong	Very Remote	103	93		Yes	
5286	Marble Bar Primary School	Marble Bar	Very Remote	52	39		Yes	
5505	Newman Primary School	Newman	Very Remote	309	89			
4114	Newman Senior High School	Newman	Very Remote	236	59			
5355	Nullagine Primary School	Nullagine	Very Remote	60	59		Yes	
5363	Onslow Primary School	Onslow	Very Remote	131	75		Yes	
5384	Port Hedland Primary School	Port Hedland	Remote	393	65			
4189	Roebourne District High School	Roebourne	Remote	180	177		Yes	
5553	South Hedland Primary School	Sth Hedland	Remote	257	229	Yes		
5593	South Newman Primary School	Newman	Very Remote	467	59	Yes		
5542	Wickham Primary School	Wickham	Remote	350	121			
5088	Carey Park Primary School	Carey Park	Provincial	356	52		Yes	
5477	Wilson Park Primary School	Collie	Provincial	104	36		Yes	
5601	Maidens Park Primary School (Withers)	Bunbury	Provincial	234	43		Yes	
5791	Coolbellup Community School	Coolbellup	Metropolitan	226	41		Yes	
5634	East Kenwick Primary School	Kenwick	Metropolitan	426	66	Yes		
5294	Medina Primary School	Medina	Metropolitan	138	55		Yes	
5568	Southwell Primary School	Hamilton Hill	Metropolitan	97	31		Yes	

ID	School Name	Suburb/ Town	Geolocation	2010 Semester 2 K–12	2010 Semester 2 Aboriginal K–12	Lit-Num NP	Low SES NP	RSD
5439	Tranby Primary School	Rivervale	Metropolitan	140	68	Yes		
5352	West Northam Primary School	Northam	Provincial	167	85		Yes	
<b>Catholic</b>								
5625	Birlirr Ngawiyiwu Catholic School	Ringer Soak	Very Remote	45	45		Yes	
16459	Djarindjin Lombadina Catholic School	Djarindjin Lombadina	Very Remote	81	74	Yes	Yes	
2154	Holy Rosary School	Derby	Very Remote	187	97	Yes	Yes	
16458	John Pujajangka Piyirn School	Mulan	Very Remote	44	44		Yes	Yes
16461	Kururrungku Catholic Education Centre	Billiluna	Very Remote	47	47		Yes	Yes
4239	Luurnpa Catholic School	Balgo Hills	Very Remote	108	108		Yes	Yes
16462	Ngalangangpum School	Warmun	Very Remote	132	132		Yes	
16460	Sacred Heart School	Beagle Bay	Very Remote	90	90	Yes	Yes	
153	St Brigid's School	Middle Swan	Metropolitan	406	25			
171	St John's School	Rangeway	Provincial	196	44		Yes	
175	St Joseph's School	Kununurra	Very Remote	171	104		Yes	
194	St Joseph's School	Wyndham	Very Remote	66	57		Yes	
187	St Joseph's School	Moora	Provincial	155	47	Yes		
16457	St Mary's College	Broome	Remote	55	256	Yes	Yes	
8787	Warlawurru Catholic School	Red Hill	Very Remote	36	25		Yes	
<b>Independent</b>								
2756	Christian Aboriginal Parent-Directed School: Coolgardie	Coolgardie	Remote	130	124			
8870	Christian Aboriginal Parent-Directed School: Kurrawang	Goldfields	Remote	23	20		Yes	
14577	Culunga Aboriginal Community School	West Swan	Metropolitan	65	65		Yes	
5603	Karalundi Aboriginal Education Centre	Murchison	Very Remote	68	66		Yes	
16023	Kulkariya Community School	Kimberley	Very Remote	79	79		Yes	
17285	Nyikina Mangala Community School	Kimberley	Very Remote	34	34		Yes	
13596	Purnululu	Kimberley	Very Remote	26	26		Yes	
4264	Rawa Community School	Pilbara	Very Remote	65	65		Yes	
2705	Strelley Community School	Pilbara	Very Remote	74	74		Yes	
16021	Wulungarra Community School	Kimberley	Very Remote	35	35		Yes	
14016	Yakanarra Community School	Kimberley	Very Remote	56	56		Yes	
2771	Yiyili Aboriginal Community School	Kimberley	Very Remote	70	70		Yes	
1367	Christian Aboriginal Parent-Directed School: Wongutha	Goldfields	Provincial	66	66		Yes	

Note: The Ngaanyatjarra Lands Schools comprises the following campuses – Warakurna RCS, Blackstone RCS, Cosmo Newberry RCS, Jamieson RCS, Wingellina RCS, Kiwirrkurra RCS, Wanarn RCS, Warburton Ranges, Tjirrkarli RCS and Tjukurla RCS

Sources: Government schools data: Western Australia Department of Education School Census Collection August 2010

Catholic schools data: Catholic Education Office of Western Australia

Independent schools data: Association of Independent Schools for Western Australia

## Good Practice

Follow the Dream: Partnerships for Success (FTD: PFS) is the most significant secondary school retention program for Aboriginal and Torres Strait Islander students to be implemented in Western Australia. It targets secondary school Aboriginal and Torres Strait Islander students who have the academic potential and desire to complete Year 12 and provides them with a supportive learning environment to enable them to complete their studies and gain university entrance. The program aims to increase the number of Aboriginal and Torres Strait Islander university student enrolments in the belief that a tertiary education opens doors to increased job opportunities and the prospect of meaningful employment.

The program is managed by the Aboriginal Education Directorate in partnership with The Graham (Polly) Farmer Foundation. The administration of the program at the local level is via a steering committee, which consists of Departmental staff, local Aboriginal community members, industry representatives and a representative of The Graham (Polly) Farmer Foundation. Together with its industry partners, the Foundation contributes substantial financial and in-kind support to the FTD program at eleven industry sites, including half the salary cost for each coordinator and all of the contingency funding. The program attracts significant financial contributions from corporate partners in regional areas, in support of their own community investment aims.

High achieving Aboriginal and Torres Strait Islander students enrolled in Years 7 to 12 are invited to apply to be part of the program. If selected, students and parents make a formal commitment to participate in FTD: PFS activities and attend in-school and after school tuition sessions organised by a level three program coordinator. One of the key findings of the longitudinal study of the program was the critical role program coordinators have in the success of students in the program (Edith Cowan University; 2009). They have a key role within schools in promoting effective learning strategies for the students, developing and monitoring individual learning plans for students that focus on academic excellence, subject advice and selection and career and transition to tertiary studies.

The FTD: PFS program is currently being delivered to more than 600 students who attend learning centres in 10 metropolitan and 14 regional locations. An additional site in Port Hedland

commenced in 2010. An outreach program has been established in the Perth metropolitan area to enable schools with small numbers of Aboriginal and Torres Strait Islander students to access the program. The key benefits of the program are:

- increased number of Aboriginal and Torres Strait Islander students staying at school and going on to university
- improved literacy and numeracy levels
- high level achievement in education becoming the norm rather than the exception in Aboriginal and Torres Strait Islander communities
- enhanced community pride through success of the students and the community's involvement
- increased employment opportunities for young Aboriginal people
- enhanced engagement of Aboriginal and Torres Strait Islander people in education and capacity building.

The evaluation for the Follow the Dream is currently on the website: <http://www.det.wa.edu.au/aboriginaleducation/detcms/portal/>

## Indigenous Education Consultative Body's (IECB) Feedback

The Western Australian Aboriginal Education and Training Council (WAAETC) is an independent body, which was established in 1995 to facilitate the delivery of more effective education and training services to Aboriginal people in Western Australia through advice to the relevant Western Australian Ministers. The WAAETC is a primary source of advice to government on emerging issues in Aboriginal Education and Training and has a key role in coordinating the development of a strategic plan for Aboriginal education and training in Western Australia.

*The Western Australian Strategic Plan for Aboriginal Education and Training 2010 – 2015* is a high order plan prepared by the WAAETC and endorsed by the Government through the Minister for Education and the Minister for Training and Workforce Development. This strategic plan is one plan that focuses on

Aboriginal students that spans both education and training. Reporting of progress on the strategic plan is another key function of the WAAETC. The reporting of progress is done by the WAAETC through its Annual Implementation Report. The report provides the Western Australian Government with a comprehensive and authoritative overview of the educational and training outcomes for Aboriginal students. The priorities of the *Western Australian Strategic Plan for Aboriginal Education and Training 2011 – 2015* are aligned with the national *Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014* and include:

- Priority 1 – *Aboriginal Languages, Culture, Perspectives and History.*
- Priority 2 – *Early Childhood Development and Readiness for Schooling.*
- Priority 3 – *Enrolment, Attendance, Participation and Achievement.*
- Priority 4 – *Quality Teaching and Strong Leadership.*
- Priority 5 – *Community Capacity Building for Leadership and Engagement in Decision-Making.*
- Priority 6 – *Training and Workforce Development for Aboriginal people.*

The WAAETC provides a valuable and independent voice in the education of Aboriginal and Torres Strait Islander children and young people. The strength of the WAAETC is its community base through its membership, networks and other established relationships and provides Aboriginal people with a critical voice in the education of their children. The WAAETC ensures that effective consultation occurs with Aboriginal people and communities on matters concerning Aboriginal education. It provides strategic advice to State and Commonwealth agencies about the development of policies and programs that relate to Aboriginal education.

## Readiness for School

Aboriginal kindergartens were applauded by many Aboriginal people because they were seen as places where young children could be prepared for formal schooling in a culturally sensitive environment. The mainstreaming of Aboriginal kindergartens in the last two decades has caused a lot of anxiety in the Aboriginal

community as it was seen as a strategy to bring about the demise of culturally sensitive early childhood programs and demise in self-determination by Aboriginal people. Expanding access to Aboriginal kindergartens and service delivery to support the early learning of Aboriginal children will create interest and some cynicism. The Aboriginal community welcomes the return of Aboriginal kindergartens but there has to be proper involvement and engagement of Aboriginal people and communities. Access to quality learning centres, attendance and quality teaching will improve the life outcomes of Aboriginal people.

In the WAAETC Annual Implementation reports of the past four years (2006, 2007, 2008 and 2009) reference has been made to the alarming statistics that on average Aboriginal and Torres Strait Islander children commence school at a level equivalent to two years behind their non-Aboriginal counterparts. While there is reason to believe that some – albeit small – progress is being made, it is worth reiterating that

*“... unless Indigenous children have access to appropriate and high quality early childhood education the disparity between Indigenous and non-Indigenous educational outcomes will remain and continue to widen as Indigenous children progress through primary school.”*  
(*Australian Directions in Indigenous Education 2005 – 2008*, p.19)

## Engagement and Connections

At the centre of the national *Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014* are the Aboriginal and Torres Strait Islander imperatives of culture, identity, pride and safety that are central to knowing and being Aboriginal and Torres Strait Islander children, young people and adults. Unfortunately, far too often the “Aboriginal and Torres Strait Islander imperatives” are neglected in western education.

The WAAETC acknowledges that education and training providers are committed to improving the experiences and success of Aboriginal children and adults in education and training. Nonetheless, historically the organisational structures, values and practices are predominantly dominant-culture embedded. While also acknowledging that genuine and ongoing attempts are being made to minimise that influence, these structures, values and practices impact significantly on Aboriginal voices being heard and applied within an organisation or



institution. They also impact ultimately on the successful participation of Aboriginal students, whether they are children, young people or adults. While Aboriginal and Torres Strait Islander imperatives may exist within education and training providers' planning, operational and reporting documents, the imperatives are not yet fully (or equally) embedded within the culture of Western Australia's education and training providers. The WAAETC is of the view that the Aboriginal imperatives should be so embedded – universally and equally – within a provider's culture, and be the prime driver of any Aboriginal activity within the organisation.

Aboriginal and Torres Strait Islander people seek to be first-rate, contributing citizens in a modern Australia, with our culture and identity embedded within as individuals and as a cultural group. This can eventuate only if cultural imperatives are acknowledged, accepted and cemented in Australian society. Education and training providers—as instruments of cultural change—have a significant role to play in ensuring that this societal modification occurs in the near future—by embedding Aboriginal and Torres Strait Islander imperatives in their organisation or institution. Throughout the education industry in Western Australia much is being done to recognise, acknowledge and be more inclusive of Aboriginal culture and identity but more has to be done.

The WAAETC and the Western Australian Department of Education have established a formal partnership agreement, *Strong Connections and Engagement* which provides a unique opportunity for both parties to formally commit to working in partnership to achieve the common goal of accelerating the educational outcomes of Aboriginal and Torres Strait Islander children and young people. The Agreement outlines a statement of roles and responsibilities for the Department and the WAAETC and clarifies how the WAAETC will work with schools and communities to improve the educational outcomes of Aboriginal students. This partnership is based on the principles of:

- Inclusion of Aboriginal history, culture and perspectives in teaching and learning programs and contexts will enhance the learning of Aboriginal students.
- Engagement with Aboriginal people is a central element in the development of programs and strategies.
- Accountability and communication will be transparent, honest and open.

- Continual improvement of educational practice at system and local levels.

The involvement of Aboriginal parents/carers and appropriate Aboriginal educators in the development of an Aboriginal or Torres Strait Islander student's Personalised Learning Plan is essential. The WAAETC has been involved in some school and community partnership agreements and reports that most are tokenistic and do little to enhance educational outcomes and community engagement. Whilst some of the schools have tried to get an agreement negotiated, there has been a high level of non-participation by local Aboriginal parents, carers, families and community members.

## Attendance

In 2010, for the first time, statewide data was available from the Western Australian Curriculum Council regarding the 'registrations' of all students undertaking secondary school level education. The data shows the number of Aboriginal and non-Aboriginal students registered in year levels as well as by system or sector and includes home education. It is valuable to have such an overall view of the situation, but the crucial point that remains is student attendance and participation

*"The strategically important goal is closing the gap on literacy and numeracy achievement by indigenous students...if you want this to happen you have to first focus on the magic bullet of school attendance and readiness."*

(Noel Pearson, "Some magic bullets for education", *The Weekend Australian*, 27 March, 2010)

The statistics also raises the critical and closely related issues of completions *vis-à-vis* expectations and aspirations. In the matter of Year 12 completion, of continuing concern are the secondary school figures, in which negative disparities exist between the Aboriginal and non-Aboriginal students' attendance, retention, achievements and completion percentages; it would appear that very few Aboriginal students are in the mainstream courses/ subjects. It will be important to pursue the reasons for this. It may be due, in part at least, to the level/s or horizons of 'expectations and aspirations'. If more Aboriginal students are to undertake post-secondary school education, the nature and quality of completions, expectations and aspirations must be lifted.

## Literacy and Numeracy

The Department of Education has key performance targets around halving the gap in literacy and numeracy, improving attendance and halving the gap in attainment of Year 12 certification. Whilst there is baseline data provided in order to demonstrate improvement over the next three years, the performance targets should also target specific training and professional development of teachers that offers quality teaching leading to accelerated achievement and competency in literacy and numeracy.

## Leadership, Quality Teaching and Workforce Development

Education and training providers need to develop strategies that actively engage members of the Aboriginal community – including Aboriginal staff and students at various levels of education, that is, to build or enhance capacity. In terms of schools, it means developing strategies aimed at providing parents and carers with the necessary training and skills that can enable them to engage confidently in their children's education and training. For vocational education and training providers and universities it means developing strategies and possibly courses for Aboriginal staff, students and community to enhance

their capacity for involvement in the education processes within their institution. All providers seem to be providing a number of opportunities for AIEOs/ATA, principals and teachers. Perhaps more focus on leadership development of Aboriginal staff is needed for teachers, principals and managers.

## Pathways to Real Post-School Options

All education systems and sectors need to be strong advocates for Aboriginal and Torres Strait Islander students if we have any hope of closing the achievement gap in Aboriginal education. The cornerstone of advocacy is the acknowledgement that some individuals or groups in society require, from time to time, representation of their views and their interests by another. This function is a necessary recognition of the imbalance of power between an institution and an individual made more intense and problematic when individuals or groups from culturally different backgrounds from those who design and administer the intuitions/systems, attempt to interface with them to secure their own needs. It is imperative that educational and training providers and/or institutions engage more in advocacy in Aboriginal education, training and employment and that Aboriginal and Torres Strait Islander students are given appropriate support and counselling in their pursuit of post school options.



