

# EXECUTIVE SUMMARY

## **Purpose**

The purpose of the Partners for Success strategy is to establish a framework for improving the education and employment outcomes of Aboriginal and Torres Strait Islander Peoples in Education Queensland. It acknowledges the persistence of significant and unacceptable gaps between the educational outcomes of Aboriginal and Torres Strait Islander students and those of the general population over time, and the implications of such outcomes in a world of rapid change and increasing demand for high levels of skill and knowledge. The strategy also tackles the need to improve the employment profile of Aboriginal and Torres Strait Islander Peoples in Education Queensland, both to increase the number and visibility of role models for Indigenous young people, and to build on the productive diversity of the Queensland population.

## **Background**

In 1999, a review of education and employment programs for Aboriginal and Torres Strait Islander Peoples in Education Queensland, authorised by the Director-General of Education, illustrated how current approaches are failing both students and adults, and highlighted the need for a fundamental change of approach. A snapshot of current data showing these differences (provided in the Appendix) demonstrates that attention must be focused on:

- improving performance in literacy and numeracy;
- improving school attendance;
- reducing dropout rates in the transition from primary and secondary school, and in the lower secondary years;
- increasing school completion rates;
- lowering rates of juvenile offences and detention;
- improving the employment profile of Aboriginal and Torres Strait Islander Peoples in Education Queensland.

## **Key findings**

The key findings of the review were:

- a range of factors affect education and employment outcomes in diverse communities across the State;
- there is a lack of appropriate policies to drive system-wide improvement.

This strategy therefore provides a set of new policies designed to enable schools and their communities to develop solutions responsive to local circumstances within a statewide monitoring and accountability framework. Policies introduced to support this strategy follow.





## ***Policy on Standards of Education for Aboriginal and Torres Strait Islander Students***

### *Objectives*

The objectives of this policy are:

- to ensure that the standards of educational achievement for Aboriginal and Torres Strait Islander students match those of the entire student cohort;
- to ensure that curriculum, pedagogy, and assessment policies are culturally inclusive and effective for the learning needs of Aboriginal and Torres Strait Islander students;
- to develop a systemic accountability framework for improving the standards of educational achievement for Aboriginal and Torres Strait Islander students;
- to promote partnerships between schools and their Aboriginal and Torres Strait Islander communities that are focused on improving the standards of educational achievement by Aboriginal and Torres Strait Islander students.

## ***Policy on the Development of a Charter Between Education Queensland and Aboriginal and Torres Strait Islander Communities***

### *Objectives*

The objectives of this policy are:

- to enable the development of a State-level agreement that will establish targets for improvement in Aboriginal and Torres Strait Islander student outcomes;
- to develop key strategies to be implemented within appropriate timeframes to achieve targets for improving the achievement outcomes of Aboriginal and Torres Strait Islander students;
- to establish guidelines at State level outlining the freedom schools have to design educational experiences suitable for Indigenous communities and students. These guidelines will establish the basis for local agreements to be made between Aboriginal and Torres Strait Islander communities and schools and for cross-agency delivery models;
- to indicate how the other policy objectives included in the Partners for Success strategy will work to sustain continuous improvement.

## ***Policy on Partnerships Between Aboriginal and Torres Strait Islander Communities and Schools***

### *Objectives*

The objectives of this policy are:

- to establish the basis for local agreements to be made between Aboriginal and Torres Strait Islander communities and schools that:
  - set targets for improvement in Aboriginal and Torres Strait Islander student outcomes;
  - describe the roles and responsibilities of schools and communities in improving student outcomes;
  - identify cross-agency service delivery needs to meet what is needed to improve student outcomes;
- to develop key strategies to be implemented within appropriate timeframes to achieve targets for improving the achievement outcomes of Aboriginal and Torres Strait Islander students;
- to develop local accountability frameworks for monitoring and evaluating the achievement of agreed targets.

## ***Policy on Literacy for Aboriginal and Torres Strait Islander Students***

### *Objectives*

The objectives of this policy are:

- to ensure that literacy teaching for Aboriginal and Torres Strait Islander students is built on recognition of second or third language learning;
- to monitor and report student progress in ways that enable students, teachers and parents to collaborate in strategies for improving students' learning;
- to ensure appropriate training is available for teachers in cross-cultural pedagogy;
- to ensure high levels of language and literacy proficiency of teachers and teacher-aides with a second language background.

## ***Education Queensland's Role in Whole-of-Government Service Delivery for Aboriginal and Torres Strait Islander Communities***

### *Objectives*

The objectives of this policy are:

- to enable Education Queensland to contribute to the delivery to Aboriginal and Torres Strait Islander communities of coherent and coordinated services that contribute to improved outcomes for Aboriginal and Torres Strait Islander students;
- to enable local communities to negotiate the management or provision of services or both as part of the development of school–community compacts.

## ***Policy on Employment and Career Development for Aboriginal and Torres Strait Islander Peoples***

### *Objectives*

The objectives of this policy are:

- to increase the employment of and career pathways for Aboriginal and Torres Strait Islander Peoples in Education Queensland;
- to increase the number of Aboriginal and Torres Strait Islander employees in leadership roles in Education Queensland.

## **Coordinating the Implementation of the Strategy**

The Director-General has approved the establishment of the Community Partnerships Unit (CPU) in Education Services to manage the implementation of key aspects of the Strategy for Continuous Improvement in Outcomes for Aboriginal and Torres Strait Islander Peoples in Education Queensland.

## **Education Queensland Strategy 2010**

Partners for Success establishes a range of new responsibilities and accountabilities for officers across Education Queensland. It is proposed that Education Queensland's planning and accountability framework for Strategy 2010 will provide the broad context for the implementation of Partners for Success.





