## Igle Farm East Primary School
### Aboriginal Education Strategy - 2017

<table>
<thead>
<tr>
<th>Domains</th>
<th>Strategies</th>
<th>Targets and outcomes</th>
</tr>
</thead>
</table>
| Readiness for school | - School playgroup will be promoted to indigenous families (ACEO)  
- Indigenous students transitioning from preschool (or day-care) will be involved in transition program to meet teacher and be familiar with school routines (ACEO, AET – term 4 year previous to starting school)  
- Parents of transitioning students will be invited to meet with teachers, ACEO and AET to share information and begin developing Individual Learning Plan (ILP). (ACEO, AET – term 4 year previous to starting school)  
- Indigenous student new to school will be supported during critical first weeks. (ACEO – weeks 1>3 term 1)  
- ACEO will contact parent with first child starting school to support. (ACEO – weeks 1>3 term 1)  
- Indigenous students transitioning to secondary school will be supported by involved in transition program develop. (Senior Leader & finance officer – end term 1). | - Indigenous students will demonstrate > 95% attendance from beginning of school year.  
- Teacher observations will show high level engagement during first weeks of school.  
- # Aboriginal Strategy will be monitored by the Student Engagement and Wellbeing group in weeks 5 and 10 each term. |
| Engagement       | - An ILP will be developed for each student. (Class teacher, ACEO, AET and families – by end term 1)  
- Each indigenous student will receive min of 30 minutes extra Literacy focus of ILP. (Senior Leader week 5 term 1)  
- Identified indigenous students will be supported through APAS program. (AET – term 1)  
- A Nuniga group will be re-established and meet weekly (ACEO & AET)  
- Student group will be part of Partnership portfolio group to foster student engagement (ACEO, Senior leader and principal – term 1) | - All ATSI students have ILP reviewed/developed and implemented.  
- These plans contain SMARTa targets based on school data. |
| Attendance       | - ATSI attendance will be closely monitored. (Class teachers , ACEO – ongoing)  
- Parents will be contacted if absent 3 consecutive days without explanation. (Class teachers, ACEO)  
- Parents will be contacted and supported if attendance drops below 95% (ACEO – Ongoing)  
- Aboriginal Education Coordinator will be involved if attendance below 90%. (ACEO – Ongoing)  
- Late arrivals will be monitored and concerns followed up (Class teachers reporting to ACEO – Ongoing) | - Individual students will each achieve DECD target of 95% attendance. |
| Literacy and Numeracy | - Literacy and Numeracy will be a focus in ILP (Class teacher, ACEO, AET and families – by end term 1).  
- Student achievement data will be collected during term 1 and used to inform ILP development. (Class teachers – end term 1)  
- Indigenous students not meeting benchmarks will be given priority extra support in small groups or individually. (SRT term 1 and ongoing)  
- Each indigenous student will receive a minimum of 30 minutes extra Literacy focus of ILP. (Senior Leader and finance officer – by week 5 term 1) | - All indigenous students will meet DECD benchmarks and school standards in Literacy and Numeracy.  
- Students achieving or above benchmarks and standards will demonstrate growth above norm. |
| Connections      | - Indigenous parents will be encouraged to be part of Governing Council and/or associated committees. (Principal)  
- Engage indigenous students in SAKG program (ACEO – ongoing)  
- Reconciliation day activities will be held in collaboration with partnership schools (ACEO, AET – term 2)  
- Meetings of indigenous parents and families will be promoted (ACEO)  
- Indigenous culture will be promoted through, displays, assemblies etc. (ACEO – ongoing)  
- Cross curriculum priorities of ATSI histories and culture will be embedded in each classes learning program. (class teachers) | - Indigenous culture will be a visible part of the school environment.  
- School curriculum will reflect indigenous perspectives and students will demonstrate knowledge of these. |

*Note:* The above strategies and targets are applicable to all indigenous students and are intended to promote engagement, readiness for school, attendance, literacy and numeracy, and connections for indigenous students at Igle Farm East Primary School.