## Chapter 9

# South Australia Report on Activities and Outcomes

## Introduction

South Australia is a large, dry mainland state, with a relatively small population. It has an area of 983,482 square kilometres, and a population distribution of 1.67 per square kilometer. The population is concentrated in coastal urban areas, with approximately 87 per cent of the population living in urban areas.

The Aboriginal population of South Australia follows a similar distribution trend, with the majority of Aboriginal young people in South Australia living in metropolitan or rural areas. However, the Central Desert region in the far north of the State is home to significant Aboriginal communities in the Anangu Pitjantjatjara Yankunytjatjara (APY) lands. Within the Aboriginal population, there is significant population movement between remote communities and regional and outer metropolitan locations.

When South Australia was colonised in 1836, it was home to more than 50 different Aboriginal language speaking groups.

The South Australian estimated resident population at the end of 2010 was 1,650,400 — around 7 per cent of the total Australian population. Projected population estimates indicate that the Aboriginal population in South Australia in 2011 is 31,005, 1.9 per cent of the State's total population. Relative to the national average, South Australia has a large proportion of Aboriginal people who live in remote areas, particularly in the APY Lands in the far north of the State. Aboriginal student enrolments are predominantly found in low SES areas of the State.

Aboriginal children make up 6.8 per cent (1,242 of 18,339) of all preschool enrolments in South Australia. In the schooling context, Aboriginal children and young people are 5.1 per cent (8,390 of 165,854) of all school enrolments in South Australia.

In 2010, there were 776 schools in South Australia, of which 75 per cent were government and 25 per cent were non-government schools. At term three of 2010, there were 165,854.8 student enrolments within government schools and 92,132.5 within non-government schools; 64 per cent of students were enrolled in government schools. There were 8,390.2 Aboriginal enrolments within government schools and 1,057.9 within non-government schools; 89 per cent of Aboriginal and Torres Strait Islander students were enrolled

in government schools. State Government policy is aimed at ensuring that a quality education is available to all young South Australians, including students in the remote Aboriginal lands. As a result, Department of Education and Children's Services (DECS) operates education and care facilities in remote locations in the Aboriginal Lands.

Of the 776 schools in South Australia in 2010:

- 520 (67 per cent) were primary schools
- 96 (12 per cent) were secondary schools
- 160 (21 per cent) were combined primary/secondary schools
- There are approximately 424 schools in the Adelaide capital city area.

It must be acknowledged that not all Aboriginal and Torres Strait Islander students are 'educationally disadvantaged' but may still have particular educational needs, such as a requirement for a culturally appropriate learning environment. It is also noted that there is a broad variation in outcomes for Aboriginal and Torres Strait Islander students across South Australia.

South Australia has identified the attendance of Aboriginal and Torres Strait Islander students as a major focus, and acknowledges the importance of community and school partnerships in addressing non-attendance through shared responsibility and creating high expectations for Aboriginal and Torres Strait Islander student learning outcomes. Attendance rates for Aboriginal and Torres Strait Islander preschool children has remained steady since 2003 and currently is at 83.4 per cent for term two 2010.

The gap between all children and Aboriginal and Torres Strait Islander children has fluctuated since 2003. In 2010, the gap was 6.9 percentage points. In the schooling sector, the attendance rate for Aboriginal and Torres Strait Islander students remained steady at around 81 per cent from 2004 to 2008, with a 2009 change in attendance measures resulting in a decrease to 78.4 per cent in 2009, to 78.6 per cent in 2010, with the gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students remaining the same at 12.1 percentage points.

The need to accelerate improved outcomes for Aboriginal and Torres Strait Islander children and students is a State priority and

is clearly articulated in South Australia's Strategic Plan (SASP) and the DECS Aboriginal Strategy. The DECS Aboriginal Strategy is the key policy instrument to drive improvement in Aboriginal and Torres Strait Islander child and student outcomes, and to embed sustainable systemic change across the government education sector.

In 2010, the gap between the percentage of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students at or above the national minimum standard for literacy and numeracy has decreased or remained the same from 2009 in 10 out of the 20 tests administered. The Strategy has a dual focus – improving education outcomes for Aboriginal and Torres Strait Islander young people; and enhancing employment opportunities for Aboriginal and Torres Strait Islander people working in the education sector.

## Profile of Focus Schools

There are 97 focus schools within South Australia, 83 in government, 3 in the Catholic sector and 11 independent schools. Of these schools 51 are primary, 18 are Aboriginal/Anangu, 12 are combined Reception to Year 12, 9 are secondary and 7 are area schools.

Focus schools had 4,436.1 Aboriginal and Torres Strait Islander students enrolled at the time of the 2010 Census, 14.6 per cent of the total enrolment in these schools. These students represent 47 per cent of all Aboriginal and Torres Strait Islander students enrolled in South Australia.

There are 4 181.4 Aboriginal and Torres Strait Islander government students within the focus schools which make up 16.7 per cent of total enrolment in these schools and 50 per cent of all government Aboriginal and Torres Strait Islander students.

Of the 97 focus schools, 85 are part of the Smarter Schools National Partnership focus schools with seven involved with the Literacy/Numeracy National Partnership, 76 with the Low SES National Partnership, two schools involved in both National Partnerships and two Remote Service Delivery schools who are also involved in the Low SES National Partnership.

## South Australia Report on Indicators with National Data Sources

### Readiness for School

#### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territory measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection which will be available in 2011.

South Australia has committed to closing the gap on Aboriginal and Torres Strait Islander early childhood and schooling outcomes through the National Education Agreement. The Early Childhood Development Working Group (ECDWG) was formed by the Ministerial Council for Education and Early Childhood Development and Youth Affairs (MCEECDYA) to provide advice on early childhood development issues referred to it by the Council of Australian Governments (COAG).

South Australia provides the Secretariat for the ECDWG, and is taking a lead role in implementing two national partnerships: the National Quality Agenda for Early Childhood Education and Care, and the Early Childhood Education (Universal access). The ECDWG is chaired by the DECS Deputy Chief Executive, with membership drawn from all States and Territories as well as the Australian Government.

Figure SA1: Focus schools within the Adelaide metropolitan area

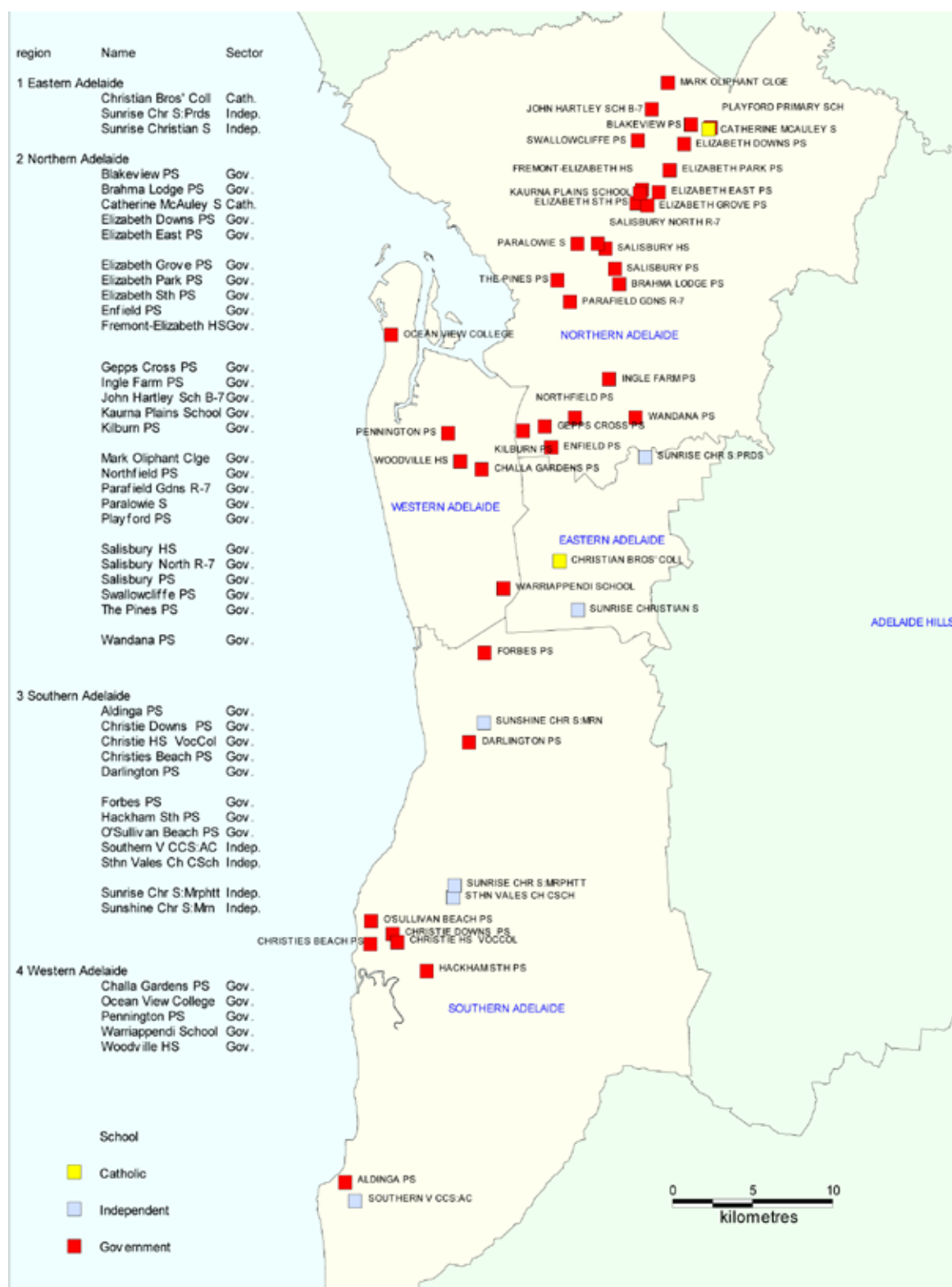


Figure SA2: Focus schools in country South Australia





The ECDWG also provides advice on the implementation of the National Early Childhood Development Strategy, which supports the development of a coordinated national approach to improving the learning, development, health and wellbeing of children. The ECDWG is a sub-committee of the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC), through which it reports to MCEECDYA.

South Australia has the lead jurisdictional responsibility for national collaborative actions under the Plan: Domain 1 - Readiness for School.

All preschool educators in DECS are required to implement the Early Years Learning Framework. A significant component of this mandated curriculum is cultural competence.

## Engagement and Connections

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreement in place.*

The Department of Education and Children's Services is actively developing connections with communities and student engagement by strongly representing the interests of Aboriginal and Torres Strait Islander languages, and in particular has:

- established formal partnerships with five South Australian Aboriginal language groups in order to promote a community-led approach to the teaching of Aboriginal languages in government schools, including associated professional learning and materials development;
- contributed to the development of the *Draft Shape of the Australian Curriculum: Languages* (in which Aboriginal and Torres Strait Islander languages feature prominently); this is in the context of the development of the Australian

Curriculum: Languages lead by the Australian Curriculum, Assessment and Reporting Authority (ACARA);

- nominated an officer from its curriculum division to serve on ACARA's advisory panel to guide the writing of the national Framework for Australian Languages (Aboriginal and Torres Strait Islander Languages).

## Attendance

### Performance Indicators

- *Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in schools.*
- *Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.*
- *Retention rates for Aboriginal and Torres Strait Islander students.*
- *Grade progression ratios for Aboriginal and Torres Strait Islanders students.*

### Attendance Rates

Attendance rates for Aboriginal and Torres Strait Islander students within government schools is at 81 per cent in Year 1 and 2, 84 per cent in Year 4 to 6 and at a low of 70 per cent in Year 9 and 10. The gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students within government schools is at the highest in Year 9 at 18 percentage points and the lowest in Year 4 to 6 at 9 percentage points excluding ungraded year levels.

Of the sectors, Catholic schools have the highest Aboriginal and Torres Strait Islander attendance rates for the majority of the primary year levels, and the independent schools have the highest attendance rates for the majority of the secondary year levels. The gap in attendance rates between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students is less within Catholic and independent schools than government schools.

**Table SA1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector 2010 (per cent)**

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
<b>Government</b>												
Aboriginal and Torres Strait Islander	81	81	83	84	84	84	81	76	70	70	83	81
Non-Aboriginal and Torres Strait Islander	92	93	93	93	93	93	92	90	88	86	92	89
<b>Total</b>	92	92	92	93	92	92	92	89	87	85	92	89
<b>Catholic</b>												
Aboriginal and Torres Strait Islander	93	92	92	92	90	93	91	89	92	86	n/a	n/a
Non-Aboriginal and Torres Strait Islander	94	94	95	95	95	94	94	94	92	92	91	96
<b>Total</b>	94	94	95	95	95	94	94	94	92	92	91	96
<b>Independent</b>												
Aboriginal and Torres Strait Islander	86	80	89	88	91	90	95	94	92	92	90	95
Non-Aboriginal and Torres Strait Islander	94	94	94	94	94	94	94	94	93	93	88	91
<b>Total</b>	94	94	94	94	94	94	94	94	93	93	88	91

n/a not available

Source: ACARA data (unpublished)

**Table SA2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

Aboriginal and Torres Strait Islander children	South Australia	Australia
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	7,490	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	7,006	129,308
Proportion of 6–15 year old population enrolled in school	106.9%	103.6%
<b>Non-Aboriginal and Torres Strait Islander children<sup>(d)</sup></b>		
Number of children aged 6–15 years enrolled in school	188,340	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	189,487	2,657,227
Proportion of 6–15 year old population enrolled in school	99.4%	98.7%

Notes:

- a) School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. 'Other territory' enrolments are excluded
- b) Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- c) Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- d) 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- e) In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006–2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat.No.3238.0).

## Enrolment to Population Ratio

The proportion of Aboriginal and Torres Strait Islander children enrolled in school in South Australia is at 106.9 per cent, which is greater than the Australia and the non-Aboriginal and Torres Strait Islander proportions.

The South Australia proportion is over 100 per cent due to differences in identification between the two collections.

## Apparent Retention Rates

South Australian schools have nearly a 100 per cent apparent retention rate from Year 8 to 10 for Aboriginal and Torres Strait Islander students. From Year 8 to 12 there is a 62.1 per cent apparent retention rate for Aboriginal and Torres Strait Islander students, a gap of 20.5 percentage points from non-Aboriginal and Torres Strait Islander students.

The reason for the over 100 per cent apparent retention rate from Year 8 to 10 for non-Aboriginal and Torres Strait Islander students is due to a higher number of students enrolled in Year 10 in 2010 compared to Year 8 two years earlier. As this measure is apparent it does not track individual students, therefore, the same students may not be included in 2008 to 2010. This means that more students have enrolled in 2010 from interstate or overseas than have left since 2008.

## Apparent Grade Progression Ratios

South Australia has nearly 100 per cent progression rate for Aboriginal and Torres Strait Islander students from Year 8 to 9, Year 9 to 10 and Year 10 to 11 but this decreases considerably from Year 11 to 12 to 77.1 per cent.

The reason for the over 100 per cent apparent grade progression ratios for non-Aboriginal and Torres Strait Islander students from Year 8 to 9, Year 9 to 10 and Year 10 to 11 is due to a higher number of students enrolled in 2010 compared to the previous year for these year levels. As this measure is apparent it does not track individual students and therefore the same students may not be included in 2009 to 2010 and more students have enrolled in these schools from interstate or overseas than have left.

**Table SA3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	99.2	103.0
Year 7/8 – Year 12	62.1	82.6

Notes:

- This data is for full-time students only.
- The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group. Ungraded students not included.
- Apparent retention rates for Aboriginal and Torres Strait Islander students can be inflated by an increased propensity to identify as Aboriginal and Torres Strait Islander over time.
- Caution should be taken in interpreting the data for apparent retention rates at the State and Territory level which can be inflated by a net increase in interstate migration. Small numbers of Indigenous students can also affect results from the State and Territory level and may produce apparent variations from year to year that may not accurately reflect the long-term trend.