# THE STRATEGY

## **Partners for Success — Improving Outcomes for Aboriginal and Torres Strait Islander Peoples in Education Queensland**

### **Purpose of the strategy**

The purpose of the Partners for Success Strategy is to establish a framework for improving the education and employment outcomes of Aboriginal and Torres Strait Islander Peoples in Education Queensland (see the Appendix). It acknowledges the persistence of a significant and unacceptable gap between the educational outcomes of Aboriginal and Torres Strait Islander students and those of the general population over time, and the implications of such outcomes in a world of rapid change, and increasing demand for high levels of skill and knowledge. The strategy also deals with the need to improve the employment profile of Aboriginal and Torres Strait Islander Peoples in Education Queensland, both to increase the number and visibility of role models for Indigenous young people, and to build on the productive diversity of the Queensland population.

The strategy is an approach to improvement that is based on the principle of responsibility shared between Education Queensland and Aboriginal and Torres Strait Islander communities. It recognises that improving outcomes in education and employment will require:

- building effective partnerships between Education Queensland and Aboriginal and Torres Strait Islander communities based on agreed targets and mutual obligations;
- negotiating accountability frameworks between the Director-General of Education and Aboriginal and Torres Strait Islander stakeholders at the State level; and between principals and school communities at the local level;
- achieving greater coherence in the delivery of services to Aboriginal and Torres Strait Islander students, their families and communities;
- ensuring that curriculum, pedagogy, assessment, reporting and human resources policies and programs effectively meet the needs of Aboriginal and Torres Strait Islander students.

A set of new policies will be implemented, designed to improve the standards of education of Aboriginal and Torres Strait Islander students in Queensland state schools, and increase both the proportion of Aboriginal and Torres Strait Islander Peoples employed by Education Queensland and their representation in leadership positions.

### **Background**

In 1999, a review of education and employment programs for Aboriginal and Torres Strait Islander Peoples in Education Queensland, authorised by the Director-General of Education, demonstrated the significant and unacceptable gap between the outcomes of Aboriginal and Torres Strait Islander Peoples and those of the general population, illustrating how current approaches are failing both students and adults, and highlighting the need for a fundamental change of approach. A snapshot of current data that shows these differences is provided in the Appendix.

A range of issues was raised during the review's consultation process, including:

- cross-cultural pedagogy;
- the diversity of Aboriginal and Torres Strait Islander contexts;
- literacy development;
- participation, progression and educational outcomes;
- monitoring, evaluation and reporting of education outcomes;
- school attendance;
- dropout rates in the transition from primary and secondary school, and in the lower secondary years;
- school completion rates;
- behaviour management issues, and the links to juvenile offending and detention;
- maintenance, retrieval and continuation of Aboriginal and Torres Strait Islander languages and cultures in Queensland schools;
- behaviour management and school disciplinary absences;
- Commonwealth funding of school-based and other targeted programs;
- the operations of the Aboriginal and Torres Strait Islander Education Unit;
- preparation and deployment of Education Queensland staff;
- employment and career management strategies for Aboriginal and Torres Strait Islander Peoples;
- staffing in schools with mostly Aboriginal and Torres Strait Islander students.

### **Key findings**

The key findings of the review were:

- the range of factors affecting education and employment outcomes in diverse communities across the State;
- the absence of appropriate policies to drive system-wide improvement.

Aboriginal and Torres Strait Islander Peoples live in very diverse contexts throughout the State, in remote communities in the far north and west, rural towns and large urban centres. Education and employment outcomes are influenced by diverse social and cultural factors in different locations. Moreover, the educational outcomes of Aboriginal and Torres Strait Islander students vary, depending on location and other factors such as family income. It is essential, therefore, that any systemic strategy ensures there is enough flexibility to enable schools and communities to respond to local priorities and issues.

While individual schools and teachers have at times developed sound practice in meeting the needs of Aboriginal and Torres Strait Islander students, the absence of systemic policies providing clear direction on critical issues in education and employment has led to confusion, misconceptions, ad-hoc decision making and, at times, questionable practice. This strategy therefore provides a set of new policies designed to enable schools and their communities to develop solutions responsive to local circumstances within a statewide monitoring and accountability framework.

### **Coordinating the implementation of the strategy**

The Director-General has approved the establishment of the Community Partnerships Unit in Education Services to manage the implementation of key aspects of the Partners for Success Strategy.

The Community Partnerships Unit will comprise:

- a Manager (AO7);
- a Senior Education Officer (PO4);
- 10 Indigenous Partnerships Officers (AO4);
- an Administrative Officer (AO2).





Key functions of the unit include:

- publication and dissemination of strategy, policies, performance targets and annual reports;
- promotion of the strategy to all stakeholders;
- coordination of implementation processes, especially in relation to the development of school–community compacts;
- provision of secretariat services to the Charter Task Force and the Charter Reference Group;
- consultation with key stakeholders.

### **Education Queensland Strategy 2010**

Partners for Success establishes a range of new responsibilities and accountabilities for officers across Education Queensland. Its implementation will be coordinated closely with the development of Strategy 2010, which will provide a broader context for interpreting the purposes of Education Queensland, and a future-oriented perspective within which individual elements of Partners for Success will be integrated. It is proposed that Education Queensland's planning and accountability framework for Strategy 2010 will provide the broad context for the implementation of Partners for Success.

# THE POLICIES

---

## Standards of Education for Aboriginal and Torres Strait Islander Students

### 1 Scope

This policy describes the processes and actions by which Education Queensland will contribute to improving standards of educational achievement for Aboriginal and Torres Strait Islander students.

