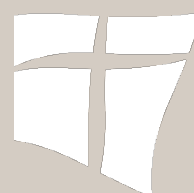


CATHOLIC SCHOOLS NSW ABORIGINAL EDUCATION STRATEGY 2020-2025



Catholic
Schools
NSW



Catholic Schools NSW is centrally represented in the artwork, symbolising its role in guiding and supporting the provision of quality Catholic education that enriches Aboriginal students' culture and identity. Emanating out from this central meeting place are the eleven NSW dioceses. Each diocese has unique and diverse knowledges, which allow students to thrive. They are surrounded by elements of Country.

- LAKKARI PITT



CSNSW Aboriginal Education Strategy

2020-2025

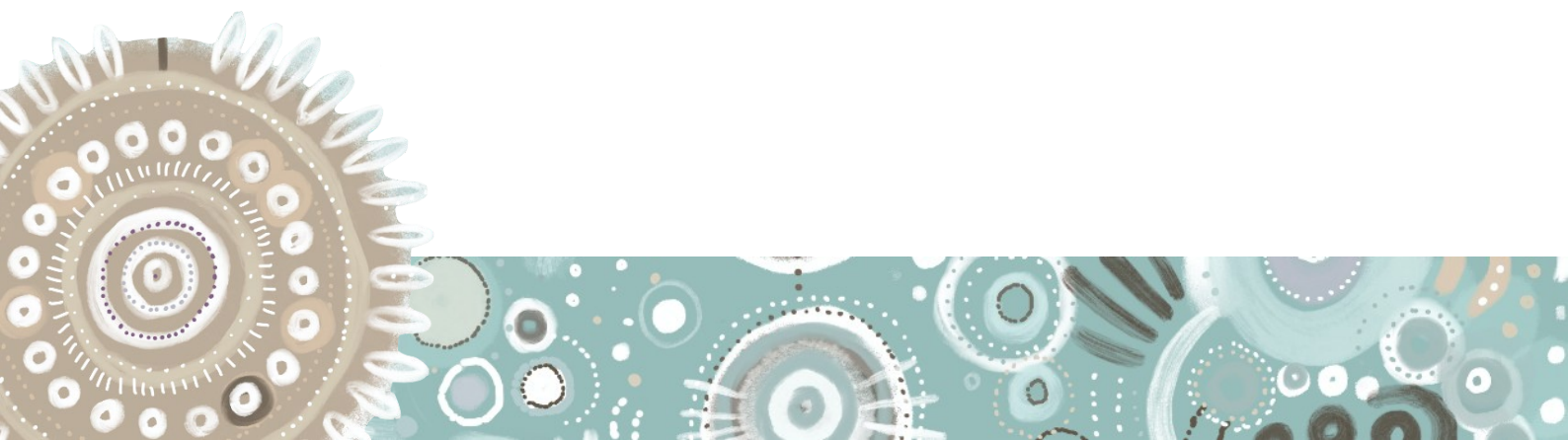


Acknowledgement

Catholic Schools NSW (CSNSW) acknowledges Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia. We honour their stories, traditions, spirituality and living cultures, acknowledging their unique contribution to the life of this country.

CSNSW acknowledges Aboriginal families and communities as the first and continuing educators of their children and young people.

In referring to Aboriginal people, this document refers inclusively to all Aboriginal and Torres Strait Islander people.



Our Vision

Pope John Paul II, in his address to the Aboriginal People of Australia at Alice Springs on 29 November 1986, proclaimed that “the Church of Australia will not be fully the Church that Jesus wants her to be until [the Aboriginal people of Australia] have made [their] contribution to her life and until that contribution has been joyfully received by others”.¹

More recently, Pope Francis has called us to “respond with honesty and integrity to the challenge of proclaiming the radicalism of the Gospel in a society which has grown comfortable with social exclusion, polarisation and scandalous inequality”.²

In relation to Aboriginal children and young people, Pope Francis challenges us to seek answers to “the marginalisation, exclusion and impoverishment that condemns millions of young people, especially youths from the original peoples.”³

While there have been some encouraging improvements in the educational outcomes of Aboriginal children and young people, much more needs to be done to close the gap.