Source: ABS, NSSC, Table 64a - Apparent Retention Rates (ARR).  
*Schools, Australia, 2010 (Cat.No.4221.0)*

**Table SA4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	99.7	100.8
Year 9 to Year 10	99.0	102.6
Year 10 to Year 11	98.3	102.7
Year 11 to Year 12	77.7	80.4

Notes:

- This data is for full-time students only.
- Grade progression rates show the number of students at each year level as a percentage of the number enrolled in the previous year.
- Care should be taken when interpreting these rates since a range of factors affecting the calculation are not taken into account, such as students repeating a year of schooling, movements between schools and systems or States/Territories and net changes to a school or system's population. There is also the effect of ungraded students - they are not included in the calculations of rates.

Source: ABS, NSSC, Table 40a: Full-time students – by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

# Literacy and Numeracy

## Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.*
- *Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.*

## NAPLAN Outcomes

Year 3 Aboriginal and Torres Strait Islander students in South Australia have the highest percentage at or above national minimum standard in Writing at 80.1 per cent. This is also the case in Year 5 with 71.7 per cent. For Year 7 Aboriginal and

Torres Strait Islander students Reading has the highest percentage at 78.4 per cent and for Year 9 Numeracy is the highest with 66.1 per cent.

The gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in Writing continually increased through the year levels from 16.2 percentage points in Year 3 to 33.0 percentage points in Year 9. The gap in Reading and Numeracy domains both followed the same pattern of increasing from Year 3 to 5, decreasing in Year 7 and increasing to the largest gap in Year 9.

## 2010 NAPLAN Data by Geolocation

For all year levels and domains the metropolitan Aboriginal and Torres Strait Islander students in South Australia have the highest percentage at or above national minimum standard across geolocations but below the metropolitan percentage for Australia except for Year 7.

**Table SA5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, South Australia, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	74.9	66.3	78.4	58.6
Non-Aboriginal and Torres Strait Islander	93.9	91.0	95.9	90.9
Gap	19.0	24.7	17.5	32.3
Aboriginal and Torres Strait Islander confidence intervals	± 4.6	± 4.8	± 4.9	± 6.0
<b>Writing</b>				
Aboriginal and Torres Strait Islander	80.1	71.7	70.9	55.0
Non-Aboriginal and Torres Strait Islander	96.3	93.5	94.4	88.0
Gap	16.2	21.8	23.5	33.0
Aboriginal and Torres Strait Islander confidence intervals	± 4.6	± 5.2	± 5.6	± 5.9
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	75.8	68.6	77.9	66.1
Non-Aboriginal and Torres Strait Islander	93.9	93.2	95.9	93.0
Gap	18.1	24.6	18.0	26.9
Aboriginal and Torres Strait Islander confidence intervals	± 4.8	± 5.0	± 4.5	± 6.2

Note: The confidence intervals for 2010 in this table are specifically for South Australia.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

**Table SA6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	South Australia		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan	81.7	94.1	83.1	95.3
Provincial	70.6	93.6	81.5	94.1
Remote	n.p.	92.0	65.6	92.6
Very Remote	61.3	83.7	43.9	90.1
<b>Year 5</b>				
Metropolitan	76.2	91.5	77.0	93.2
Provincial	64.5	90.2	72.8	91.5
Remote	73.5	87.8	51.2	87.8
Very Remote	29.7	86.3	26.5	88.3
<b>Year 7</b>				
Metropolitan	87.1	95.9	85.0	96.0
Provincial	77.9	95.8	82.3	95.7
Remote	n.p.	97.1	65.9	95.7
Very Remote	38.5	93.8	38.6	94.7
<b>Year 9</b>				
Metropolitan	64.7	91.2	71.2	92.5
Provincial	58.9	90.4	68.1	91.6
Remote	n.p.	87.2	50.9	88.4
Very Remote	33.7	90.9	24.2	85.2
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan	86.9	96.3	87.4	96.7
Provincial	81.0	96.6	87.1	96.2
Remote	n.p.	96.2	71.9	96.3
Very Remote	49.0	94.4	41.2	94.3
<b>Year 5</b>				
Metropolitan	81.4	94.0	81.9	94.8
Provincial	69.6	92.7	77.6	93.3
Remote	71.0	87.8	55.4	89.9
Very Remote	40.6	89.4	28.2	90.0
<b>Year 7</b>				
Metropolitan	83.4	94.9	79.9	94.4
Provincial	66.7	93.1	75.5	92.3
Remote	n.p.	93.9	55.6	92.4
Very Remote	26.2	85.5	28.3	90.8
<b>Year 9</b>				
Metropolitan	62.7	88.9	67.5	89.6
Provincial	54.2	85.5	61.9	86.1
Remote	n.p.	86.4	44.4	82.4
Very Remote	26.1	79.4	18.7	80.6
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan	82.0	94.1	84.1	95.5
Provincial	71.4	93.6	82.5	94.8
Remote	n.p.	92.7	71.7	94.8
Very Remote	63.1	88.6	45.2	92.6
<b>Year 5</b>				
Metropolitan	78.1	93.5	81.7	95.3
Provincial	68.2	92.7	78.0	94.3
Remote	65.0	91.0	57.9	92.1
Very Remote	34.7	87.1	32.5	92.1
<b>Year 7</b>				
Metropolitan	85.1	95.7	85.0	96.3
Provincial	77.1	96.1	82.3	95.6
Remote	n.p.	97.1	64.1	95.8
Very Remote	48.4	95.4	41.9	95.1
<b>Year 9</b>				
Metropolitan	70.9	93.1	77.4	94.6
Provincial	65.6	92.5	74.2	93.7
Remote	n.p.	92.8	56.6	91.8
Very Remote	46.1	93.1	32.7	90.0

Note: 'n.p.' indicates data not published as there were no students tested or the number of students was less than 30.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

Aboriginal and Torres Strait Islander students in very remote geolocations in South Australia have a percentage at or above national minimum standard higher than the Australian Aboriginal and Torres Strait Islander remote percentage across all year levels and aspects except in Year 7 Reading and Writing.

The smallest gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in South Australia occurred for metropolitan students in Year 7 Reading at 8.8 percentage points and the largest gap occurred for very remote students in Year 7 Writing at 59.3 percentage points. Except for Year 3 Reading Aboriginal and Torres Strait Islander students within the very remote geolocation have the greatest

gap for each year level and domain which vary from 22.4 to 59.3 percentage points.

## 2010 NAPLAN Data and 2010 Progress Points for South Australia

One of the COAG 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in reading, writing and numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed. The progress points for South Australia are provided in Table SA7.

**Table SA7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	71.9	61.2	70.1	63.1	82.8	69.5	68.0	58.1	79.5	69.0	76.3	69.2
Target 2018	82.4	76.6	82.5	78.6	89.4	81.4	81.0	73.8	87.2	80.6	86.0	81.7

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

**Table SA8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions and assessed students, in South Australia and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	SA	Aust.	SA	Aust.	SA	Aust.	SA	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	82.9	89.9	86.5	91.2	85.9	89.1	67.9	79.7
Non-Aboriginal and Torres Strait Islander	94.2	96.1	95.2	96.6	95.3	96.5	91.2	93.7
<b>Writing</b>								
Aboriginal and Torres Strait Islander	81.1	90.3	85.1	91.0	83.4	89.5	66.6	80.2
Non-Aboriginal and Torres Strait Islander	93.9	96.0	95.1	96.5	95.3	96.5	91.1	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	82.2	89.1	86.3	90.0	84.1	88.6	65.5	78.8
Non-Aboriginal and Torres Strait Islander	94.0	95.8	95.0	96.3	94.9	96.2	90.3	93.3

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

For 2010, Aboriginal and Torres Strait Islander students in South Australia met 6 out of the 12 progress points along the trajectories. The trajectories met were for the following:

- Year 3 Reading
- Year 5 Reading and Writing
- All domains in Year 7.

## Overall NAPLAN Outcomes

The outcomes for Aboriginal and Torres Strait Islander students in South Australia show there is a greater gap in the percentage at or above national minimum standard compared with non-Aboriginal and Torres Strait Islander students in Year 9 than in Year 3. In Year 3 the gap ranged from 16.2 percentage points in Writing to 19.0 percentage points in Reading and in Year 9 the gap ranged from 26.9 percentage points in Numeracy to 33.0 percentage points in Writing.

When breaking down the percentage at or above national minimum standard by geolocation 'very remote' students in South Australia have higher outcomes than similar students across Australia in all domains except Year 7 Reading and Writing.

Aboriginal and Torres Strait Islander students in South Australia have met 50 per cent of the progress points along the trajectories in 2010.

## NAPLAN Participation

Participation rates for Aboriginal and Torres Strait Islander students in South Australia are below the Australian rate for all year levels and domains and below the non-Aboriginal and Torres Strait Islander rate. Participation rates in Year 9 are well below the other year levels for Aboriginal and Torres Strait Islander students ranging from 65.5 per cent for Numeracy to 67.9 per cent for Reading.

Absent rates are higher in South Australia for Aboriginal and Torres Strait Islander students than for Australia across all year levels and domains. Absent rates for Aboriginal and Torres Strait Islander students in South Australia range from:

- 10.6 to 12.6 per cent in Year 3
- 8.8 to 11.1 per cent in Year 5

- 10.3 to 12.6 per cent in Year 7
- 28.2 to 32.1 per cent in Year 9.

## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- *Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.*
- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*
- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

Although the performance indicator for this domain cites a national data source, there is no publicly available national level data for 2010.

DECS has developed a Memorandum of Understanding with the Stronger Smarter Institute to implement Stronger Smarter Learning Communities in South Australia. The DECS Learning Communities project aims to build a critical mass of Stronger Smarter schools and communities by supporting and developing hub schools to support, develop and challenge other schools (affiliates).

## Pathways to Real Post-School Options

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)]



in their chapters. Therefore, South Australia will report on this domain in the 2011 Annual Report.

## Good Practice

### Aboriginal Community Engagement at Fraser Park Primary School – What Makes School and Community Partnerships Work?

The current *Aboriginal and Torres Strait Islander Education Action Plan* encourages 'non-Indigenous school leaders and staff [to] go beyond the classroom and school in seeking to engage with communities' (2010, p.9). Michelle Kamma, the Principal at Fraser Park Primary School in Murray Bridge has done just that; she actively sought out external facilitation from What Works and respected Aboriginal community members to start the conversation about partnerships. These conversations have occurred in and outside of the school grounds.

Fraser Park Primary School is situated in the outer edges of Murray Bridge, approximately an hour's drive from Adelaide. While there were five Aboriginal parents on the governing council, Aboriginal students comprised 60 per cent of the student body. One of Michelle Kamma's first conversations was with Aunty Trish, the Aboriginal Community Education Officer at the school; Michelle Brown, Aboriginal Community Education Manager for the Murray-Mallee region; and Di Grigg (the What Works facilitator). Michelle Kamma, Aunty Trish, Michelle Brown and Di Grigg worked together with a group of Aboriginal parents and carers to form bonds and trusting relationships that were not just based on historical conversations about student behaviour management. Prior to forming the partnership, the school had a history of looking backwards, instead of looking forward to the future with hope. For the concept to have meaning for all at the school it was embedded in the site learning plan which is connected to all activities at the school. Michelle reports that all Aboriginal students have made improvements in Reading, as measured by a number of standardised literacy measurement tools in South Australia.

Community forums were held with barbeques to encourage community members to come, kids were told they could only attend the barbeque if an adult came with them, which increased attendance dramatically. Parents who did not attend were kept in the partnership loop by Aunty Trish, who travelled to homes to talk to them and get information to help in developing the partnership. Some of these parents now come to the school regularly. The school has a Child Parent Centre (CPC), which provides Birth to Reception services for the local community. Children move seamlessly from the CPC to the school (and back if they have siblings attending) and the participation of Aboriginal parents in the Centre is evident. The site is very welcoming to Aboriginal parents with a welcome gate with flags and murals made as part of a Reconciliation event.

While family-school-community partnerships are known to be effective across the schooling spectrum, it is worth noting that studies have recognised the significant impact that partnerships can have in early childhood settings (McBride, Bae and Blatchford, 2003; Sacks and Watnick, 2001). This has been reflected in the range of Australian Government programs that have both early childhood development and community partnerships as a focus. It is recognised that 'if successfully implemented, the current suite of early childhood health and education reforms has the potential to have a significant and lasting impact on reducing Indigenous disadvantage.' (Miller, 2009, p.6). While enrolment and attendance of Aboriginal children at preschools is increasing, a significant effort is required to close the gap between attendance/enrolment of Aboriginal and non-Aboriginal children. Critically, parents need to be involved in their child's education from an early age to ensure that they play an active part in preparing their child for school. Readiness for School is the first domain in the *Aboriginal and Torres Strait Islander Education Action Plan*. Other Council of Australian Government (COAG) programs also reflect the commitment to parental engagement in priority reform areas – the National Partnership Agreement on Indigenous Early Childhood Development (NPAIECD). Sacks and Watnick (2001, p.188) note that 'the significant effect of parental involvement reaches far beyond the first three years of life; the school community needs to expand outreach activities that empower parents as the child's first educator'.

Epstein (2007, p.16) notes that many 'teachers report that the only time they contact families is when students are in trouble'. This is the personal experience of one parent at Fraser Park Primary School, who was initially reticent to get involved in her son's schooling, as she was tired of being told about his poor behaviour in class. The teacher persisted in inviting the parent into the classroom until the mother relented. The teacher spent time talking about the student's progress and his positive behaviours demonstrated during that day or week. The teacher also provided positive ways of talking about school, so that the parent changed from asking when her son came home: 'Did you get into trouble today?' to 'What did you learn at school today?' This relationship has evolved to the point where the parent is completing her education at the school to become an early childhood worker and is now in paid employment at the school. She reported that her peers are curious about her work and her parenting style when she meets with them during social occasions.

Transition to school is an important time for all children, but more so for young Aboriginal children who may have had limited attendance in an early learning program. 'Effective transition programs do not just occur: they are the product of much collaboration, planning evaluation and revision' (Dockett, Mason and Perry, 2006). Dockett, Mason and Perry also emphasise the importance of developing best practice transition programs for Aboriginal children, families and communities to assist transition from early childhood settings to schools that embrace and reflect students' cultural backgrounds (p.141). Effective transition processes should be embedded in school practices to facilitate the smooth transition from an early childhood setting or home to the more formalised school setting.

The What Works package developed by the Department of Education, Employment and Workplace Relations (DEEWR) clearly states that the school leadership needs to be supportive of establishing a partnership for the activity to be successful (Core Issues 1). In effect, this means that the principal has to be actively involved, if not leading the development, implementation and maintenance of a partnership with Aboriginal parents and community members. At Fraser Park Primary School in Murray Bridge, the principal was clearly committed to supporting the development of the partnership. Michelle Kamma drove this partnership, ensuring that all staff were capable of supporting its implementation. The concept of partnership is built into performance conversations with staff.

Principals are responsible for the allocation of resources, they can encourage community support and provide non-contact time for teachers and other staff to meet, plan and support school-community partnership activities. They hold the key to the school-community-partnership door. Michelle Kamma's passion for the school-community partnership happening in the school was not only the key, she also ensured that resources were made available to enable meetings with parents, community members and the What Works facilitator. Funding was provided through a grant to assist in the development of the partnership. There were costs associated with transporting parents to meetings, catering to entice families to attend and payment for an experienced facilitator to manage the process (which ran over a year).

Van Voorhis and Sheldon (2004) acknowledge that while a principal is key to starting the process, a network of willing enablers are required to share the responsibility for planning, supporting and conducting 'family and community involvement activities to support student learning and development' (p.66). Michelle Kamma reported that she encourages all teachers at Fraser Park to participate in the What Works partnerships. New teachers are invited to parent meetings and forums to meet members of the local communities. They are asked to talk about themselves, discuss their journey through life, how they came to Fraser Park and how they see their role with the students. Some staff have found this challenging, however parents have said knowing more about the staff has helped them feel more confident in approaching staff members to discuss issues and ask for assistance.

Epstein has noted in a number of papers, particularly those focused on teacher education that:

*"although most educators agree that family involvement is important, few enter the profession knowing how to develop excellent partnership programs. Most educators still leave it up to parents to become involved, or conduct limited programs with a few active parents."* (2005, p.126).