### 2 Objectives

The objectives of this policy are:

- to ensure that the standards of educational achievement for Aboriginal and Torres Strait Islander students match those of the entire student cohort;
- to ensure that curriculum, pedagogy, and assessment policies are culturally inclusive and effective for the learning needs of Aboriginal and Torres Strait Islander students;
- to develop a systemic accountability framework for improving the standards of educational achievement for Aboriginal and Torres Strait Islander students;
- to promote partnerships between schools and their Aboriginal and Torres Strait Islander communities that are focused on improving the standards of educational achievement by Aboriginal and Torres Strait Islander students.

### 3 Principles

The principles underlying this policy and the guidelines are:

- All students have the right to develop at school the knowledge, skills and attitudes to function successfully in life beyond school, to access further education and training, and to secure rewarding and worthwhile employment.
- Aboriginal and Torres Strait Islander students have the same capacity to learn and to achieve high standards of education as all other students.
- High expectations of learners are critical to achieving success. Therefore, teachers and principals should have the same expectations of the capacity of Aboriginal and Torres Strait Islander students for high achievement as they do for the general student population.
- School staff and parents, as well as other members of the community, have key roles to play in ensuring successful student outcomes. Partnerships between schools and Aboriginal and Torres Strait Islander communities, based on mutual respect and recognition of mutual obligation, are essential for improving outcomes.

### 4 Roles and Responsibilities

Assistant Director-General, Education Services

- Ensure the development of curriculum, pedagogy, assessment and reporting policies and programs that are responsive to the needs of Aboriginal and Torres Strait Islander students and contribute to improved standards of education for them, and the promotion and distribution of such policies and programs to schools.
- Ensure the appropriateness of such policies and programs by involving Aboriginal and Torres Strait Islander educators and representatives in the development processes.





#### Assistant Director-General, Resource Services

- Develop alliances with preservice providers to establish incentives in preservice education providing for high-achieving teacher trainees to undertake studies relevant to teaching in Aboriginal and Torres Strait Islander communities or schools with many Aboriginal and Torres Strait Islander students.
- Establish a high-priority in-service education program, linked to incentives, to encourage high-performance teachers, both Indigenous and non-Indigenous, to undertake professional development studies relevant to teaching in Aboriginal and Torres Strait Islander communities or schools with many Aboriginal and Torres Strait Islander students.

#### Assistant Director-General, Strategic Policy and Portfolio Services

- Ensure that school and non-school managers have access to appropriate data and performance measures to monitor the educational achievements of Aboriginal and Torres Strait Islander students and plan for the improvement of educational outcomes.
- Develop appropriate strategies and support for schools to enter into productive partnerships with Aboriginal and Torres Strait Islander Peoples and their communities aimed at improving educational outcomes for students.



---

# Charter Between Education Queensland and Aboriginal and Torres Strait Islander Communities

## 1 Scope

This policy describes procedures for developing an agreement at State level between Education Queensland and Aboriginal and Torres Strait Islander communities to achieve improved educational outcomes for Aboriginal and Torres Strait Islander students.

## 2 Objectives

The objectives of this policy are:

- to enable the development of a State-level agreement that will establish targets for improvement in Aboriginal and Torres Strait Islander student outcomes;
- to develop key strategies to be implemented within appropriate timeframes to achieve targets for improving the achievement outcomes of Aboriginal and Torres Strait Islander students;
- to establish guidelines at State level outlining the freedom schools have to design educational experiences suitable for Indigenous communities and students. These guidelines will establish the basis for local agreements to be made between Aboriginal and Torres Strait Islander communities and schools and for cross-agency delivery models;
- to indicate how the other policy objectives included in the Partners for Success strategy will work to sustain continuous improvement.

## 3 Principles

The principles underlying this policy and the guidelines are:

- Improving educational outcomes for Aboriginal and Torres Strait Islander students should be based on acceptance of the reciprocal obligation and mutual responsibilities of schools and communities.
- Initiatives at the school community level should contribute to building the capacity of local communities to identify and remove impediments to improving outcomes.

## 4 Roles and Responsibilities

Assistant Director-General, Strategic Planning and Portfolio Services

- Convene a Task Force, called the Aboriginal and Torres Strait Islander Education Charter Task Force (CTF), comprising Aboriginal and Torres Strait Islander community members and senior officers of Education Queensland.
- Ensure that the CTF provides advice to the Director-General in the form of a proposed charter outlining an agreement between Education Queensland and Aboriginal and Torres Strait Islander Peoples on the delivery of educational services.
- Establish, upon completion of the CTF's work, a Charter Reference Group (CRG) consisting of senior Aboriginal and Torres Strait Islander policy makers and educators to negotiate, monitor and review significant new and existing Education Queensland programs to improve standards of educational achievement by Aboriginal and Torres Strait Islander students.



---

# Aboriginal and Torres Strait Islander Communities and School Partnerships

## 1 Scope

This policy describes procedures for developing partnership agreements (Compacts for Aboriginal and Torres Strait Islander Education) between schools and Aboriginal and Torres Strait Islander communities for improving educational outcomes.

## 2 Objectives

The objectives of this policy are:

- to establish the basis for local agreements to be made between Aboriginal and Torres Strait Islander communities and schools that:
  - set targets for improvement in Aboriginal and Torres Strait Islander student outcomes;
  - describe the roles and responsibilities of schools and communities in improving student outcomes;
  - identify cross-agency service delivery needs to meet what is needed to improve student outcomes;
- to develop key strategies to be implemented within appropriate timeframes to achieve targets for improving the achievement outcomes of Aboriginal and Torres Strait Islander students;
- to develop local accountability frameworks for monitoring and evaluating the achievement of agreed targets.