CSNSW supports the vision set out in the Alice Springs (Mparntwe) Education Declaration as well as the National Aboriginal Education Strategy (2015) that:

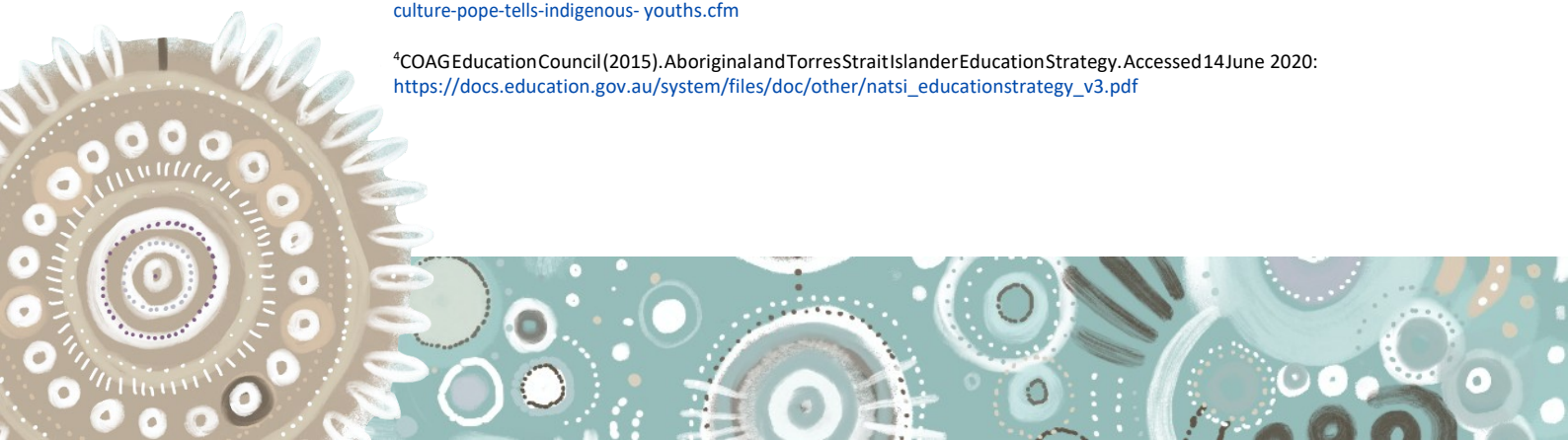
*All Aboriginal and Torres Strait Islander children and young people achieve their full learning potential, are empowered to shape their own futures, and are supported to embrace their culture and identity as Australia’s First Nations peoples.*⁴

¹ Vatican (1986). Address of John Paul II to the Aborigines and Torres Strait Islanders in Blatherskite Park. Alice Springs, 29 November 1986.

² Catholic News Agency (2015). Pope Francis sees 'powerful missionary potential' in Philippines. January 12, 2015. Accessed 14 June 2020: <https://www.catholicnewsagency.com/news/pope-francis-sees-powerful-missionary-potential-in-philippines-975394>

³ Catholic News Service (2019). Take charge of your roots, culture, pope tells indigenous youths. 18 January 2019. Accessed 14 June 2020: <https://www.catholicnews.com/services/englishnews/2019/take-charge-of-your-roots-culture-pope-tells-indigenous-youths.cfm>

⁴ COAG Education Council (2015). Aboriginal and Torres Strait Islander Education Strategy. Accessed 14 June 2020: https://docs.education.gov.au/system/files/doc/other/natsi_educationstrategy_v3.pdf



Our Commitment

Catholic schools in NSW educate approximately 8,500 Aboriginal students and employ more than 100 Aboriginal teachers, teaching assistants and community engagement officers.

We are committed to Reconciliation with Aboriginal peoples, walking side-by-side, acknowledging with deep sorrow the past, but looking with hope and confidence to the future.