Fraser Park has been fortunate to have funding to enable a What Works facilitator to support the development of a partnership agreement, however this is not available to all South Australian schools, or even all Focus Schools identified in the national *Aboriginal and Torres Strait Islander Education Action Plan*. At Fraser Park, a significant investment was made by the What Works facilitator to mentor staff to support the school community partnership.

What Works advocates for a 'planned and consistent approach' to be developed and operating in a school. Michelle Kamma insists that having a plan greatly assisted the group of staff and parents at Fraser Park PS in developing the partnership agreement.

Critical to the success of school-community partnerships is the recognition that once parents and community are on board, it is only the start of the partnership. Ongoing review of the effectiveness of the program will enable it to increase results over a number of years. Van Voorhis' (*et al*, 2004) research found that it was critical to evaluate activities from year to year. Programs that had a self-reflection element improved regardless of the previous year's success. This clearly links with the DECS' Principles of Improvement & Effectiveness: Principle 9 – Continuously Improve.

The Department of Education and Children's Services' Improvement and Accountability Framework (DIAF) provides schools and preschools with a systematic way to review their practices and processes so that continual improvement can occur. The involvement of parents, families, communities and other stakeholders is referred to in almost all of the Principles of Improvement & Effectiveness (2007). Parents at schools are asked questions regarding their level of involvement and the questions are qualitative and along the lines of: 'How welcome do you feel?'; 'Do you know the school values?'; and 'What input did you have in the school plan?'. One of the key questions asked of parents is: 'What is good about this school and what could be done to improve literacy outcomes?'.

Fraser Park has developed a partnership agreement for the school and the community, and at the end of 2010 the partnership has reached its first anniversary. The school aims to evaluate the partnership in 2011 and will develop a partnership approach to undertake a review of how well the partnership worked and what they can do to make further improvements. The review will be based on the significant body of work and data collected by the What Works Facilitator.

It is clear from the literature available that school-community partnerships will continue to increase in number and also in the diversity of what they look like. It is hoped that good practice examples like Fraser Park Primary School's partnership will inspire other schools to step outside of the classroom to engage with the local Aboriginal community. What is critical for the success of these partnerships is committed leadership from the principal.

Without this commitment the risk of failure is substantial. The principal is the school leader and must lead the partnership process in an authentic manner. The experience at Fraser Park has also provided evidence of the funding required to establish and maintain partnerships, something that will need to be built into school and regional budgets. The capacity of educators to be active participants in this process is another critical factor. There is little training in establishing school partnerships in preservice education, and none known for established teachers and principals. The current South Australian government school experience has Aboriginal Community Education Managers (& Officers) responsible for establishing, developing and maintaining partnerships with parents and community. This is a precarious position and leaves Aboriginal business with Aboriginal people, clearly not a preferred option and not the position advocated in the *Aboriginal and Torres Strait Islander Education Action Plan*. The national *Aboriginal and Torres Strait Islander Education Action Plan* will be a catalyst for change in schools with significant enrolments of Aboriginal students. The future holds out hope for greater involvement of parents, carers and the wider community in local schools.

Note: This is an excerpt from the research paper titled, *What Makes School Community Partnerships Work?* commissioned by the South Australia Aboriginal Education Training and Consultative Body (2011), investigating the Fraser Park Local School Community Partnership. The complete paper is available at: <http://www.saaetcb.org.au/>

## Indigenous Education Consultative Body's (IECB) Feedback

### South Australian Aboriginal Education Training and Consultative Body's (SAAETCB) Feedback

The South Australian Aboriginal Education and Training Advisory Committee was established in 1977 under Section 10 of the Education Act. It was administered by DECS until 1992, when it

was transferred to the Aboriginal Affairs Portfolio. Responsibility to re-establish an Aboriginal Education and Training Advisory Consultative Body SA was agreed to by the Minister of Aboriginal Affairs, Minister of Education and Children Services and Minister of Employment and Training in late 2004.

As a Ministerial Advisory Committee, the SAAETCB is well positioned to assist educational authorities, school, TAFE, Higher Education and others, families, children, students and community to develop and implement appropriate responses to their needs.

## Readiness for Schooling

The Committee commends the Early Childhood Development work occurring in South Australia, and in particular, the development of the Aboriginal Children and Family Centres. However, the SAAETCB seeks an increased focus on community engagement strategies used by DECS in the early years to further strengthen a two-way flow of information to support community engagement and consultation. It is important that the communication strategy supports a two-way flow of information in a timely manner and has the opportunity to maximise community consultation processes.

The SAAETCB would also welcome the opportunity to work closely with education providers around the involvement of fathers in early years education and care.

## Engagement and Connections

The SAAETCB supports and commends the work of education providers in relation to the engagement of Aboriginal parents, caregivers and families at the local and regional level. The Committee has raised the issue that education providers must remain flexible and open in their thinking around opportunities for engaging and progressing Aboriginal community voice and perspectives. Many venues and opportunities present themselves for this to occur and should not always be during school hours and held at school locations. Opportunities also exist for weekend and evening meetings to occur, or at local sporting functions and venues. The funding provided through the Communities Making a Difference (Low SES) National Partnership Aboriginal Community Voice initiative should be used flexibly for maximum parent engagement.

## Attendance

The SAAETCB commends DECS for its work in relation to the Integrated Student Support System (ISSS) – Indigenous database. It is an innovative and useful resource that supports the tracking and monitoring of Aboriginal students attendance, retention and achievement. The Committee also acknowledges that the ISSS is to be made available to school principals. However, the Committee would like to see a greater use of the system to monitor student outcomes, and in particular to support the provision of resources to support early intervention in relation to attendance and behavior management, and to enable the provision of a 'wrap around' support service for an individual student. The Committee looks forward to receiving feedback from principals about their perceptions of the system's use in monitoring, tracking and providing the catalyst for intervention strategies to support individual students.

## Literacy and Numeracy

The Committee raises their concerns about the number of exempt and withdrawn students from NAPLAN in South Australia, and emphasizes the need to have as many students as possible involved in NAPLAN testing. Participation in the tests must be promoted with schools to maximize Aboriginal student participation. It should also be promoted to the community as a positive way of raising parent awareness of their child's performance at school. While the Committee acknowledges that for some students it may be applicable and appropriate to be exempted from NAPLAN testing, all opportunities to engage students to participate should be explored. The Committee recommends that parents be part of the process, and suggests a series of parent trials and workshops to assist their understanding of what NAPLAN testing involves.

The Committee also acknowledges the work of education providers in developing and implementing Individual Learning Plans (ILPs) for all Aboriginal students. However, more awareness with parents about the purpose of an ILP, the process, and the engagement of Aboriginal parents, caregivers and families in the process must be considered. The Committee supports the work that is underway to provide greater consistency to the ILP process and expectations across the State. This will assist better transition from school to school and the understanding and involvement of parents will improve the process.

The Committee also acknowledges the work of DECS in developing and implementing the Enter for Success program; and comments that parent awareness and use of the initiative in local communities is working well and has resulted in parents accessing the secondary school of choice for their children in the Year 7 to 8 transition.

## General comments

DECS has many innovative and effective programs but parents are not as informed as they could or should be. The Committee suggests that DECS communication strategies need to be structured to provide better information about programs to parents; a greater awareness of what is available would support parents advocating for their children at the school and regional level. The Committee acknowledges that local and regional parent voice forums would be the place to discuss this further but comments that parents who do not attend these forums often miss out on valuable information and opportunities. Parents must be informed at every opportunity and the program or approach should be marketed by education providers to have the greatest coverage for Aboriginal parents, caregivers and families. Parents need to be aware of the programs; the process for accessing the programs; who they speak to at the school level; and what is available to support their children.

The Committee also comments that school accountability back to parents, (for example in relation to attendance) is not always effective. Often the issue is viewed as a parent's responsibility. Schools must also accept greater responsibility for

non-attendance and be transparent about what the school is doing to support parents in getting their children to school; and the curriculum support available to get student engagement and participation in wanting to attend. Cross-agency interventions that are needed to support improved engagement also need to be improved.

The accountability of school principals about the use of resources provided to schools to support Aboriginal students should be made more transparent, both to the department and to parents. There must be a consistency of accountability processes for resources built into school reporting structures across the State. This information must be made more accessible to parents – it should not be left to the discretion of a principal to divulge information to a parent about possible resources based upon the relationship between an individual parent and the school principal. This information should be embedded in accountability processes and communication strategies back to parents.

Building the confidence of both schools and educators to work together to be able to have open lines of communication to support community engagement is critical to improving education outcomes for Aboriginal students. Parent And Community Engagement (PACE) Program has been useful for this and should be considered as an ongoing approach to community engagement. This would also support consistency across the State. Embedding Aboriginal community engagement into school processes through the development of ongoing local school community partnership agreements is also an important and essential consideration for the future.

## Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD
Aldinga Beach R-7 School	Government	Metropolitan	595.0	27.0	X		
Amata Anangu School	Government	Very remote	86.0	86.0		X	X
Augusta Park Primary School	Government	Provincial	273.0	140.0		X	
Barmera Primary School	Government	Provincial	241.0	35.0		X	
Blakeview Primary School	Government	Metropolitan	478.0	28.0	X		
Brahma Lodge Primary School	Government	Metropolitan	192.0	17.0		X	
Caritas College	Catholic	Provincial	642.5	38.7	X		
Carlton School	Government	Provincial	60.0	60.0		X	
Catherine McAuley School	Catholic	Metropolitan	380.0	9.0	X		
Ceduna Area School	Government	Very remote	530.0	128.8		X	
Challa Gardens Primary School	Government	Metropolitan	364.0	46.0		X	
Christian Brothers College	Catholic	Metropolitan	929.3	13.0			
Christie Downs Primary School	Government	Metropolitan	234.4	32.5		X	
Christies Beach HS & Southern Vocational College	Government	Metropolitan	1,228.1	104.7		X	
Christies Beach Primary School	Government	Metropolitan	456.0	49.0		X	
Cooper Pedy Area School	Government	Very remote	213.6	71.8		X	
Crossways Lutheran School	Independent	Very remote	92.0	89.0	X		
Darlington Primary School	Government	Metropolitan	254.0	35.0	X	X	
Elizabeth Downs Primary School	Government	Metropolitan	223.0	15.0		X	
Elizabeth East Primary School	Government	Metropolitan	289.0	27.0		X	
Elizabeth Grove Primary School	Government	Metropolitan	289.0	32.0		X	
Elizabeth Park Primary School	Government	Metropolitan	303.0	49.0		X	
Elizabeth South Primary School	Government	Metropolitan	227.0	37.0		X	
Enfield Primary School	Government	Metropolitan	231.0	29.0		X	
Ernabella Anangu School	Government	Very remote	142.0	142.0		X	
Fisk Street Primary School	Government	Provincial	141.0	52.0		X	
Flinders View Primary School	Government	Provincial	174.0	101.0		X	
Forbes Primary School	Government	Metropolitan	297.0	28.0		X	
Fraser Park Primary School	Government	Provincial	71.0	35.0		X	
Fregon Anangu School	Government	Very remote	55.0	54.0		X	
Fremont-Elizabeth City High School	Government	Metropolitan	909.4	81.7		X	
Gepps Cross Primary School	Government	Metropolitan	132.0	13.0		X	
Hincks Avenue Primary School	Government	Provincial	197.0	39.0		X	
Huntfield Heights Primary School	Government	Metropolitan	95.0	11.0		X	
Indulkana Anangu School	Government	Very remote	82.0	82.0		X	
Ingle Farm Primary School	Government	Metropolitan	422.0	28.0		X	
John Hartley School (B-7)	Government	Metropolitan	327.0	55.0		X	
Kaurna Plains School	Government	Metropolitan	89.7	81.8		X	
Kenmore Park Anangu School	Government	Very remote	12.0	12.0		X	
Kilburn Primary School	Government	Metropolitan	106.0	21.0		X	
Kirton Point Primary School	Government	Remote	342.0	65.0		X	
Koonibba Aboriginal School	Government	Very remote	25.0	25.0		X	
Leigh Creek Area School	Government	Remote	141.0	40.0			
Lincoln Gardens Primary School	Government	Remote	83.0	52.0		X	
Long Street Primary School	Government	Provincial	291.0	27.0		X	
Maitland Area School	Government	Provincial	263.3	73.0		X	



School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD
Mark Oliphant College (B-12)	Government	Metropolitan	827.0	88.0		X	
Marree Aboriginal School	Government	Very remote	25.2	19.2		X	
Meningie Area School	Government	Provincial	191.7	57.0		X	
Mimili Anangu School	Government	Very remote	66.0	66.0		X	X
Moonta Area School	Government	Provincial	486.1	36.8		X	
Murputja Anangu School	Government	Very remote	29.0	28.0		X	
Murray Bridge High School	Government	Provincial	938.6	103.0		X	
Ocean View P-12 College	Government	Metropolitan	313.1	21.0		X	
Oodnadatta Aboriginal School	Government	Very remote	282.0	49.0		X	
O'Sullivan Beach Primary School	Government	Metropolitan	96.0	24.0		X	
Parafield Gardens R-7 School	Government	Metropolitan	309.6	48.0		X	
Paralowie School	Government	Metropolitan	20.0	20.0		X	
Pennington Primary School	Government	Metropolitan	780.4	104.0		X	
Pipalyatjara Anangu School	Government	Very remote	42.1	38.1		X	
Playford Primary School	Government	Metropolitan	179.0	16.0			
Point Pearce Aboriginal School	Government	Provincial	452.0	29.0		X	
Port Augusta Secondary School	Government	Provincial	1260.5	59.0		X	
Port Augusta West Primary School	Government	Provincial	300.0	32.0		X	
Port Lincoln High School	Government	Remote	758.6	108.2			
Quorn Area School	Government	Provincial	257.9	51.0		X	
Raukkan Aboriginal School	Government	Provincial	16.0	16.0		X	
Renmark Primary School	Government	Provincial	285.0	14.0		X	
Salisbury High School	Government	Metropolitan	927.5	75.0		X	
Salisbury North R-7 School	Government	Metropolitan	360.0	41.0		X	
Salisbury Primary School	Government	Metropolitan	297.0	15.0		X	
Solomontown Primary School	Government	Provincial	264.4	24.0		X	
Southern Vales Christian College	Independent	Metropolitan	659.0	25.0	X		
Southern Vales Christian College - Aldinga Campus	Independent	Metropolitan					
St Martins Lutheran College	Independent	Provincial	510.4	15.0			
Stirling North Primary School	Government	Provincial	264.0	44.0			
Stuart High School	Government	Provincial	339.0	58.0		X	
Sunrise Christian School	Independent	Metropolitan	976.0	9.0			
Sunrise Christian School - Marion Campus	Independent	Metropolitan					
Sunrise Christian School - Morphett Vale Campus	Independent	Metropolitan					
Sunrise Christian School - Naracoorte Campus	Independent	Metropolitan					
Sunrise Christian School - Paradise Campus	Independent	Metropolitan					
Swallowcliffe Primary School	Government	Metropolitan	208.0	11.0		X	
The Pines Primary School	Government	Metropolitan	309.0	20.0		X	
Unity College Inc	Independent	Provincial	984.0	32.0	X		
Wandana Primary School	Government	Metropolitan	195.0	37.0		X	
Warriappendi School	Government	Metropolitan	45.0	44.0		X	
Watarru Anangu School	Government	Very remote	13.0	13.0		X	
Whyalla Stuart Campus R-7	Government	Provincial	119.0	32.0		X	
Willsden Primary School	Government	Provincial	165.0	100.0		X	
Woodville High School	Government	Metropolitan	1021.9	146.3		X	
Yalata Anangu School	Government	Very remote	59.0	59.0		X	



## Chapter 10

# Tasmania Report on Activities and Outcomes

Tasmania is the second smallest jurisdiction in Australia with an estimated population of half a million people. According to the 2006 Census, of the 489,951 persons residing in Tasmania, 18,415 people identified as Aboriginal and/or Torres Strait Islander. This figure represented 3.9 per cent of the total Tasmanian population and 3.6 per cent of the Australian Aboriginal and Torres Strait Islander population.