## 3 Principles

The principles underlying this policy and the guidelines are:

- School-based management provides a context for schools to adapt programs and practices to meet the needs of the local community.
- Continuous improvement in educational outcomes for Aboriginal and Torres Strait Islander students will result from partnerships between schools and communities that are based on mutual respect, and shared acceptance of reciprocal obligation and mutual responsibilities.
- Initiatives at the school community level should contribute to building the capacity of local communities to identify and remove impediments to improving outcomes.

## 4 Roles and Responsibilities

Principals

- Implement the guidelines developed by the Aboriginal and Torres Strait Islander Education Charter Task Force.
- Develop agreements with Aboriginal and Torres Strait Islander communities, and other key organisations, customised to local needs (Compacts for Aboriginal and Torres Strait Islander Education).
- Negotiate roles and responsibilities for school staff, Aboriginal and Torres Strait Islander Peoples and key organisations within these compacts.
- Consult within appropriate protocols at the local level.
- Develop a local accountability framework within the context of local service delivery agreements.

---

# Literacy for Aboriginal and Torres Strait Islander Students

## 1 Scope

This policy describes processes and activities required to ensure that the literacy standards of Aboriginal and Torres Strait Islander students are consistent with those of the general student cohort.

## 2 Objectives

The objectives of this policy are:

- to ensure that literacy teaching for Aboriginal and Torres Strait Islander students is built on recognition of second or third language learning;
- to monitor and report student progress in ways that enable students, teachers and parents to collaborate in strategies for improving students' learning;
- to ensure appropriate training is available for teachers in cross-cultural pedagogy;
- to ensure high levels of language and literacy proficiency of teachers and teacher aides with a second language background.

## 3 Principles

The principles underlying this policy and the guidelines are:

- Proficiency in Standard Australian English is critical to achieving success in education and employment.
- Education Queensland recognises that Aboriginal English, Torres Strait Kriol or one or more Indigenous languages may be the first language or languages of many Aboriginal and Torres Strait Islander students, rather than Standard Australian English.
- Literacy outcomes will be improved when Aboriginal and Torres Strait Islander students can be assessed as second-language learners.
- The use of second language learning principles and pedagogies should be promoted to meet the needs of Aboriginal and Torres Strait Islander students.
- Second-language learning practices should value the home language, build on it in developing competency in Standard Australian English, and develop students' confidence in using the appropriate language for different contexts.
- The proficiency of all teachers in Standard Australian English is fundamental to improving the literacy outcomes of Aboriginal and Torres Strait Islander students.

## 4 Roles and Responsibilities

Assistant Director-General, Education Services

- Ensure that Student Services Branch, in collaboration with the Performance Measurement and Review Branch, develops processes that enable tracking of Aboriginal and Torres Strait Islander students' literacy achievement within a framework of continuous improvement.
- Ensure that the Literacy and Numeracy Unit in the Teaching and Learning Branch incorporates strategies to improve literacy outcomes for Aboriginal and Torres Strait Islander students in all activities including professional development and training activities.

The Assistant Director-General, Resource Services

- Ensure that the Learning and Development Foundation will give priority to and increase the frequency and availability of professional development across the State for teachers in appropriate literacy pedagogies for Aboriginal and Torres Strait Islander students.
- Ensure that all teachers in schools with many Aboriginal and Torres Strait Islander students, including RATEP-trained teachers, are highly proficient in teaching Standard Australian English.





#### Principals and teachers

- Provide Aboriginal and Torres Strait Islander students with opportunities to be assessed as English as Second Language learners, and ensure they are supported appropriately.
- Support students in the use of their home language while learning English as a second language.
- Support the use of bilingual education strategies where such an approach is sponsored by the community and appropriately trained teachers are available.
- Use English as a Second Language pedagogy.

---

# Education Queensland's Role in Whole-of-Government Service Delivery for Aboriginal and Torres Strait Islander Communities

## 1 Scope

This policy describes processes by which Education Queensland will participate in developing an integrated cross-government service delivery model to improve the standards of educational achievement of Aboriginal and Torres Strait Islander students.

## 2 Objectives

The objectives of this policy are:

- to enable Education Queensland to contribute to the delivery to Aboriginal and Torres Strait Islander communities of coherent and coordinated services that contribute to improved outcomes for Aboriginal and Torres Strait Islander students;
- to enable local communities to negotiate the management or provision of services or both as part of the development of school–community compacts.

## 3 Principles

The principles underlying this policy and the guidelines are:

- Education Queensland recognises that a range of factors, including health, welfare, economic, employment and family issues, affect student learning outcomes.
- The establishment by Education Queensland of a set of protocols for improving the coordination and coherence of service delivery to local communities will contribute to a whole-of-government 'community capacity building' approach by allowing local service delivery relationships to be included in agreements (compacts) between the community, service providers, business or industry and the school.

## 4 Roles and Responsibilities

Assistant Director-General, Strategic Planning and Portfolio Services

- Negotiate the role of Education Queensland in interagency programs to improve delivery of services to Aboriginal and Torres Strait Islander communities within a framework of mutuality of responsibilities and development of community capacity to address community issues.



---

# Policy on Employment and Career Development for Aboriginal and Torres Strait Islander Peoples

## 1 Scope

This policy describes procedures for developing a comprehensive employment and career development strategy for Aboriginal and Torres Strait Islander Peoples in Education Queensland.