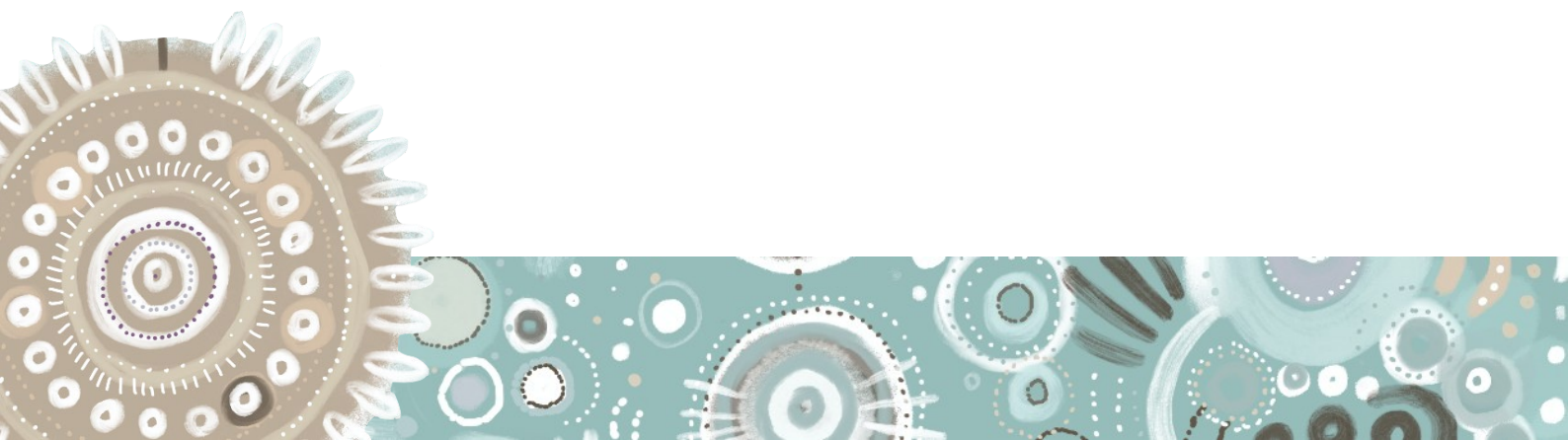
CSNSW, working together with Catholic School Agencies, is committed to creating inclusive, culturally safe and high-quality learning environments for all Aboriginal students and staff.⁵

Recognising the different roles of CSNSW and Catholic School Agencies, this strategy represents a shared commitment to:

- ❖ equitable educational opportunities and outcomes for Aboriginal students;
- ❖ opportunities for all involved in Catholic education in NSW, both Aboriginal and non-Aboriginal, to gain knowledge and understanding of the stories, traditions, spirituality, and lived experience of Aboriginal peoples, and;
- ❖ the meaningful engagement of Aboriginal people in our shared endeavour.

In pursuing this commitment, CSNSW will actively contribute to the development and implementation of state and national strategies, including the National Aboriginal and Torres Strait Islander Education Strategy (2015) and the Closing the Gap strategy (2019).

⁵ Catholic School Agencies refers to the 11 diocesan schools offices, the schools conducted by Religious Institute and Ministerial PJPs and the Federation of Religious Institutes and Ministerial PJPs NSW/ACT.



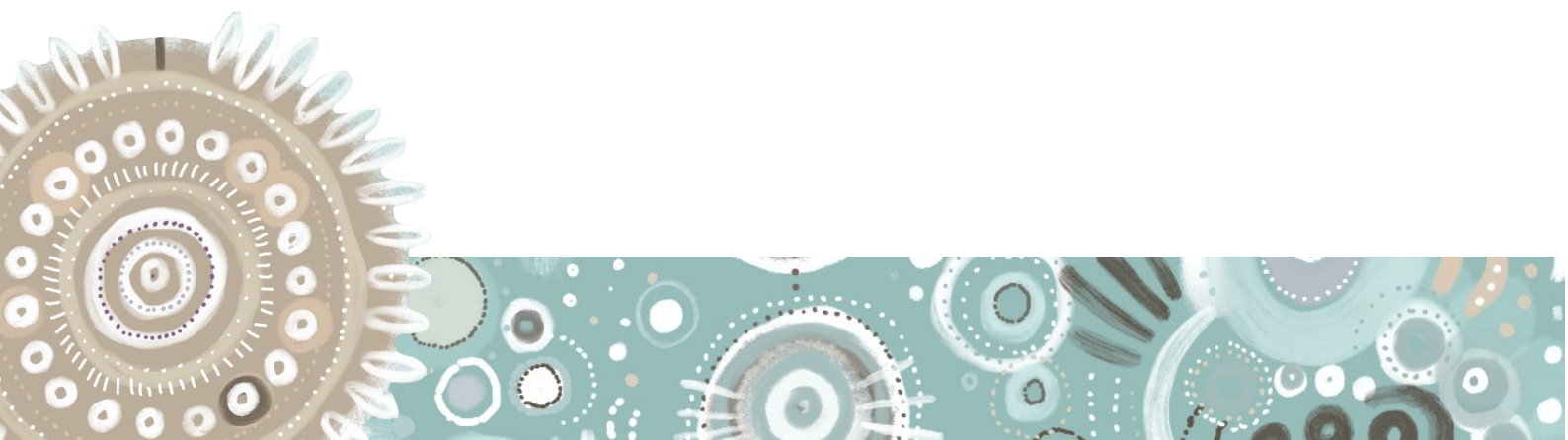
Our role in improving outcomes for Aboriginal students