Tasmanian schools represented 2.8 per cent of the national total with 268 schools operating across the State. Of this total, 202 were government schools administered by the Department of Education (DoE) followed by 37 Catholic administered by the Tasmanian Catholic Education Office (TCEO) and 29 Independent operated by Independent Schools Tasmania (IST). 165 schools were primary, 42 secondary, 55 combined and 6 special. The majority of these schools are located in metropolitan provincial areas with only a small proportion classified as remote and very remote.

In 2010, Aboriginal and Torres Strait Islander students comprised of 6.7 per cent of Tasmania's student population (full-time and part time from Prep to Year 12). At the time of the August Census, Tasmania recorded 80,841 full-time students attending Tasmanian schools with 5 440 (6.7 per cent) of these students identified as Aboriginal and/or Torres Strait Islander.

The important task of translating the national Aboriginal and Torres Strait Islander education agenda for action into the Tasmanian context has been addressed by the State's Aboriginal education strategy, *Closing the Gap on Aboriginal Education Outcomes 2010–2014: a strategy for Aboriginal student success through school improvement*. This strategy outlines a series of initiatives that will improve the success of Aboriginal and Torres Strait Islander students in schools by supporting the particular needs of individual schools, students and their families.

The strategy includes initiatives aimed at building the capacity of the Tasmanian education system to deliver quality, inclusive teaching and leadership that will be necessary to achieve the targets for improvement in Aboriginal and Torres Strait Islander student outcomes that have been set.

School-based initiatives include:

- improving use of data to identify and support Aboriginal and Torres Strait Islander early leavers
- personalised learning plans for all Aboriginal and Torres Strait Islander students

- Aboriginal and Torres Strait Islander student attendance strategies for focus schools
- enhancing professional development for teachers and Aboriginal Education Workers to support higher levels of literacy and numeracy achievement for Aboriginal and Torres Strait Islander students
- improving pathways to further education, training and employment for young Aboriginal and Torres Strait Islander people.

System-wide initiatives include:

- early identification of at-risk Aboriginal and Torres Strait Islander students
- culturally inclusive Child and Family Centres
- supporting school engagement with Aboriginal and Torres Strait Islander communities
- incorporating Aboriginal and Torres Strait Islander perspectives in the curriculum
- building leadership in Aboriginal and Torres Strait Islander education for principals of focus schools and building cultural competency of teaching staff
- specialist Aboriginal and Torres Strait Islander Education staff and cultural resources to assist schools to more effectively meet the educational needs of Aboriginal and Torres Strait Islander students and their families.

Work within the Department of Education to put into operation this strategy is aligning with, and supporting, National Partnership effort in both government and non-government schools. From 2011, all schools will be working within the guidelines of this strategy to improve educational outcomes for all Aboriginal and Torres Strait Islander students and to work towards closing the gap in educational outcomes.

## Profile of Focus Schools

To ensure that intensive effort is dedicated to Aboriginal and Torres Strait Islander students with the highest needs, Tasmania has participated in a nationally agreed approach that identifies 72 focus schools which together account for 85 per cent of Aboriginal and Torres Strait Islander enrolments. Of these focus schools, 62 are government, nine are Catholic and one is

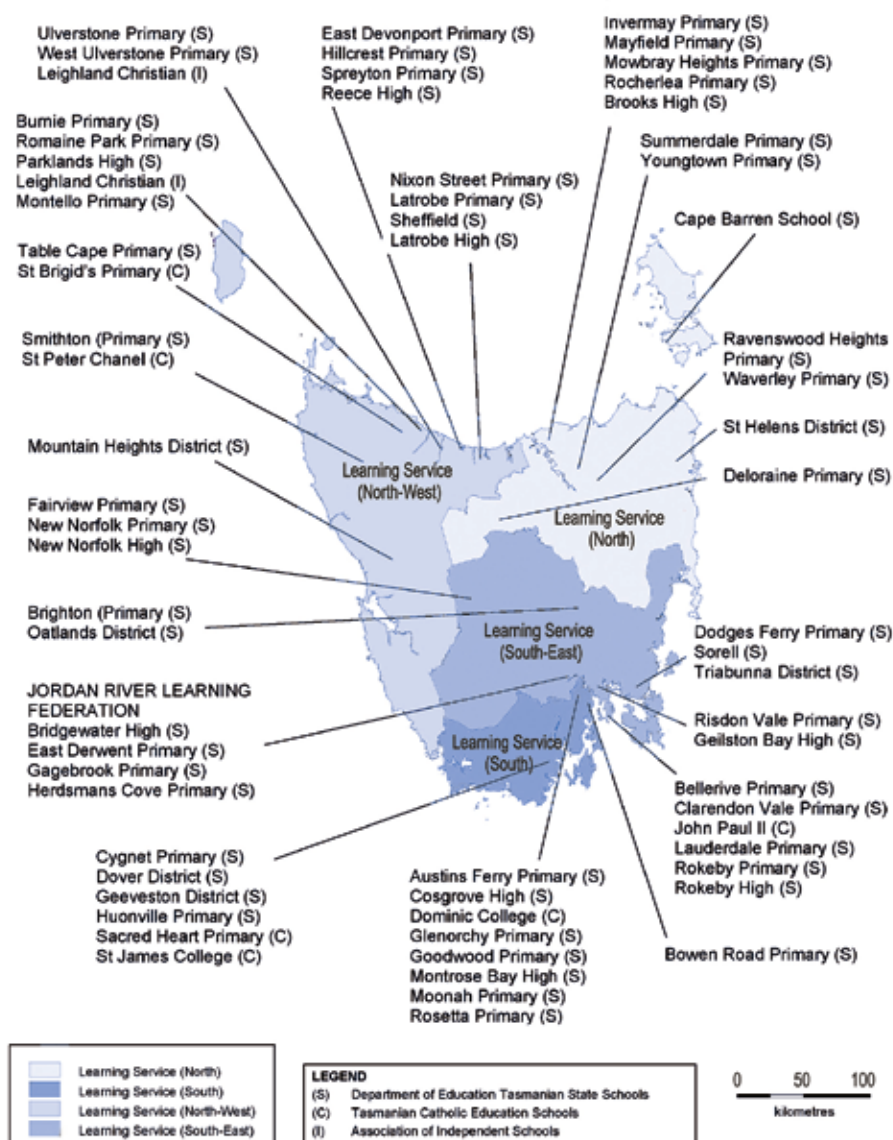
independent. Fifty are primary schools, 11 are high schools with 11 combined schools catering for Kindergarten to Year 10. The majority of the focus schools are provincial schools (41) followed by 29 metropolitan schools and two remote schools.

Tasmanian focus schools are identified annually by examining enrolments and Aboriginal and Torres Strait Islander student outcomes in order to strategically target schools in which there is the greatest potential to achieve significant literacy and numeracy improvements for those students. Focus schools have priority access to services and resources to support this goal.

As a result of significant school reform during 2010, 11 State government focus schools commenced amalgamation. These are:

- Gagebrook Primary School. Herdsman Cove Primary School, East Derwent Primary School and Bridgewater High School amalgamated to become the Jordan River Learning Federation (operating under separate campuses).
- Acton Primary School, Brooklyn Primary School and Upper Burnie Primary School combined to become Romaine Park Primary School.

**Figure TAS1: Tasmanian focus schools, 2010**



- Claremont Primary School, Roseneath Primary School, Abbotsfield Primary School and Mt Faulkner Primary School combined to become Windermere Primary School and Austins Ferry Primary School.

For the purpose of reporting focus school data for 2010, enrolments for Claremont Primary School, Roseneath Primary School were placed against Austins Ferry Primary School and enrolments for Abbotsfield Primary School and Mt Faulkner Primary School were placed against Windermere Primary School.

## Tasmania Report on Indicators with National Data Sources

### Readiness for School

#### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territories measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection which will be available in 2011.

### Engagement and Connections

#### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreement in place.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. Australian Bureau of Statistics (ABS), Australian Curriculum, Assessment and Reporting Authority's (ACARA) National Assessment Program – Literacy and Numeracy (NAPLAN)] in their chapters. Therefore, Tasmania will report on this domain in the 2011 Annual Report.

## Attendance

### Performance Indicators

- *Attendance rates of Aboriginal and Torres Strait Islander and non-Indigenous students in schools.*
- *Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.*
- *Retention rates for Aboriginal and Torres Strait Islander students.*
- *Grade progression ratios for Aboriginal and Torres Strait Islanders students.*

## Attendance Rates

School attendance rates for Aboriginal and Torres Strait Islander students in Tasmania were above 80 per cent across all year levels for all sectors and 90 per cent and above for Year 1 to Year 7 in government schools, Year 1 to Year 5 and Year 7 and Year 8 in Catholic schools and Year 1 to Year 9 in independent schools.

Overall, Tasmania's attendance rates for Aboriginal and Torres Strait Islander students were similar to non-Aboriginal and Torres Strait Islander students with Aboriginal and Torres Strait Islander attendance slightly lower in the secondary years (8–10). The average gap between Aboriginal and Torres Strait Islander student and non-Aboriginal and Torres Strait Islander student's attendance for Years 8 to 10 was around 5 percentage points.

## Apparent Retention Rates

Year 7/8 apparent retention rates for Aboriginal and Torres Strait Islander students in Tasmania were greater than 100 per cent. This increase is mostly the result of parents changing their child's identity to Aboriginal and/or Torres Strait Islander during the secondary school years.

**Table TAS1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)**

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
<b>Government</b>												
Aboriginal and Torres Strait Islander	93	93	94	94	93	92	91	85	85	82	n/a	n/a
Non-Aboriginal and Torres Strait Islander	94	94	95	95	95	95	93	91	90	87	n/a	n/a
<b>Total</b>	94	94	95	95	95	94	93	91	89	87	n/a	n/a
<b>Catholic</b>												
Aboriginal and Torres Strait Islander	90	91	90	93	91	87	93	91	88	90	n/a	n/a
Non-Aboriginal and Torres Strait Islander	95	95	95	96	96	95	95	94	94	92	n/a	n/a
<b>Total</b>	94	95	95	95	95	94	95	94	93	92	n/a	n/a
<b>Independent</b>												
Aboriginal and Torres Strait Islander	90	92	94	94	97	94	92	93	92	86	n/a	n/a
Non-Aboriginal and Torres Strait Islander	95	95	96	95	94	95	95	95	94	94	96	90
<b>Total</b>	95	95	96	95	94	95	94	95	94	94	96	90

n/a not available

Note: Wide variation in Aboriginal and Torres Strait Islander attendance rates may occur in Tasmanian and ACT independent schools due to low student numbers.

Source: ACARA data (unpublished)

## Enrolment to Population Ratio

**Table TAS2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

Aboriginal and Torres Strait Islander children	Tas.	Australia
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	4,572	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	4,417	129,308
Proportion of 6–15 year old population enrolled in school	103.5%	103.60%
<b>Non-Aboriginal and Torres Strait Islander children<sup>(d)</sup></b>		
Number of children aged 6–15 years enrolled in school	60,134	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	60,380	2,657,227
Proportion of 6–15 year old population enrolled in school	99.6%	98.70%

Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006–2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

**Table TAS3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, government schools, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	110.8	100.0
Year 7/8 – Year 12	43.4	73.0

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), Schools, Australia, 2010 (Cat.No.4221.0)

## Apparent Grade Progression Ratios

Apparent grade progression rates for Aboriginal and Torres Strait Islander students in Tasmania were greater than 100 per cent. This increase is mostly the result of parents changing their child's identity to Aboriginal and/or Torres Strait Islander during the secondary school years.

Apparent grade progression for Year 10 to Year 11 showed a gap of 29.9 per cent between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students.

**Table TAS4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	104.0	100.4
Year 9 to Year 10	104.5	99.7
Year 10 to Year 11	48.5	78.4
Year 11 to Year 12	67.3	94.5

Source: ABS, NSSC, Table 40a: Full-time students – by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

## Literacy and Numeracy

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.
- Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.

### NAPLAN Outcomes

In Tasmania, 94.3 per cent of Aboriginal and Torres Strait Islander students in Year 3 were at or above the national minimum standard for Reading compared to 92.8 per cent for Writing and 89 per cent for Numeracy. The gap between Year 3 Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students was 4.1 per cent for Writing, 6.1 per cent for Numeracy and 6.6 per cent for Reading.

For Year 5, 88.2 per cent of Aboriginal and Torres Strait Islander students were at or above the national minimum standard for Reading compared to 86.6 per cent for Numeracy and 84.3 per cent for Reading. The gap between Year 5 Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students was 5.3 per cent for Writing, 7.2 per cent for Reading and 7.5 per cent for Numeracy.

For Year 7, 87.8 per cent of Aboriginal and Torres Strait Islander students were at or above the national minimum standard for Numeracy compared to 86.5 per cent for Reading and 77.9 per cent for Writing. The gap between Year 7 Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students was 7.5 per cent for Numeracy, 8.9 per cent for Reading and 12.6 per cent for Writing.

For Year 9, 84.9 per cent of Aboriginal and Torres Strait Islander students were at or above the national minimum standard for Numeracy compared to 79.8 per cent for Reading and 69.7 per cent for Numeracy. The gap between Year 9 Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students was 8.7 per cent for Numeracy, 12 per cent for Reading and 14.9 per cent for Writing.

## 2010 NAPLAN Data by Geolocation

In Tasmania, over 80 per cent of Aboriginal and Torres Strait Islander students in metropolitan and provincial schools were at or above the national minimum standard for Year 3 Reading, Writing and Numeracy and Year 5 Reading, Writing and Numeracy and Year 7 Reading and Numeracy. Aboriginal and Torres Strait Islander students in metropolitan and provincial schools exceeded the National average except for Year 7 Writing and Year 9 Writing for metropolitan schools.

## 2010 NAPLAN Data and 2010 Progress Points for Tasmania

One of the COAG 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in reading, writing and numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were

developed. The progress points for Tasmania are provided in Table TAS7.

In 2010, Tasmania met most of the indicative progress points on its trajectories towards halving the gap by 2018. However, the proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard was below the 2010 progress point in Tasmania for Year 9 Reading and Years 3 and 7 Numeracy. There were no significant improvements between 2008 and 2010 in Aboriginal and Torres Strait Islander students' results. Results for 2010 were significantly below the 2008 baseline in Year 9 Reading and Year 3 Numeracy. The gap decreased by 20 per cent or more in Year 5 Writing and increased by 20 per cent or more in Years 3 and 7 Reading, Years 3 and 7 Writing, and Years 5, 7 and 9 Numeracy.

## Overall NAPLAN Outcomes

In terms of a national comparison for NAPLAN results, Tasmania has the smallest differences in mean score results between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students for all test and year levels.