## 2 Objectives

The objectives of this policy are:

- to increase the employment of and career pathways for Aboriginal and Torres Strait Islander Peoples in Education Queensland;
- to increase the number of Aboriginal and Torres Strait Islander employees in leadership roles in Education Queensland.

## 3 Principles

The principles underlying this policy and the guidelines are:

- Education Queensland has a responsibility to increase the number of Aboriginal and Torres Strait Islander people it employs to a level at least consistent with the proportion of Aboriginal and Torres Strait Islander people in the State's population.
- Increasing the number of Aboriginal and Torres Strait Islander employees in all sectors of Education Queensland and at all levels will contribute to improved outcomes for students by:
  - providing role models for students;
  - increasing the availability of advice from Aboriginal and Torres Strait Islander employees in all areas of Education Queensland's operations.

## 4 Roles and Responsibilities

Assistant Director-General, Resource Services

- Ensure that the Human Resources Branch will:
  - develop recruitment strategies for Aboriginal and Torres Strait Islander Peoples in all levels of employment, particularly scholarships;
  - make available Education Queensland's expectations for employment standards to universities and Institutes of Technical and Further Education;
  - develop alliances with Queensland universities that agree to engage in increased practicum support linked to district office programs and networked schools that are committed to improving preservice outcomes, especially in literacy teaching for Aboriginal and Torres Strait Islander Teacher Education students;
  - develop a framework to issue credentials to all Aboriginal and Torres Strait Islander education workers based on a set of competencies;
  - encourage universities to improve site-based education delivery programs that recognise Aboriginal and Torres Strait Islander Peoples' prior learning;
  - develop a Level 4 traineeship that can be expanded on in other training programs;
  - investigate ways of enabling Aboriginal and Torres Strait Islander employees in base grade or identified positions to move into streams that provide a career pathway;
  - provide leadership succession programs within the Leadership and Executive Development program;
  - provide cross-cultural training for Education Queensland staff on the complexity, diversity and distinctiveness of Aboriginal and Torres Strait Islander cultures, histories and societies.

## Existing legislative, policy and planning framework

There are legislation, policies and strategies that will support this strategy, including:

Queensland government legislation:

- *Anti-Discrimination Act* 1991.

Education Queensland strategies:

- *The Strategic Plan 1998–2002 for Education Queensland*;
- *2010 Strategy*.

National strategies:

- *Recommendations of the Royal Commission into Aboriginal Deaths in Custody*, 1990;
- *A National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples 1996–2002*;
- *The Common and Agreed Goals of Schooling in Australia*, 1999.

Education Queensland policies:

- *Cultural and Language Diversity in Education*, 1994;
- *Anti-Racism Policy*, 1995;
- *Principles of Inclusive Curriculum*;
- *Principles of Effective Learning and Teaching*, 1994.

Draft policies:

- *Draft Preschool to Year Twelve Aboriginal and Torres Strait Islander Guidelines and Framework*, 1996;
- *Draft Languages Other Than English Senior Primary/Junior Secondary Syllabus*, 1989.

Partners for Success builds on a range of new policies, including accountabilities to give greater focus and cohesion to actions to improve student outcomes, within the context of existing policies and strategies.



# KEY ACTIONS

## Aboriginal and Torres Strait Islander Standards of Education

Assistant Director-General, Education Services through Director, Student Services	Executive Directors of Schools	District Directors	Principals and teachers
Ensure the development and promotion of curriculum, pedagogy, assessment and reporting policies and programs that are responsive to the needs of Aboriginal and Torres Strait Islander students and contribute to improved standards of education.	Ensure that schools have access to curriculum, pedagogy, assessment and reporting policies and programs that are responsive to the needs of Aboriginal and Torres Strait Islander students and contribute to improved standards of education.	Monitor curriculum, pedagogy, assessment and reporting policies and programs to ensure that they are responsive to the needs of Aboriginal and Torres Strait Islander students and contribute to improved standards of education.	Implement curriculum, pedagogy, assessment and reporting policies and programs focused on meeting the needs of Aboriginal and Torres Strait Islander students and improving standards of education.

Assistant Director-General, Education Services through Director, Teaching and Learning	Executive Directors of Schools	District Directors	Principals and teachers
Ensure the appropriateness of such policies and programs by involving Aboriginal and Torres Strait Islander educators and community representatives in the development processes.	Encourage, through conversation with district directors, the involvement at schools of Aboriginal and Torres Strait Islander educators and community representatives in the development of curriculum, pedagogy, assessment and reporting policies and programs responsive to the needs of Aboriginal and Torres Strait Islander students.	Monitor the involvement at school level of Aboriginal and Torres Strait Islander educators and community representatives in the development of curriculum, pedagogy, assessment and reporting policies and programs responsive to the needs of Aboriginal and Torres Strait Islander students.	Involve Aboriginal and Torres Strait Islander educators and community representatives in the development of curriculum, pedagogy, assessment and reporting policies and programs to ensure that they meet the needs of Aboriginal and Torres Strait Islander students.