CSNSW's role is to:

- ❖ advocate for equitable funding to enable Aboriginal students to access and participate in Catholic schooling and have every opportunity to achieve educational outcomes at least equal to that of their non-Aboriginal peers;
- ❖ participate in the development of national and state policies and programs with respect to Aboriginal education;
- ❖ support Catholic School Agencies to meet Commonwealth and State Government funding and legislative requirements;
- ❖ monitor and report on Catholic schools' progress towards meeting relevant key performance measures established through the *Australian Education Act 2013*, the *National School Reform Agreement*, the NSW Premier's Priorities and the *Closing the Gap Strategy*.

What will the strategy do?

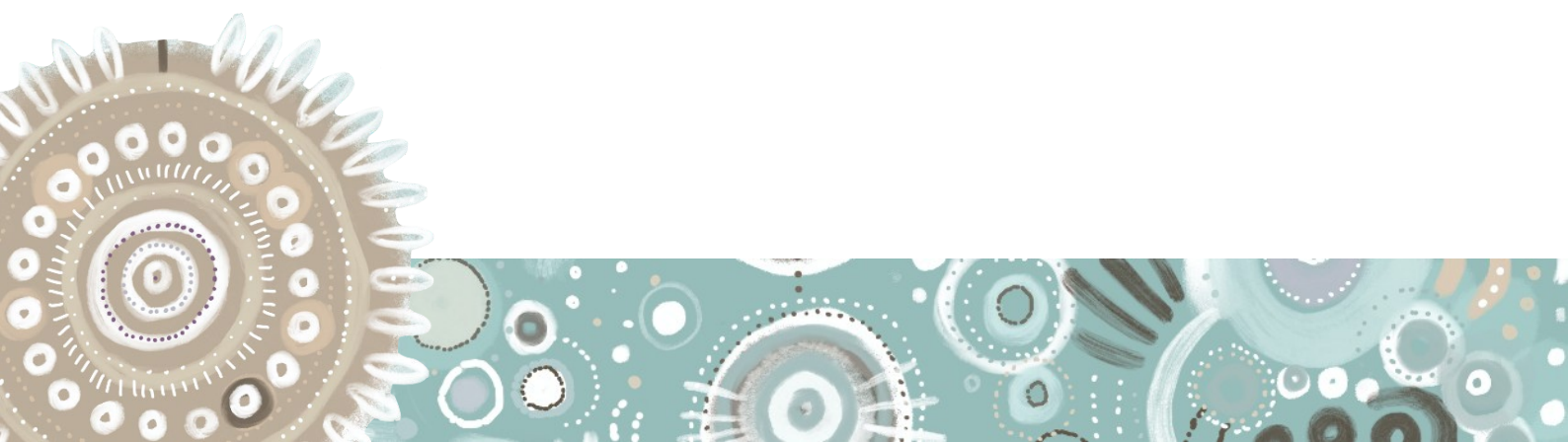
1. Ensure sustainable and robust needs-based funding
2. Build system capacity and improvement
3. Support evidence-based strategies to improve outcomes
4. Explore how curriculum can reflect histories and cultures of Aboriginal people
5. Strengthen partnerships across government and non-government agencies.



What will be our indicators of success?

By 2025, in partnership with Catholic School Agencies, our ambition is to see:

- ❖ An increase in Aboriginal and Torres Strait Islander enrolments
- ❖ An increase in the overall retention of Aboriginal students
- ❖ An increase in the proportion of Aboriginal students making successful transitions to post-schooling pathways and into employment
- ❖ An increase in the proportion of Aboriginal students achieving the minimum national numeracy and literacy standard
- ❖ An increase in the proportion of Aboriginal students in the top two bands in all NAPLAN domains
- ❖ A decrease in the proportion of Aboriginal students in the bottom two bands in all NAPLAN domains
- ❖ Improved wellbeing outcomes of Aboriginal students
- ❖ An increased knowledge and understanding of the histories, cultures and experiences of Aboriginal people as the First Peoples of Australia



How will we do it?