**Table TAS5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, Tasmania, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	87.7	84.3	86.5	79.8
Non-Aboriginal and Torres Strait Islander	94.3	91.5	95.4	91.8
Gap	6.6	7.2	8.9	12
Aboriginal and Torres Strait Islander confidence intervals	± 5.2	± 4.8	± 4.1	± 6.5
<b>Writing</b>				
Aboriginal and Torres Strait Islander	92.8	88.2	77.9	69.7
Non-Aboriginal and Torres Strait Islander	96.9	93.5	90.5	84.6
Gap	4.1	5.3	12.6	14.9
Aboriginal and Torres Strait Islander confidence intervals	± 3.4	± 3.6	± 4.7	± 5.2
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	89.0	86.6	87.8	84.9
Non-Aboriginal and Torres Strait Islander	95.1	94.1	95.3	93.6
Gap	6.1	7.5	7.5	8.7
Aboriginal and Torres Strait Islander confidence intervals	± 4.0	± 4.6	± 4.2	± 6.5

Note: The confidence intervals for 2010 in this table are specifically for Tasmania.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010



**Table TAS6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	Tasmania		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan	85.7	94.3	83.1	95.3
Provincial	88.7	94.6	81.5	94.1
Remote	n.p.	89.3	65.6	92.6
Very Remote	n.p.	n.p.	43.9	90.1
<b>Year 5</b>				
Metropolitan	82.9	92.5	77.0	93.2
Provincial	85.2	90.9	72.8	91.5
Remote	n.p.	88.4	51.2	87.8
Very Remote	n.p.	n.p.	26.5	88.3
<b>Year 7</b>				
Metropolitan	85.6	95.9	85.0	96.0
Provincial	87.5	95.1	82.3	95.7
Remote	n.p.	n.p.	65.9	95.7
Very Remote	n.p.	n.p.	38.6	94.7
<b>Year 9</b>				
Metropolitan	75.1	92.7	71.2	92.5
Provincial	82.3	91.2	68.1	91.6
Remote	n.p.	82.4	50.9	88.4
Very Remote	n.p.	n.p.	24.2	85.2
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan	89.9	96.8	87.4	96.7
Provincial	94.9	97.0	87.1	96.2
Remote	n.p.	95.5	71.9	96.3
Very Remote	n.p.	n.p.	41.2	94.3
<b>Year 5</b>				
Metropolitan	89.7	94.2	81.9	94.8
Provincial	87.5	93.2	77.6	93.3
Remote	n.p.	89.6	55.4	89.9
Very Remote	n.p.	n.p.	28.2	90.0
<b>Year 7</b>				
Metropolitan	76.4	90.9	79.9	94.4
Provincial	78.2	90.2	75.5	92.3
Remote	n.p.	n.p.	55.6	92.4
Very Remote	n.p.	n.p.	28.3	90.8
<b>Year 9</b>				
Metropolitan	65.3	86.1	67.5	89.6
Provincial	72.1	83.5	61.9	86.1
Remote	n.p.	76.5	44.4	82.4
Very Remote	n.p.	n.p.	18.7	80.6
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan	84.3	94.6	84.1	95.5
Provincial	91.7	95.5	82.5	94.8
Remote	n.p.	94.1	71.7	94.8
Very Remote	n.p.	n.p.	45.2	92.6
<b>Year 5</b>				
Metropolitan	84.6	94.2	81.7	95.3
Provincial	87.9	94.1	78.0	94.3
Remote	n.p.	89.2	57.9	92.1
Very Remote	n.p.	n.p.	32.5	92.1
<b>Year 7</b>				
Metropolitan	85.3	95.6	85.0	96.3
Provincial	89.6	95.2	82.3	95.6
Remote	n.p.	n.p.	64.1	95.8
Very Remote	n.p.	n.p.	41.9	95.1
<b>Year 9</b>				
Metropolitan	79.2	93.8	77.4	94.6
Provincial	88.1	93.5	74.2	93.7
Remote	n.p.	86.5	56.6	91.8
Very Remote	n.p.	n.p.	32.7	90.1

Note: Due to the comparatively small Aboriginal and Torres Strait Islander cohort in Tasmania, no data is available for the remote and very remote geolocations, and 'n.p.' indicates data not published.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010



On average, the gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students is 50 per cent less in Tasmania than other states and territories.

Aboriginal and Torres Strait Islander students who were below one or more of the national minimum standards received additional supports including regular tutoring sessions for specific skill development in literacy and numeracy. Tutoring intervention is provided through the Indigenous Tutorial Assistance Scheme.

## NAPLAN Participation

In 2010, the participation rate of Aboriginal and Torres Strait Islander students in Tasmania was higher than the Australian

average for Aboriginal and Torres Strait Islander students for all years. The non-Aboriginal and Torres Strait Islander rate was very close to the national average. Apart from Year 7, where participation increased by 4.6 percentage points, there were small changes to participation rates between 2009 and 2010.

## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.

**Table TAS7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	88.5	84.6	89.1	90.8	94.3	84	82.1	69.2	94.5	87.9	92.5	88.6
Target 2018	90.8	87.7	91.8	92.2	95.9	89.0	86.7	77.6	95.7	90.5	94	90.9

Note: Tasmania has, on average, the smallest gap in literacy and numeracy performance between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students. This small gap leads to Tasmania having relatively shallow trajectories. Due to the comparatively small Aboriginal and Torres Strait Islander cohort it is expected that the observed performance of Tasmania's Aboriginal and Torres Strait Islander students will exhibit some noise. This will result in fluctuating performance against the progress points, especially in the first few years of the strategy.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

**Table TAS8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions, absences/withdrawals and assessed students, in Tasmania and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	Tas.	Aust.	Tas.	Aust.	Tas.	Aust.	Tas.	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	94.9	89.9	94.5	91.2	90.9	89.1	82.3	89.7
Non-Aboriginal and Torres Strait Islander	97.4	96.1	97.9	96.6	97.6	96.5	95.6	96.5
<b>Writing</b>								
Aboriginal and Torres Strait Islander	94.5	90.3	94.6	91.0	91.1	89.5	83.5	80.2
Non-Aboriginal and Torres Strait Islander	97.4	96.0	97.9	96.5	97.8	96.5	96.0	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	93.9	89.1	93.4	90.0	89.2	88.6	80.5	78.8
Non-Aboriginal and Torres Strait Islander	97.2	95.8	97.6	96.3	97.2	96.2	95.0	93.3

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*
- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

The Department of Education has a Memorandum of Understanding with the Dare to Lead Program that contributes towards the salary of the Tasmanian Coordinator's position. During 2009–2010, 34 schools (including 19 focus schools) undertook Dare to Lead Snapshots to inform their School Improvement Plans, and plans have been made for further schools to participate in 2011. Dare to Lead also provided all schools with a variety of professional development opportunities.

The Department of Education continued its commitment to participation in the Stronger Smarter Schools Program.

## Pathways to Real Post-School Options

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, Tasmania will report on this domain in the 2011 Annual Report.

## Indigenous Education Consultative Body's (IECB) Feedback

The Department of Education is committed to working with the Tasmanian Aboriginal Corporation for Education (TACE) and the Department of Education, Employment and Workplace Relations (DEEWR) to support the implementation of the various national

Aboriginal and Torres Strait Islander reforms in Tasmanian schools.

Work on a Memorandum of Understanding for 2011–2012 commenced in 2010. The MoU is designed around the *National Indigenous Reform Agreement*, the *National Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* and further supports efforts in Aboriginal Education Services and across Learning Services and schools to improve the participation and achievement of Aboriginal and Torres Strait Islander students.

During 2010, TACE engaged in consultations with the Aboriginal and Torres Strait Islander Communities in Tasmania and ensured that messages from those consultations informed advice given to DoE.

## Web Links

Learner at the Centre

<http://www.education.tas.gov.au/dept/strategies>

Closing the Gap in Aboriginal Education Outcomes 2010–2014: A Tasmanian Strategy for Aboriginal Student Success through School Improvement

<http://www.education.tas.gov.au/school/curriculum/aboriginaleducation/closing-the-gap.pdf>

Tasmania's National Partnership school improvement plans for the government, Catholic and independent sectors:

<http://www.education.tas.gov.au/dept/strategies/national-partnerships>

<http://www.catholic.tas.edu.au/Resources/documents/AnnualReport2010.pdf>

<http://www.independentschools.tas.edu.au/national-partnerships-smarter-schools-low-ses/>

Tasmania's Education Performance Report 2010

<http://www.education.tas.gov.au/dept/reports/tasmanias-education-performance-report>

SES School Communities National Partnership is available at:

<http://www.smarterschools.gov.au/ParticipatingSchools/Pages/TASOverview.aspx>

## Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/Num NP	Low SES NP	RSD
Bellerive Primary School	Government	Metropolitan	361	25			
Bowen Road Primary School	Government	Metropolitan	300	29		X	
Bridgewater High School	Government	Metropolitan	280	59	X	X	
Brighton Primary School	Government	Metropolitan	699	49	X		
Brooks High School	Government	Provincial	628	74	X	X	
Burnie Primary School	Government	Provincial	367	35			
Cape Barren Island School	Government	Remote	8	3		X	
Clarendon Vale Primary School	Government	Metropolitan	95	24	X	X	
Cosgrove High School	Government	Metropolitan	241	40	X	X	
Cygnnet Primary School	Government	Provincial	212	26			
Deloraine Primary School	Government	Provincial	331	28			
Dodges Ferry Primary School	Government	Metropolitan	391	31			
Dominic College	Catholic	Metropolitan	955	58	X		
Dover District High School	Government	Provincial	112	28		X	
East Derwent Primary School	Government	Metropolitan	392	54	X	X	
East Devonport Primary School	Government	Provincial	296	30		X	
Fairview Primary School	Government	Metropolitan	270	32	X	X	
Gagebrook Primary School	Government	Metropolitan	226	42	X	X	
Geeveston District High School	Government	Provincial	150	40		X	
Geilston Bay High School	Government	Metropolitan	206	37	X	X	
Glenorchy Primary School	Government	Metropolitan	420	48	X	X	
Goodwood Primary School	Government	Metropolitan	101	16	X	X	
Herdsmans Cove Primary School	Government	Metropolitan	192	43	X	X	
Hillcrest Primary School	Government	Provincial	259	28		X	
Huonville Primary School	Government	Provincial	474	91			
Invermay Primary School	Government	Provincial	258	18	X	X	
John Paul II School	Catholic	Metropolitan	165	13		X	
Latrobe High School	Government	Provincial	457	50			
Latrobe Primary School	Government	Provincial	320	25			
Lauderdale Primary School	Government	Metropolitan	564	28	X		
Leighland Christian School	Independent	Provincial	117	10			
Mayfield Primary School	Government	Provincial	226	30	X	X	
Montello Primary School	Government	Provincial	261	27	X	X	
Montrose Bay High School	Government	Metropolitan	835	104	X	X	
Moonah Primary School	Government	Metropolitan	215	23	X	X	
Mountain Heights School	Government	Remote	302	56		X	
Mowbray Heights Primary School	Government	Provincial	500	51	X	X	
New Norfolk High School	Government	Metropolitan	356	48	X	X	
New Norfolk Primary School	Government	Metropolitan	299	40	X	X	
Nixon Street Primary School	Government	Provincial	560	46			
Oatlands High School	Government	Provincial	316	27		X	
Parklands High School	Government	Provincial	447	60	X	X	
Ravenswood Heights Primary School	Government	Provincial	299	35	X	X	
Reece High School	Government	Provincial	630	64		X	

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/Num NP	Low SES NP	RSD
Risdon Vale Primary School	Government	Metropolitan	188	26	X	X	
Rocherlea Primary School	Government	Provincial	158	19	X	X	
Rokeby High School	Government	Metropolitan	201	28	X	X	
Rokeby Primary School	Government	Metropolitan	237	53	X	X	
Rosetta Primary School	Government	Metropolitan	404	35	X		
Sacred Heart School	Catholic	Provincial	23	185			
Sacred Heart School	Catholic	Provincial	147	16			
Sheffield School	Government	Provincial	511	38		X	
Smithton Primary School	Government	Provincial	285	73		X	
Sorell School	Government	Metropolitan	775	74			
Spreyton Primary School	Government	Provincial	441	42			
Springfield Gardens Primary School	Government	Metropolitan	306	44	X	X	
St Brigid's School	Catholic	Provincial	188	27			
St James Catholic College	Catholic	Provincial	147	16			
St Finn Barr's School	Catholic	Provincial	281	19	X		
St Helens District High School	Government	Provincial	545	62		X	
St Peter Chanel School	Catholic	Provincial	128	16			
Stella Maris Primary School	Catholic	Provincial	470	15			
Summerdale Primary School	Government	Provincial	618	44			
Table Cape Primary School	Government	Provincial	371	56		X	
Triabunna District High School	Government	Provincial	172	27		X	
Ulverstone Primary School	Government	Provincial	426	51			
Waverley Primary School	Government	Provincial	170	16	X	X	
West Ulverstone Primary School	Government	Provincial	245	52		X	
Youngtown Primary School	Government	Provincial	323	22			
Amalgamated focus schools							
Romaine Park Primary School	Government	Provincial			X	X	
Acton Primary School			176	39			
Brooklyn Primary School			178	11			
Upper Burnie Primary School			171	24			
Austins Ferry Primary School	Government	Metropolitan			X	X	
Claremont Primary School			315	26			
Roseneath Primary School			189	11			
Windermere Primary School	Government	Metropolitan			X	X	
Abbotsfield Primary School			183	23			
Mount Faulkner Primary School			174	27			



# Australian Capital Territory Report on Activities and Outcomes

## Introduction

In the Australian Capital Territory in 2010 there were 65,412 students enrolled in 121 government and non-government schools representing an increase of 1,032 (1.6 per cent) since 2009. There were 1,480 Aboriginal and Torres Strait Islander students in Australian Capital Territory schools in 2010. This figure represents an increase of 150 students (11.1 per cent) over that recorded for 2009.

The 83 schools in the government sector enrolled the highest proportion of students in the Australian Capital Territory with a total of 38,853 (59.4 per cent) of all students in Australian Capital Territory schools. The government sector also enrolls the highest proportion of Aboriginal and Torres Strait Islander students (1,208 or 3.1 per cent of total government school enrolments).

The Catholic system in the Australian Capital Territory supports 23 schools with a total of 26,559 (40 per cent) of all students in the Australian Capital Territory.

The independent schooling sector supports 15 schools offering programs from preschool through to Year 12.

The Australian Capital Territory is meeting the educational outcomes of Aboriginal and Torres Strait Islander students using a coordinated and targeted approach across mainstream and specific programs and strategies.

The Australian Capital Territory includes a focus on Aboriginal and Torres Strait Islander students, disadvantaged schools, literacy and numeracy and students with a disability in implementation plans aimed at progressing objectives of national partnership agreements.

## Profile of Focus Schools

In 2010 there were 31 focus schools in the Australian Capital Territory – 30 government sector and 1 in the Catholic sector. All focus schools in 2010 were primary schools.

The total number of Aboriginal and Torres Strait Islander students enrolled in these focus schools is 543 representing 1.7 per cent of the total primary school enrolment.

Ten focus schools are Smarter Schools National Partnership schools with six literacy and numeracy schools and four low SES schools. All schools in the Australian Capital Territory are classified as metropolitan.

All focus schools are members of the Dare to Lead program and participate regularly in activities to support ongoing leadership in Aboriginal and Torres Strait Islander education.

## Australian Capital Territory Report on Indicators with National Data Sources

### Readiness for School

#### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territory measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection which will be available in 2011.

## Engagement and Connections

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.
- Proportion of focus schools with a school – community partnership agreement in place.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, the Australian Capital Territory will report on this domain in the 2011 Annual Report.

## Attendance

### Performance Indicators

- Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in schools.
- Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.
- Retention rates for Aboriginal and Torres Strait Islander students.
- Grade progression ratios for Aboriginal and Torres Strait Islanders students.

**Table ACT1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)**

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
<b>Government</b>												
Aboriginal and Torres Strait Islander	87	88	91	89	88	89	83	79	75	72	..	..
Non-Aboriginal and Torres Strait Islander	94	94	94	94	94	93	92	90	87	87	..	..
<b>Total</b>	94	94	94	94	94	93	92	89	87	86	..	..
<b>Catholic</b>												
Aboriginal and Torres Strait Islander	92	88	96	93	93	93	90	85	85	87	..	..
Non-Aboriginal and Torres Strait Islander	94	94	95	94	93	94	92	89	90	89	..	..
<b>Total</b>	94	94	95	94	93	94	92	89	90	89	..	..
<b>Independent</b>												
Aboriginal and Torres Strait Islander	98	87	93	83	33	90	76	73	85	83	..	..
Non-Aboriginal and Torres Strait Islander	93	94	95	93	96	94	95	94	94	94	..	..
<b>Total</b>	93	94	95	93	96	94	95	94	94	94	..	..

Notes: Wide variation in Aboriginal and Torres Strait Islander attendance rates may occur in Tasmanian and ACT independent schools due to low student numbers.

Caution is advised in the interpretation of attendance rates for Aboriginal and Torres Strait Islander students due to the small number of students.

.. not applicable

n/a not available

Source: ACARA data (unpublished)



## Attendance Rates

Attendance rates for both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in the Australian Capital Territory continued to remain high, although attendance rates were lower, in general, for Aboriginal and Torres Strait Islander students. High school attendance rates for Aboriginal and Torres Strait Islander students were substantially lower than for non-Aboriginal and Torres Strait Islander students. This gap was less apparent in Catholic schools, for both primary (Years 1 to 6) and high school (Years 7 to 10) students.

Primary school attendance rates were in general higher than high school attendance rates. This was consistent for both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students.