Assistant Director-General, Resource Services through Director, Human Resources	Executive Directors of schools	District Directors	Principals and teachers
Develop alliances with preservice providers to establish incentives in preservice education providing for high-achieving teacher trainees to undertake studies relevant to teaching in Aboriginal and Torres Strait Islander communities or schools with many Aboriginal and Torres Strait Islander students.	N/A	N/A	N/A



Assistant Director-General, Resource Services through Director, Human Resources	Executive Directors of Schools	District Directors	Principals and teachers
<p>Establish, as a priority in Education Queensland, in-service education linked to an incentive program for high-performance teachers, both Indigenous and non-Indigenous, to undertake professional development studies relevant to teaching in Aboriginal and Torres Strait Islander communities or schools with many Aboriginal and Torres Strait Islander students.</p> <p>Market in-service and incentive program to teachers across the State.</p> <p>Coordinate staffing to place in-service graduates in appropriate schools.</p>	<p>Promote in-service education linked to an incentive program for high-performance teachers, both Indigenous and non-Indigenous, to undertake professional development studies relevant to teaching in Aboriginal and Torres Strait Islander communities or schools with many Aboriginal and Torres Strait Islander students.</p>	<p>Identify, encourage and plan for high-performance teachers, both Indigenous and non-Indigenous, to undertake professional development studies relevant to teaching in Aboriginal and Torres Strait Islander communities or schools with many Aboriginal and Torres Strait Islander students.</p>	<p>Identify and support teachers to access professional development studies relevant to teaching in Aboriginal and Torres Strait Islander communities or schools with many Aboriginal and Torres Strait Islander students.</p>

Assistant Director-General Strategic Policy and Portfolio Services through Director, Performance Measurement	Executive Directors of Schools	District Directors	Principals and teachers
<p>Ensure that school and non-school managers have access to appropriate data and performance measures to monitor the educational achievements of Aboriginal and Torres Strait Islander students and plan for the improvement of educational outcomes.</p>	<p>Ensure that schools have access to and use in planning appropriate data and performance measures to monitor the educational achievements of Aboriginal and Torres Strait Islander students and plan for the improvement of educational outcomes.</p>	<p>Monitor the use of appropriate data and performance measures to track the educational achievements of Aboriginal and Torres Strait Islander students and plan for the improvement of educational outcomes.</p>	<p>Use appropriate data and performance measures to monitor the educational achievements of Aboriginal and Torres Strait Islander students and plan for the improvement of educational outcomes.</p>

Assistant Director-General, Strategic Policy and Portfolio Services	Executive Directors of Schools	District Directors	Principals and teachers
<p>Develop appropriate strategies and support for schools to enter into productive partnerships with Aboriginal and Torres Strait Islander Peoples and their communities aimed at improving educational outcomes for students.</p> <p>Negotiate with relevant directorates to put these into action.</p>	<p>Develop action plans to implement the Partners for Success strategy and monitor improvements in the educational outcomes of Aboriginal and Torres Strait Islander students.</p>	<p>Support selected schools to enter into school–community partnership agreements (compacts) with Aboriginal and Torres Strait Islander Peoples and their communities.</p> <p>Monitor the development and implementation of school community partnership agreements (compacts) at selected sites.</p>	<p>Develop and implement in partnership with Aboriginal and Torres Strait Islander Peoples and their communities school–community agreements (compacts) consistent with the policy directions of the Partners for Success Strategy.</p>

## Charter between Education Queensland and Aboriginal and Torres Strait Islander Communities

Assistant Director-General, Strategic Planning and Portfolio Services	Executive Directors of Schools	District Directors	Principals and teachers
Convene a Task Force, called the Aboriginal and Torres Strait Islander Education Charter Task Force (CTF), comprising Aboriginal and Torres Strait Islander community members and senior officers of Education Queensland.	N/A	N/A	N/A
Develop a charter outlining an agreement between Education Queensland and Aboriginal and Torres Strait Islander Peoples that includes targets for improving student outcomes, key strategies, guidelines for developing school compacts, and a framework for sustaining continuous improvement.	Promote the charter to district directors and plan for, support and monitor implementation locally. All actions should be consistent with the principles of mutual respect and shared responsibility.	Promote the charter to schools; implement processes for collaboration between appropriate district staff; and plan for, support and monitor implementation of the charter guidelines locally. All actions should be consistent with the principles of mutual respect and shared responsibility.	Implement the charter guidelines at the school community level, and monitor the achievement of continuous improvement. All actions should be consistent with the principles of mutual respect and shared responsibility.
Upon completion of the CTF's work, establish a Charter Reference Group (CRG) consisting of senior Aboriginal and Torres Strait Islander policy makers and educators to negotiate, monitor and review significant Education Queensland programs to improve standards of educational achievement by Aboriginal and Torres Strait Islander students.	N/A	N/A	N/A

## Aboriginal and Torres Strait Islander Communities and School Partnerships

Assistant Director-General	Executive Directors of Schools	District Directors	Principals and teachers
N/A	Plan for the development and monitoring of school–community partnership agreements (compacts) in diverse school settings.	Monitor the development of school–community partnership agreements (compacts) based on the guidelines developed by the Aboriginal and Torres Strait Islander Education Charter Task Force and countersign such agreements.	Implement the Aboriginal and Torres Strait Islander Education Charter Task Force guidelines to develop school–community partnership agreements (compacts).
N/A	N/A	Ensure that agreements are negotiated within appropriate protocols at the local level, customised to meet local needs, and including agreed targets and accountability measures.	Develop, monitor and review agreements customised to local needs by: <ul style="list-style-type: none"> <li>consulting within appropriate protocols locally;</li> <li>negotiating roles and responsibilities for school staff and Aboriginal and Torres Strait Islander Peoples;</li> <li>including local service delivery agreements as appropriate;</li> <li>developing a local accountability framework.</li> </ul>

## Education Queensland’s Participation in Whole-of-Government Service Delivery for Aboriginal and Torres Strait Islander Communities

Assistant Director-General, Strategic Planning and Portfolio Services	Executive Directors of Schools	District Directors	Principals and teachers
Negotiate the role of Education Queensland in interagency programs to improve delivery of services to Aboriginal and Torres Strait Islander communities within a framework of mutual responsibility and community capacity building.	Promote the role of Education Queensland in interagency agreements at district level to improve delivery of services to Aboriginal and Torres Strait Islander communities within a framework of mutual responsibility and community capacity building.	Negotiate the role of Education Queensland in interagency agreements at district level to improve delivery of services to Aboriginal and Torres Strait Islander communities within a framework of mutual responsibility and community capacity building.	Negotiate the inclusion in school–community agreements of government and community agencies whose work contributes to the improvement of student outcomes in order to improve delivery of services to Aboriginal and Torres Strait Islander communities within a framework of mutual responsibility and community capacity building.