We will ensure the active participation of Aboriginal peoples in our work, including through:

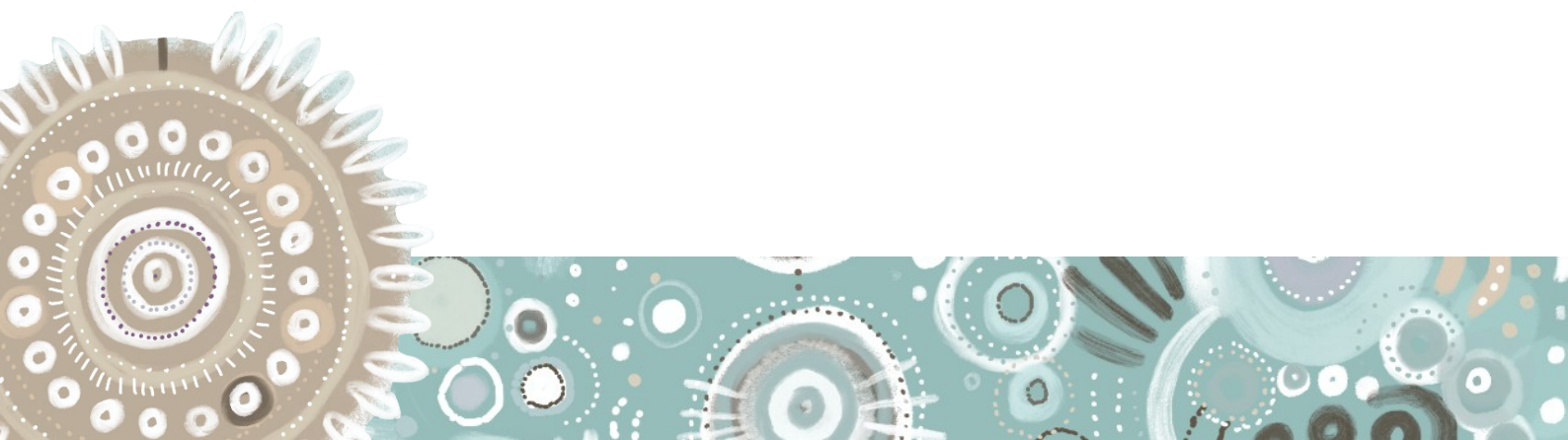
- ❖ The CSNSW Aboriginal and Torres Strait Islander Education Reference Group
- ❖ The inter-diocesan Mawambul Network
- ❖ The Council of Catholic School Parents Aboriginal and Torres Strait Islander Parent Committee (CCSP)
- ❖ The NSW Aboriginal Education Consultative Group (AECG)

We will take a multidisciplinary and cross-functional approach involving all CSNSW teams, including:

- ❖ Educational Measurement
- ❖ Literacy and Numeracy
- ❖ Early Years Learning
- ❖ Wellbeing
- ❖ Vocational Education and Training
- ❖ Diverse Learning
- ❖ Teacher Accreditation and Professional Learning
- ❖ Schools Resources
- ❖ Data and Analytics

We will work in close partnership with Catholic School Agencies and others including:

- ❖ NSW Department of Education (DoE)
- ❖ NSW Education Standards Authority (NESA)
- ❖ Universities
- ❖ Community organisations.