## Enrolment to Population Ratio

The participation rate of Australian Capital Territory children in education continued to be amongst the highest in Australia. Rates for both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander children were above the national rates. The participation rate for Aboriginal and Torres Strait Islander children in the Australian Capital Territory was comparable to the rate for non-Aboriginal and Torres Strait Islander Australian Capital Territory children.

## Apparent Retention Rates

The Australian Capital Territory Government places a high priority on retention of Aboriginal and Torres Strait Islander students.

**Table ACT2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

Aboriginal and Torres Strait Islander children	ACT	Australia
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	1,114	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	1,026	129,308
Proportion of 6–15 year old population enrolled in school	108.60%	103.60%
Non-Aboriginal and Torres Strait Islander children <sup>(d)</sup>		
Number of children aged 6–15 years enrolled in school	44,908	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	40,971	2,657,227
Proportion of 6–15 year old population enrolled in school	109.60%	98.70%

Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006–2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

**Table ACT3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, government schools, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	96.40	100.60
Year 7/8 – Year 12	58.80	91.40

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), *Schools, Australia, 2010 (Cat.No.4221.0)*

The rate of retention has been improving over time, although retention rates for Aboriginal and Torres Strait Islander students remained lower than for non-Aboriginal and Torres Strait Islander students. However, the overall improvement in the retention rate for Aboriginal and Torres Strait Islander students has seen this gap close. The gap for retention from Year 7 to Year 10 was only 4.2 percentage points in 2010.

This increase in retention was a reflection of the implementation of programs specifically targeting increased retention, such as the Australian Capital Territory Government's Aboriginal and Torres Strait Islander Aspirations program.

## Apparent Grade Progression Ratios

Year level to year level retention rates for 2010 for Australian Capital Territory students showed very high levels of engagement with education through the years of schooling. For Years 8 to 11, rates were close to, or more than, 100 per cent. The retention rates from Year 11 to Year 12 were also high, at 90.5 per cent for Aboriginal and Torres Strait Islander students and 89.6 per cent for non-Aboriginal and Torres Strait Islander students. These rates were well above the equivalent national rates, of 67.9 per cent and 86.5 per cent respectively.

Of particular note, in the Australian Capital Territory year level to year level retention rates for Aboriginal and Torres Strait Islander students were equivalent to, or higher than, the rates for non-Aboriginal and Torres Strait Islander students. For Year 8 to Year 9 retention, the retention rate for Aboriginal and Torres

**Table ACT4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	111.6	100.6
Year 9 to Year 10	99.1	100.2
Year 10 to Year 11	101.4	103.0
Year 11 to Year 12	90.5	89.6

Source: ABS, NSSC, Table 40a: Full-time students – by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

Strait Islander students was 11.0 percentage points higher than the rate for non-Aboriginal and Torres Strait Islander students. From Year 11 to Year 12, the retention rate for Aboriginal and Torres Strait Islander students was nearly one percentage point higher.

## Literacy and Numeracy

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.*
- *Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.*

## NAPLAN Outcomes

In the Australian Capital Territory, a higher proportion of Aboriginal and Torres Strait Islander students achieved above the national minimum standard in NAPLAN 2010 in all assessed domains and all year levels when compared with national results for Aboriginal and Torres Strait Islander students. However, a gap remained between the achievement of non-Aboriginal and Torres

**Table ACT5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, Australian Capital Territory, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	83.0	78.9	88.5	84.0
Non-Aboriginal and Torres Strait Islander	96.0	94.5	97.1	93.9
Gap	13.0	15.6	8.6	9.9
Aboriginal and Torres Strait Islander confidence intervals	± 9.0	± 9.0	± 6.2	± 10.4
<b>Writing</b>				
Aboriginal and Torres Strait Islander	84.6	83.2	81.8	71.3
Non-Aboriginal and Torres Strait Islander	96.9	95.1	94.9	89.4
Gap	12.3	11.9	13.1	18.1
Aboriginal and Torres Strait Islander confidence intervals	± 6.7	± 8.5	± 8.6	± 11.5
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	84.4	82.1	85.6	83.1
Non-Aboriginal and Torres Strait Islander	96.9	95.6	97.1	95.0
Gap	12.5	13.5	11.5	11.9
Aboriginal and Torres Strait Islander confidence intervals	± 9.5	± 8.7	± 7.3	± 8.9

Note: The confidence intervals for 2010 in this table are specifically for the Australian Capital Territory.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

Strait Islander and Aboriginal and Torres Strait Islander students in the Australian Capital Territory. In Reading and Numeracy, the gaps reduced in Year 3, 5, 7 and Year 9.

## 2010 NAPLAN Data by Geolocation

The Australian Capital Territory has no remote or very remote locations, and a very small number of people living in provincial areas.

The comparison of Australian Capital Territory NAPLAN 2010 results with results for metropolitan Australia shows that overall, for both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, the Australian Capital Territory results were higher. The difference is not apparent at Year 3, where the results for Aboriginal and Torres Strait Islander metropolitan Australian Capital Territory students were generally slightly lower than their Australian counterparts. The equivalent

results for non-Aboriginal and Torres Strait Islander Australian Capital Territory students were slightly higher than their Australian counterparts.

By Year 5, the performance of Australian Capital Territory Aboriginal and Torres Strait Islander students had improved significantly and they outperformed Aboriginal and Torres Strait Islander students across metropolitan Australia.

The gap between Australian Capital Territory Aboriginal and Torres Strait Islander students and metropolitan Aboriginal and Torres Strait Islander students across Australia increased in Year 7 and again in Year 9, and was particularly noticeable in Reading in those two years.

However, Aboriginal and Torres Strait Islander metropolitan students in the Australian Capital Territory continued to perform at a lower level than non-Aboriginal and Torres Strait Islander metropolitan students in both the Australian Capital Territory and for Australia as a whole.

**Table ACT6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	Australian Capital Territory		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan	82.3	96.0	83.1	95.3
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 5</b>				
Metropolitan	79.4	94.5	77.0	93.2
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 7</b>				
Metropolitan	88.5	97.1	85.0	96.0
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 9</b>				
Metropolitan	84.0	93.9	71.2	92.5
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan	84.5	96.9	87.4	96.7
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 5</b>				
Metropolitan	84.4	95.1	81.9	94.8
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 7</b>				
Metropolitan	81.8	94.9	79.9	94.4
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 9</b>				
Metropolitan	71.3	89.4	67.5	89.6
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan	84.3	96.9	84.1	95.5
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 5</b>				
Metropolitan	82.8	95.6	81.7	95.3
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 7</b>				
Metropolitan	85.6	97.1	85.0	96.3
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 9</b>				
Metropolitan	83.1	95.0	77.4	94.6
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		

n.a. not applicable

Note: n.p. indicates data not published as there were no students tested or the number of students was less than 30.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

## 2010 NAPLAN Data and 2010 Progress Points for the Australian Capital Territory

One of the Council of Australian Governments (COAG) 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in Reading, Writing and Numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed. The progress points for the Australian Capital Territory are provided in Table ACT7.

Results for Australian Capital Territory Aboriginal and Torres Strait Islander students at or above the national minimum standard in 2010 showed improvement over the results for 2009, although the results in 2010 were lower than the 2008 results.

### Overall NAPLAN Outcomes

In NAPLAN 2010, a higher proportion of Australian Capital Territory Aboriginal and Torres Strait Islander students achieved

in the top two performance bands across all year levels and all domains compared with national results for Aboriginal and Torres Strait Islander students.

In 2010, the NAPLAN results for Aboriginal and Torres Strait Islander students who had sat the assessments in 2008 showed high levels of gain. In particular, the gain in mean scores for students in Year 7, who were in Year 5 in 2008, in general was higher than both the gain achieved by non-Aboriginal and Torres Strait Islander students in the Australian Capital Territory and the gain achieved by all Australian students.

### NAPLAN Participation

The percentage of Australian Capital Territory Aboriginal and Torres Strait Islander students participating in the assessments in Year 3 in 2010 (92.1 per cent) was higher than the Australian rate for Aboriginal and Torres Strait Islander students (89.9 per cent). Over the year levels of testing, the Australian Capital Territory participation rate for Aboriginal and Torres Strait Islander students decreased, to 76.9 per cent in Year 9 Reading and Numeracy.

**Table ACT7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	83.0	78.9	88.5	84.0	84.6	83.2	81.8	71.3	84.4	82.1	85.6	83.1
Target 2018	90.0	88.4	95.4	90.8	93.2	89.0	89.0	81.7	92.7	89.1	93.9	90.6

Note: Caution is recommended in using these results due to the small number of Aboriginal and Torres Strait Islander students in each year level at testing in the Australian Capital Territory.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

**Table ACT8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions, absences/withdrawals and assessed students in Australian Capital Territory and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	ACT	Aust.	ACT	Aust.	ACT	Aust.	ACT	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	92.1	89.9	89.5	91.2	84.5	89.1	76.9	79.7
Non-Aboriginal and Torres Strait Islander	95.0	96.1	95.6	96.6	96.0	96.5	92.1	93.7
<b>Writing</b>								
Aboriginal and Torres Strait Islander	91.1	90.3	90.5	91.0	84.5	89.5	77.9	80.2
Non-Aboriginal and Torres Strait Islander	94.9	96.0	95.5	96.5	96.1	96.5	92.7	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	92.1	89.1	90.5	90.0	87.3	88.6	76.9	78.8
Non-Aboriginal and Torres Strait Islander	94.8	95.8	95.1	96.3	95.8	96.2	92.0	93.3

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

Between 2008 and 2010, the Aboriginal and Torres Strait Islander participation rate improved for most year levels across most domains. Between 2009 and 2010, the Aboriginal and Torres Strait Islander participation rate improved for Year 7 students across all domains.

In all cases, for all year levels and assessment domains, the participation rate for Aboriginal and Torres Strait Islander Australian Capital Territory students was lower than the participation rate for non-Aboriginal and Torres Strait Islander students, both in the Australian Capital Territory and nationally. The gap in the participation rate increased through the years of schooling.

## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- *Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.*
- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*

- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

In 2010, the Directorate supported four aspiring school leaders to undertake intensive training through the Stronger Smarter Leadership Institute in Queensland. This training focuses on leadership in Aboriginal and Torres Strait Islander education. One participant has since been appointed to the position of principal of a primary school in the ACT.

## Pathways to Real Post-School Options

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

Although the performance indicator for this domain cites a national data source, there is no publically available national level data for 2010.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, the Australian Capital Territory will report on this domain in the 2011 Annual Report.

## Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD
Jervis Bay	Primary	Metropolitan	79	57			
Ngunnawal	Primary	Metropolitan	553	46			
Richardson	Primary	Metropolitan	221	46		X	
Gilmore	Primary	Metropolitan	241	25	X		
Charles Conder	Primary	Metropolitan	412	26	X		
Taylor	Primary	Metropolitan	221	17	X		
Theodore	Primary	Metropolitan	310	22	X		
Torrens	Primary	Metropolitan	460	17			
Arawang	Primary	Metropolitan	437	14			
Wanniassa School (Junior)	P-10	Metropolitan	525*	41			
Wanniassa Hills	Primary	Metropolitan	419	14			
Kingsford Smith (Junior)	P-10	Metropolitan	884*	24		X	
Kaleen	Primary	Metropolitan	523	18			
Narrabundah	P-2	Metropolitan	124	39			
Gold Creek (Junior)	P-10	Metropolitan	1098*	14			
Namadgi (Junior)	P-10	Metropolitan	444*	29			
North Ainslie	Primary	Metropolitan	411	21			
Curtin	Primary	Metropolitan	412	6			
Red Hill	Primary	Metropolitan	684	15			
Latham	Primary	Metropolitan	285	12	X		
Fraser	Primary	Metropolitan	416	13			
Macgregor	Primary	Metropolitan	414	11	X		
Monash	Primary	Metropolitan	469	12			
Majura	Primary	Metropolitan	554	11			
Lyneham	Primary	Metropolitan	412	9			
Florey	Primary	Metropolitan	421	8		X	
Charnwood-Dunlop	Primary	Metropolitan	341	13		X	
Amaroo (Junior)	P-10	Metropolitan	1421*	7			
Ainslie	Primary	Metropolitan	460	14			
Weetangera	Primary	Metropolitan	411	7			





## Chapter 12

# Northern Territory Report on Activities and Outcomes

## Introduction

When examining the results of the Northern Territory, it is important to consider that this jurisdiction differs markedly from any other State or Territory. It has the lowest population with the highest proportion of the population living in the most socio-economically disadvantaged areas. It has by far the largest proportion of the population living in remote and very remote areas, with by far the largest proportion of Aboriginal and Torres Strait Islander population, most of whom live in these areas.

The Northern Territory does not have any areas classified as metropolitan (which includes locations such as Sydney and Melbourne). Darwin, Palmerston and rural areas are classified as provincial, Katherine and Alice Springs areas are classified as remote and all other areas, including Tennant Creek and Nhulunbuy, are classified as very remote.

The Northern Territory has an Aboriginal and Torres Strait Islander student cohort that is approximately 41 per cent of the total school population, which is over six times greater than the next largest proportion from any other State or Territory. Nearly half of Northern Territory students live in remote and very remote areas. Furthermore, a vastly higher proportion of these students are speakers of Indigenous languages from very remote communities than in any other State or Territory. These contextual factors are reflected in the overall results achieved by Northern Territory students and have a large impact on the variability in these results.

Additional information about the context of education in the Northern Territory can be found in Chapter 2, 'Statistical Picture of Aboriginal and Torres Strait Islander Students in Australia' of this Annual Report.

## Profile of Focus Schools

Of the 152 government schools and 36 non-government schools in the Northern Territory, 63 were focus schools in 2010:

- 57 government schools
- 5 Catholic schools
- 1 independent school.

The Aboriginal and Torres Strait Islander students enrolled in these schools represent almost two-thirds of all Aboriginal or Torres Strait Islander students in the Northern Territory and almost a quarter of all enrolments. Thirty-five of the Northern Territory's 2010 focus schools are classified as very remote, 16 are remote and 12 outer regional.

## Northern Territory Report on Indicators with National Data Sources

### Readiness for School

#### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territories measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care. The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection which will be available in 2011.

## Engagement and Connections

#### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreements in place.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. the Australia Bureau of Statistics (ABS), the Australian Curriculum, Assessment and Reporting Authority's (ACARA) National Assessment Program: Literacy and Numeracy (NAPLAN)] in their chapters. Therefore, the Northern Territory will report on this domain in the 2011 Annual Report.

## Attendance

### Performance Indicators

- *Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in schools.*
- *Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.*

- *Retention rates for Aboriginal and Torres Strait Islander students.*
- *Grade progression ratios for Aboriginal and Torres Strait Islander students.*

### Attendance Rates

The Department of Education and Training has set targets of 90 per cent, or better, for attendance and participation. The aim is to help schools focus on what needs to be done to really make a difference to the attendance and participation of every child.

Further information is available online, at: <http://www.det.nt.gov.au/students/at-school/enrolment-attendance/every-child-every-day>

**Table NT1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)**

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
<b>Government</b>												
Aboriginal and Torres Strait Islander	72	72	73	74	74	75	70	65	60	61	81	78
Non-Aboriginal and Torres Strait Islander	92	93	93	93	93	94	92	91	90	87	76	89
<b>Total</b>	83	83	83	84	84	85	81	79	77	77	80	89
<b>Catholic</b>												
Aboriginal and Torres Strait Islander	69	64	68	68	65	70	72	75	70	68	n/a	n/a
Non-Aboriginal and Torres Strait Islander	89	89	90	90	90	88	90	87	88	87	n/a	n/a
<b>Total</b>	82	81	83	83	82	83	84	84	84	82	n/a	n/a
<b>Independent</b>												
Aboriginal and Torres Strait Islander	69	72	62	78	80	79	88	85	93	92	n/a	71
Non-Aboriginal and Torres Strait Islander	94	95	95	93	95	92	95	95	94	95	n/a	n/a
<b>Total</b>	91	92	89	91	92	90	94	93	94	94	n/a	71

n/a not available

Source: ACARA data (unpublished)

## Enrolment to Population Ratio

**Table NT2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

Aboriginal and Torres Strait Islander children	NT	Australia
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	13,360	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	15,086	129,308
Proportion of 6–15 year old population enrolled in school	88.6%	103.6%
Non-Aboriginal and Torres Strait Islander children <sup>(d)</sup>		
Number of children aged 6–15 years enrolled in school	18,654	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	19,140	2,657,227
Proportion of 6–15 year old population enrolled in school	97.5%	98.7%

Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in *Schools, Australia 2009* (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006–2010; ABS, *Population by Age and Sex, Australian States and Territories*, June 2010, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

## Apparent Retention Rates

**Table NT3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	85.9	93.8
Year 7/8 – Year 12	27.7	67.9

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), *Schools, Australia, 2010* (Cat.No.4221.0)

## Apparent Grade Progression Ratios

**Table NT4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	93.5	98.4
Year 9 to Year 10	96.2	96.3
Year 10 to Year 11	84.5	90.7
Year 11 to Year 12	56.7	81.4

Source: ABS, NSSC, Table 40a: Full-time students – by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

## Literacy and Numeracy

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.
- Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.