## Literacy for Aboriginal and Torres Strait Islander Students

Assistant Director-General, Education Services through Director, Student Services	Executive Directors of Schools	District Directors	Principals and teachers
Ensure that Student Services Branch, in collaboration with the Performance Measurement and Review Branch, develops processes to track Aboriginal and Torres Strait Islander students' literacy achievement.	Plan for the implementation of processes to track Aboriginal and Torres Strait Islander students' literacy achievement.	Monitor the implementation of processes to track Aboriginal and Torres Strait Islander students' literacy achievement.	Implement processes to track Aboriginal and Torres Strait Islander students' literacy achievement.
Ensure that all activities developed by the Literacy and Numeracy Unit, including professional development activities, incorporate strategies to improve literacy outcomes for Aboriginal and Torres Strait Islander students.	Plan for the promotion and implementation of appropriate strategies in schools to improve literacy outcomes for Aboriginal and Torres Strait Islander students.	Monitor the use of appropriate strategies in schools to improve literacy outcomes for Aboriginal and Torres Strait Islander students.	Incorporate strategies in school programs to improve literacy outcomes for Aboriginal and Torres Strait Islander students, including: <ul style="list-style-type: none"> <li>• assessment of Aboriginal and Torres Strait Islander students as English as Second Language learners;</li> <li>• the provision of appropriate ESL support;</li> <li>• the use of the home language while learning English as a second language;</li> <li>• use of bilingual education strategies where this is sponsored by the community and appropriately trained teachers are available;</li> <li>• the use of ESL pedagogy.</li> </ul>

Assistant Director-General, Resource Services through Coordinator, Learning and Development Foundation	Executive Directors of Schools	District Directors	Principals and teachers
Ensures that, as a priority, the Learning and Development Foundation negotiates with appropriate providers to make professional development programs in literacy pedagogy for Aboriginal and Torres Strait Islander students widely and frequently available.	Plan for schools to have access to professional development programs in literacy pedagogy for Aboriginal and Torres Strait Islander students, and promote this.	Monitor the extent to which schools access professional development programs in literacy pedagogy for Aboriginal and Torres Strait Islander students.	Promote the value of professional development programs in literacy pedagogy for Aboriginal and Torres Strait Islander students and plan for staff to access them.
Develops processes to ensure that all teachers, including RATEP-trained teachers, in schools with many Aboriginal and Torres Strait Islander students are highly proficient in teaching Standard Australian English.	Promote professional development programs and other strategies to ensure that all teachers, including RATEP-trained teachers, in schools with many Aboriginal and Torres Strait Islander students are highly proficient in teaching Standard Australian English.	Monitor how much teachers, including RATEP-trained teachers, who require assistance to become highly proficient in teaching Standard Australian English, are using appropriate professional development programs.	In schools with many Aboriginal and Torres Strait Islander students, identify and plan for teachers, including RATEP-trained teachers, who require assistance to become highly proficient in teaching Standard Australian English to have access to appropriate professional development programs.

## Policy for Employment and Career Development for Aboriginal and Torres Strait Islander Peoples

Assistant Director-General, Resource Services through the Director, Human Resources	Executive Directors of Schools	District Directors	Principals and teachers
<p>Develop:</p> <ul style="list-style-type: none"> <li>recruitment strategies (particularly scholarships) for Aboriginal and Torres Strait Islander Peoples in all levels of employment;</li> <li>develop a framework to issue credentials to all Aboriginal and Torres Strait Islander education workers based on a set of competencies;</li> <li>a Level 4 traineeship that can be expanded on in other training programs;</li> <li>ways of enabling Aboriginal and Torres Strait Islander employees in base grade or identified positions to move into streams that provide a career pathway;</li> <li>leadership succession programs within the Leadership and Executive Development program.</li> </ul>	N/A	N/A	N/A