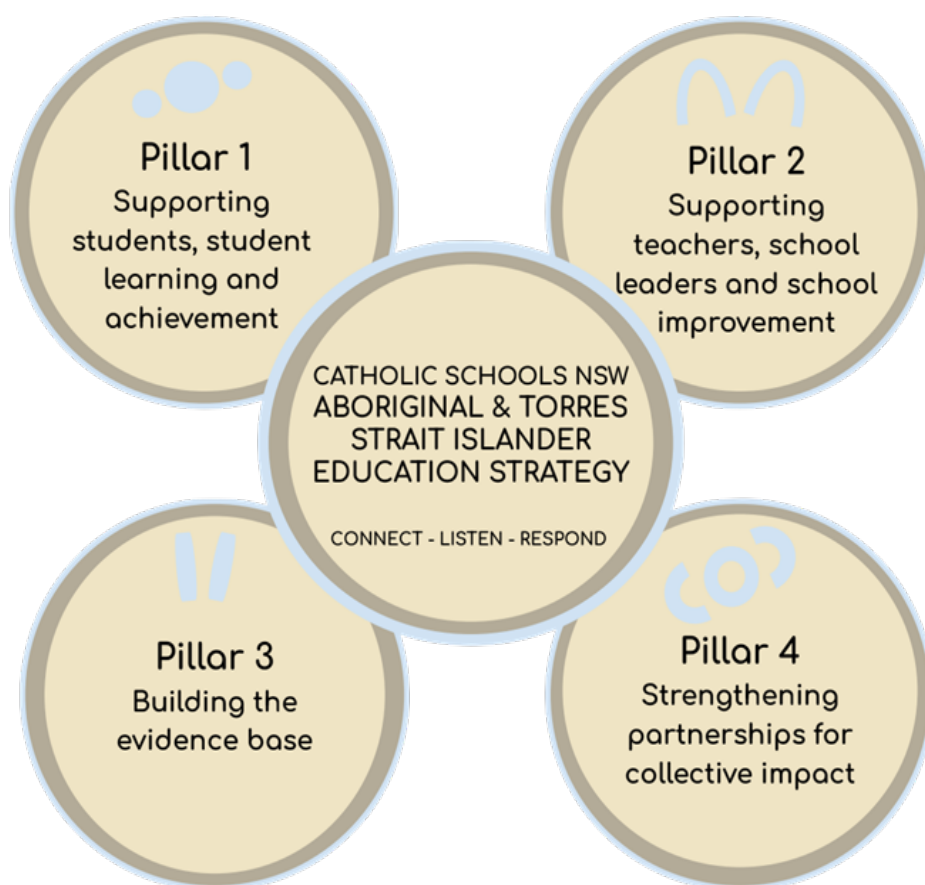


The Framework

The strategy is built around the following four pillars:⁶

1. Supporting students, student learning and achievement
2. Supporting teachers, school leaders and school improvement
3. Building the evidence base
4. Strengthening partnerships for collective impact

The Four Pillars



⁶ The pillars 1-3 reflect the three pillars of the National Schools Reform Agreement and NSW Bilateral Agreement.

2020-2021 Actions

Pillar	2020/21 Actions
1. Supporting students, student learning and achievement	<ul style="list-style-type: none"> a. Develop a best practice model for Individual Learning Plans (ILPs). b. Enhance the capability of the CSNSW Personalised Planning Tool to include ILPs. c. In collaboration with the Wellbeing Team, develop/collate resources to support student wellbeing. d. Identify opportunities for student voices to be heard in policy making. e. Identify specific resources to support transition to school and early literacy and numeracy development. f. Identify and promote post-school pathways.
2. Supporting teachers, school leaders and school improvement	<ul style="list-style-type: none"> a. Develop an Aboriginal Education Portal to house teaching and learning resources, share practice, and provide an anchor point for the Strategy. b. Scope the development of a system/ school improvement reflection tool. c. Roll-out of targeted professional learning opportunities to support culturally safe learning environments and the engagement of Aboriginal families and community members. Specific professional learning in 2020/21 to implement the new 7-10 Aboriginal Studies Syllabus. d. Develop resources for culturally safe pedagogical practices with a focus on the Australian Professional Standards for Teachers. e. Scope the feasibility of a specific HALT strategy for Aboriginal teachers including professional learning to support HALT accreditation which addresses relevant AITSL standards.
3. Building the evidence base	<ul style="list-style-type: none"> a. Develop and implement an annual reporting framework to monitor student in outcomes against state and national KPIs, aligned to CSNSW's annual State of the System reporting. b. Collect and share best practice case studies from across the system.
4. Strengthening Partnerships for Collective Impact	<ul style="list-style-type: none"> a. Strengthen relationships with Aboriginal organisations such as the NSW AECG, the CCSP Aboriginal Parents Committee and the Aboriginal Catholic Ministry. b. Strengthen and develop relationships with other government and non-government agencies and entities such as the NSW Department of Education, NESAs, ACARA and universities. c. Depth relationships with Catholic School Agencies to support their role in educating Aboriginal students and provide targeted support for policy development, community partnerships, professional learning and boarding school support. d. Also See 2a, 2b and 3a