## NAPLAN Outcomes

**Table NT5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, Northern Territory, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	43.0	31.3	40.4	32.1
Non-Aboriginal and Torres Strait Islander	90.7	89.4	93.1	91.1
Gap	47.7	58.1	52.7	59.0
Aboriginal and Torres Strait Islander confidence intervals	± 6.5	± 6.4	± 9.3	± 8.5
<b>Writing</b>				
Aboriginal and Torres Strait Islander	45.3	30.2	27.5	24.1
Non-Aboriginal and Torres Strait Islander	94.2	89.3	86.6	82.0
Gap	48.9	59.1	59.1	57.9
Aboriginal and Torres Strait Islander confidence intervals	± 8.0	± 6.9	± 8.5	± 8.1
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	46.1	37.7	41.8	36.3
Non-Aboriginal and Torres Strait Islander	93.0	93.1	93.5	92.5
Gap	46.9	55.4	51.7	56.2
Aboriginal and Torres Strait Islander confidence intervals	± 6.5	± 6.8	± 8.5	± 8.0

Note: The confidence intervals for 2010 in this table are specifically for the Northern Territory.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

## 2010 NAPLAN Data by Geolocation

**Table NT6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	Northern Territory		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan			83.1	95.3
Provincial	72.1	90.2	81.5	94.1
Remote	56.5	92.4	65.6	92.6
Very Remote	28.5	91.2	43.9	90.1
<b>Year 5</b>				
Metropolitan			77.0	93.2
Provincial	66.4	89.3	72.8	91.5
Remote	46.5	89.1	51.2	87.8
Very Remote	13.8	91.4	26.5	88.3
<b>Year 7</b>				
Metropolitan			85.0	96.0
Provincial	73.9	91.6	82.3	95.7
Remote	59.3	97.1	65.9	95.7
Very Remote	19.5	96.8	38.6	94.7
<b>Year 9</b>				
Metropolitan			71.2	92.5
Provincial	57.4	90.0	68.1	91.6
Remote	41.2	95.2	50.9	88.4
Very Remote	14.0	89.1	24.2	85.2
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan			87.4	96.7
Provincial	77.1	93.9	87.1	96.2
Remote	69.4	95.6	71.9	96.3
Very Remote	26.5	92.8	41.2	94.3
<b>Year 5</b>				
Metropolitan			81.9	94.8
Provincial	68.0	89.9	77.6	93.3
Remote	45.7	87.3	55.4	89.9
Very Remote	11.6	88.3	28.2	90.0
<b>Year 7</b>				
Metropolitan			79.9	94.4
Provincial	59.9	84.8	75.5	92.3
Remote	44.9	92.8	55.6	92.4
Very Remote	7.7	85.5	28.3	90.8
<b>Year 9</b>				
Metropolitan			67.5	89.6
Provincial	51.0	81.6	61.9	86.1
Remote	32.0	83.9	44.4	82.4
Very Remote	5.4	78.8	18.7	80.6
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan			84.1	95.5
Provincial	76.9	92.2	82.5	94.8
Remote	67.3	95.6	71.7	94.8
Very Remote	28.6	93.2	45.2	92.6
<b>Year 5</b>				
Metropolitan			81.7	95.3
Provincial	74.5	93.2	78.0	94.3
Remote	53.5	92.9	57.9	92.1
Very Remote	19.3	92.8	32.5	92.1
<b>Year 7</b>				
Metropolitan			85.0	96.3
Provincial	75.5	92.2	82.3	95.6
Remote	52.5	96.8	64.1	95.8
Very Remote	23.7	97.4	41.9	95.1
<b>Year 9</b>				
Metropolitan			77.4	94.6
Provincial	59.6	91.7	74.2	93.7
Remote	46.6	95.6	56.6	91.8
Very Remote	19.0	90.9	32.7	90.0

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

## 2010 NAPLAN Data and 2010 Progress Points for the Northern Territory

One of the Council of Australian Governments (COAG) 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in Reading, Writing and Numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed. The progress points for the Northern Territory are provided in Table NT7.

## Overall NAPLAN Outcomes

The Northern Territory had the largest gains in Australia between 2008 and 2010, made by Aboriginal and Torres Strait Islander students in Years 3, 5, 7 and 9 Reading, Spelling, Grammar and Punctuation.

There was an increase of 12 per cent from 2009 of favourable (above or significantly above) 'like school' comparisons on My School for Northern Territory very remote schools.

**Table NT7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	35.20	31.00	37.50	42.40	50.60	37.60	35.20	37.10	56.10	42.70	54.00	50.10
Target 2018	60.50	58.60	64.20	66.10	71.90	62.60	60.70	59.70	75.30	66.00	73.80	70.80

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

## NAPLAN Participation

**Table NT8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions and assessed students in Northern Territory and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	NT	Aust.	NT	Aust.	NT	Aust.	NT	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	78.7	89.9	81.0	91.2	77.4	89.1	66.3	79.7
Non-Aboriginal and Torres Strait Islander	95.6	96.1	96.5	96.6	97.1	96.5	95.8	93.7
<b>Writing</b>								
Aboriginal and Torres Strait Islander	80.0	90.3	80.5	91.0	79.7	89.5	64.9	80.2
Non-Aboriginal and Torres Strait Islander	96.5	96.0	97.0	96.5	97.2	96.5	96.7	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	77.9	89.1	78.6	90.0	81.0	88.6	63.9	78.8
Non-Aboriginal and Torres Strait Islander	95.8	95.8	96.2	96.3	96.0	96.2	94.7	93.3

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010



## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- *Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.*
- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*
- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

A range of Leadership programs including Principals as Literacy Leaders, the ACEL Leadership Program, and the Stronger Smarter Program were rolled out in 2010.

## Pathways to Real Post-School Options

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

Although the performance indicator for this domain cites a national data source, there is no publicly available national level data for 2010.

## Indigenous Education Consultative Body's (IECB) Feedback

As an Indigenous Education Consultative Body, the Northern Territory Indigenous Education Council (NTIEC) brings a unique perspective and community viewpoint, and we would like to

make the following comments with regard to the Aboriginal and Torres Strait Islander Education Action Plan.

We support the intent of the plan to accelerate improvements in the educational outcomes of Aboriginal and Torres Strait Islander Students. The format of the plan, which identifies national, system and local level actions, clearly articulates the work that must be happening to achieve this intent. We also find the six organisers for the plan to be very appropriate.

Due to the delayed endorsement of the Aboriginal and Torres Strait Islander Education Action plan by MCEECDYA and COAG, the NTIEC will endeavour to monitor and review the Northern Territory implementation of the plan by the Department of Education and Training, Catholic Education NT and the Australian Independent Schools NT with a particular focus on School and Community Partnerships Agreements in 2011.

The NTIEC have identified the 63 focus schools for the National Aboriginal and Torres Strait Islander Education Action Plan. Council members will be conducting a survey across a selection of both focus and non-focus schools and their communities across the Northern Territory during 2011.

The NTIEC will also endeavour to monitor and report against the systemic actions implemented by the Department of Education and Training, the Catholic Education Office NT and the Australian Independent Schools Association NT.

## Web Links

For more information on Early Childhood Services in the Northern Territory go to:

<http://www.det.nt.gov.au/parents-community/early-childhood-services>

<http://www.det.nt.gov.au/parents-community/early-childhood-services/aedi>

For more information on programs supporting students and learning go to:

<http://www.det.nt.gov.au/parents-community/students-learning>

For further information on enrolment and attendance go to:

<http://www.det.nt.gov.au/teachers-educators/school-management/enrolment-attendance/every-child-every-day>

For further information about literacy and numeracy strategies in the Northern Territory go to:

<http://www.det.nt.gov.au/teachers-educators/literacy-numeracy/literacy-and-numeracy-strategy>

For further information on development opportunities go to:

<http://www.det.nt.gov.au/teachers-educators/professional-learning>

For more information on Pathways following schooling in the Northern Territory go to:

<http://www.det.nt.gov.au/teachers-educators/students-learning/indigenous-education>

<http://www.det.nt.gov.au/parents-community/beyond-school>

## Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal & Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD
Alekarenge School	Gov.	Very Remote Australia	126	123		X	
Alpurrurulam School	Gov.	Very Remote Australia	103	103		X	
Ampilatwatja School	Gov.	Very Remote Australia	131	131		X	
Angurugu School	Gov.	Very Remote Australia	279	279		X	X
Anula Primary School	Gov.	Outer Regional Australia	420	61	X		
Bakewell Primary School	Gov.	Outer Regional Australia	697	91			
Batchelor Area School	Gov.	Remote Australia	163	101	X	X	
Borrooloola School	Gov.	Very Remote Australia	237	231		X	
Bradshaw Primary School	Gov.	Remote Australia	353	166	X	X	
Braitling Primary School	Gov.	Remote Australia	350	164	X		
Clyde Fenton Primary School	Gov.	Remote Australia	285	167	X		
Driver Primary School	Gov.	Outer Regional Australia	483	112	X		
Elliott School	Gov.	Very Remote Australia	80	80		X	
Gapuwiyak School	Gov.	Very Remote Australia	256	249		X	X
Gillen Primary School	Gov.	Remote Australia	283	185	X	X	
Gray Primary School	Gov.	Outer Regional Australia	369	164	X	X	
Gunbalanya School	Gov.	Very Remote Australia	344	342		X	X
Humpty Doo Primary School	Gov.	Outer Regional Australia	394	86	X		
Jabiru Area School	Gov.	Remote Australia	295	163		X	
Jilkminggan School	Gov.	Very Remote Australia	111	111		X	
Kalkaringi School	Gov.	Very Remote Australia	169	169		X	
Karama Primary School	Gov.	Outer Regional Australia	288	130	X		
Katherine South Primary School	Gov.	Remote Australia	319	86	X		
Lajamanu School	Gov.	Very Remote Australia	187	187		X	X
Larapinta Primary School	Gov.	Remote Australia	334	130	X		
Ltyentye Apurte CEC	Cath.	Remote Australia	163	162		X	
MacFarlane Primary School	Gov.	Remote Australia	257	224		X	
Malak Primary School	Gov.	Outer Regional Australia	293	120	X		
Maningrida School	Gov.	Very Remote Australia	520	501		X	X
Manunda Terrace Primary School	Gov.	Outer Regional Australia	235	109	X	X	
Milikapiti School	Gov.	Very Remote Australia	81	78		X	
Milingimbi School	Gov.	Very Remote Australia	354	352		X	X
Millner Primary School	Gov.	Outer Regional Australia	260	122		X	
Minyerri School	Gov.	Very Remote Australia	184	183		X	
Moulden Primary School	Gov.	Outer Regional Australia	434	231		X	
Murrupurtiyanuwu Catholic School	Cath.	Remote Australia	241	238		X	X
Nganmarriyanga School	Gov.	Very Remote Australia	144	143		X	
Ngukurr School	Gov.	Very Remote Australia	284	283		X	X
Nhulunbuy Primary School	Gov.	Very Remote Australia	543	104	X		
Ntaria School	Gov.	Very Remote Australia	166	161		X	X
Numbulwar School	Gov.	Very Remote Australia	168	164		X	X
OLSH Thamarrur Catholic School	Cath.	Remote Australia	448	444		X	X
Papunya School	Gov.	Very Remote Australia	70	70		X	
Ramingining School	Gov.	Very Remote Australia	274	272		X	

School Name	Sector	Geolocation	Total Enrolments	Aboriginal & Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD
Robinson River School	Gov.	Very Remote Australia	70	70		X	
Sadadeen Primary School	Gov.	Remote Australia	230	125		X	
Shepherdson College	Gov.	Very Remote Australia	570	548		X	X
St Francis Xaviers School	Cath.	Remote Australia	82	79		X	
Tennant Creek Primary School	Gov.	Very Remote Australia	417	317		X	
Ti Tree School	Gov.	Very Remote Australia	88	86		X	
Umbakumba School	Gov.	Very Remote Australia	125	125		X	X
Utopia School	Gov.	Very Remote Australia	27	27		X	
Wagaman Primary School	Gov.	Outer Regional Australia	310	73	X		
Walungurru School	Gov.	Very Remote Australia	58	58		X	
Warruwi School	Gov.	Very Remote Australia	119	116		X	
Woodroffe Primary School	Gov.	Outer Regional Australia	520	94	X		
Wugularr School	Gov.	Very Remote Australia	135	132		X	
Xavier CEC	Cath.	Remote Australia	90	88		X	X
Yarralin School	Gov.	Very Remote Australia	75	72		X	
Yipirinya School	Ind.	Remote Australia	178	178		X	
Yirrkala Homeland School	Gov.	Very Remote Australia	169	169		X	
Yirrkala School	Gov.	Very Remote Australia	197	193		X	X
Yuendumu School	Gov.	Very Remote Australia	174	166		X	X
TOTAL			15,809	10,488			

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# Acronyms

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
AECG	Aboriginal Education Consultative Group Inc.
AEDI	Australian Early Development Index
AIEW	Aboriginal and Islander Education Worker
AIME	Australian Indigenous Mentoring Experience
AITSL	Australian Institute for Teaching and School Leadership
ARIA	Accessibility/Remoteness Index for Australia
ARR	Apparent Retention Rate
AQF	Australian Qualifications Framework
CEOWA	Catholic Education Office of Western Australia
COAG	Council of Australian Governments
DEECD	Department of Education and Early Childhood Development, Victoria
DEEWR	Department of Education, Employment and Workplace Relations, Australian Government
DECS	Department of Education and Children's Services, South Australia
DET	Department of Education and Training, Queensland
DoE	Department of Education
ECDWG	Early Childhood Development Working Group
ERP	Estimated Resident Population
EYLF	Early Years Learning Framework
FATSILC	Federation of Aboriginal and Torres Strait Islander Languages and Culture
FOGS	Former Origin Greats program
ICT	Information and Communication Technology
IECB	Indigenous Education Consultative Body
ILP	Individual Learning Plans
ISCA	Independent Schools Council of Australia
ISQ	Independent Schools Queensland
LEL	Learn, Earn, Legend!
LiL	Launching into Learning
LOTE	Language Other Than English
MACS	Multifunctional Aboriginal Childcare Services
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCTEE	Ministerial Council on Tertiary Education and Employment
NAP	National Assessment Program
NAP—CC	National Assessment Program—Civics and Citizenship
NAPLAN	National Assessment Program—Literacy and Numeracy
NARIS	National Alliance for Remote Indigenous Schools
NCEC	National Catholic Education Commission
NEA	National Education Agreement
NIRA	National Indigenous Reform Agreement

NP	National Partnership
NSSC	National Schools Statistics Collection
NTOEC	Northern Territory Open Education Centre
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
QCEC	Queensland Catholic Education Commission
QIECC	Queensland Indigenous Education Consultative Committee
SAAETCB	South Australian Aboriginal Education Training and Consultative Body
SEARCH	Study of Environment of Aboriginal Resilience and Child Health
SEIFA-IRSD	Socioeconomic Indexes for Areas – Index of Relative Socioeconomic Disadvantage
SES	Socioeconomic Status
TACE	Tasmanian Aboriginal Corporation for Education
TAFE	Technical and Further Education
TIMSS	Trends in International Mathematics and Science Study
USI	Universal Student Identifier
VAEAI	Victorian Aboriginal Education Association Incorporated
VET	Vocational Education and Training
WAAETC	Western Australian Aboriginal Education and Training Council