Assistant Director-General, Resource Services through the Director, Human Resources	Executive Directors of Schools	District Directors	Principals and teachers
<p>Develop alliances with Queensland universities and Technical and Further Education institutions to:</p> <ul style="list-style-type: none"> <li>make available Education Queensland's expectations for employment standards;</li> <li>encourage universities to improve site-based education programs that recognise Aboriginal and Torres Strait Islander Peoples' prior learning;</li> <li>engage with preservice providers in increased practicum support linked to district office programs and networked schools committed to improving pedagogy, especially in literacy teaching for Aboriginal and Torres Strait Islander Teacher Education students;</li> <li>provide cross-cultural training for Education Queensland staff in the complexity, diversity and distinctiveness of Aboriginal and Torres Strait Islander cultures, histories and societies.</li> </ul>	<p>Promote:</p> <ul style="list-style-type: none"> <li>the development of programs and school networks committed to improving pedagogy, especially in literacy teaching for Aboriginal and Torres Strait Islander Teacher Education students;</li> <li>engagement at district level with preservice providers to increase practicum support for trainee teachers in networked schools;</li> <li>cross-cultural training for Education Queensland staff in the complexity, diversity and distinctiveness of Aboriginal and Torres Strait Islander cultures, histories and societies.</li> </ul>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>the development of programs and school networks committed to improving pedagogy, especially in literacy teaching for Aboriginal and Torres Strait Islander Teacher Education students;</li> <li>the use of increased practicum support for trainee teachers in networked schools;</li> <li>the use of cross-cultural training by Education Queensland staff in the complexity, diversity and distinctiveness of Aboriginal and Torres Strait Islander cultures, histories and societies.</li> </ul>	<p>Improve outcomes for Aboriginal and Torres Strait Islander students by:</p> <ul style="list-style-type: none"> <li>participating in the development of programs and networks committed to improving pedagogy, especially in literacy teaching for Aboriginal and Torres Strait Islander Teacher Education students;</li> <li>accessing increased practicum support for trainee teachers from preservice providers to improve pedagogy, especially in literacy teaching for Aboriginal and Torres Strait Islander students;</li> <li>accessing cross-cultural training in the complexity, diversity and distinctiveness of Aboriginal and Torres Strait Islander cultures, histories and societies.</li> </ul>

# APPENDIX

## Data snapshot 1998

### Year 2 Net

Aboriginal and Torres Strait Islander students are 6.8% of the Year 2 population. The gap between Indigenous and non-Indigenous students needing support:

- in reading: 28.5%
- in writing: 28.7%
- in number: 32.2%

### Year 5 Test

Aboriginal and Torres Strait Islander students are 6% of the Year 5 population. The gap between Indigenous and non-Indigenous students identified in the lowest 15% of achievers:

- in literacy: 30%
- in numeracy: 32.2% (Performance Measurement and Review 1998)

### Dropping out

A high dropout rate is found:

- in the transition from Year 7 to 8 (Corporate Data Warehouse Database, February 1998);
- from Year 8 to 10 (22% in 1997).

### Subject choice

In Years 9 and 10, Aboriginal and Torres Strait Islander students are underrepresented in those subjects (apart from compulsory subjects) that provide students with wide academic choices in Year 11 and 12.

### School completion

The retention rate for Indigenous students in Years 11 and 12 is 46% compared with 73% for non-Indigenous students (Corporate Data Warehouse Database, February 1998).

Many Indigenous students in Years 11 and 12 are not eligible for an Overall Position. The Board of Senior Secondary School Studies estimated that fewer than 150 Indigenous Year 12 students obtained an OP score in 1998.

### School disciplinary absences 1998

Aboriginal and Torres Strait Islander students, representing 6% of the student population, represented 13% of all school disciplinary absences in 1998 (School Disciplinary Absence Report 1998).

6.52% of Indigenous students experienced school disciplinary absences compared with 2.47% of non-Indigenous students (Performance Measurement and Review Data Set, 25 February 1998).

### **Secondary attendance**

Indigenous students were absent from school for an average of 27.3 days in 1998, compared with an average of 15.4 days for non-Indigenous students (Performance Measurement and Review Data Set, 25 February 1998).

### **Juvenile justice**

In June 1997, Aboriginal and Torres Strait Islander young people aged 10 to 16 represented over half (55%) of the detainees in Queensland's three juvenile detention centres.

This represents a detention rate for Aboriginal and Torres Strait Islander young people approximately 22 times higher than their non-Indigenous counterparts (*Crime Prevention in Aboriginal and Torres Strait Islander Communities* 1999).

### **Workforce**

Aboriginal and Torres Strait Islander Peoples represent 2.9% of the total population of Queensland (Australian Bureau of Statistics 1999), but only 1.4% of the Education Queensland workforce.





### **About the cover art**

This work depicts education in Queensland, and how excellent outcomes are pursued through the involvement of parents and the community in school activities and decision making. It shows the diverse partnerships between communities and schools — in urban and rural settings, involving Aboriginal communities and Torres Strait Islander communities, building understanding of the family relationships and the home environments of Indigenous students. Partnerships between schools and communities help students to achieve improved outcomes in literacy, to enable students and their communities to gain access to new technologies, and to ensure that more Aboriginal and Torres Strait Islander students complete Year 12 and gain access to further education and training.

This is symbolised by the figures in the work, with the central figures representing different communities supporting the areas of excellence aimed for by Education Queensland. The outer ring of figures reinforces the notion of partnerships supporting the achievement of continuous improvement in outcomes for students in the future.



# CONTENTS

<b>Executive Summary</b>	1
<b>The Strategy</b>	4
Purpose of strategy	4
Background	4
Key findings	5
Coordinating the implementation of the strategy	5
Education Queensland Strategy 2010	6
<b>The Policies</b>	7
Policy on Standards of Education for Aboriginal and Torres Strait Islander Students	7
Policy on the Development of a Charter Between Education Queensland and Aboriginal and Torres Strait Islander Communities	9
Policy on Aboriginal and Torres Strait Islander Communities and School Partnerships	10
Policy on Literacy for Aboriginal and Torres Strait Islander Students	11
Policy on Education Queensland's Role in Whole-of-Government Service Delivery for Aboriginal and Torres Strait Islander Communities	13
Policy on Employment and Career Development for Aboriginal and Torres Strait Islander Peoples	14
Existing legislative, policy and planning framework	15
<b>Key Actions</b>	16
<b>Appendix</b>	22
Data snapshot 1998	22



# PARTNERS FOR SUCCESS

Strategy for the Continuous Improvement of  
Education and Employment Outcomes  
for Aboriginal and Torres Strait Islander Peoples in Education Queensland

