

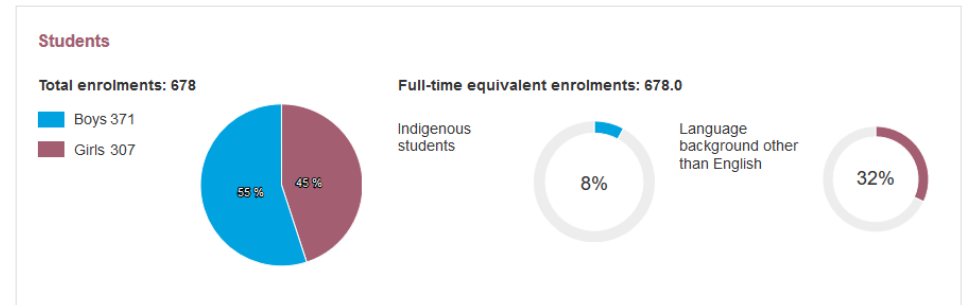
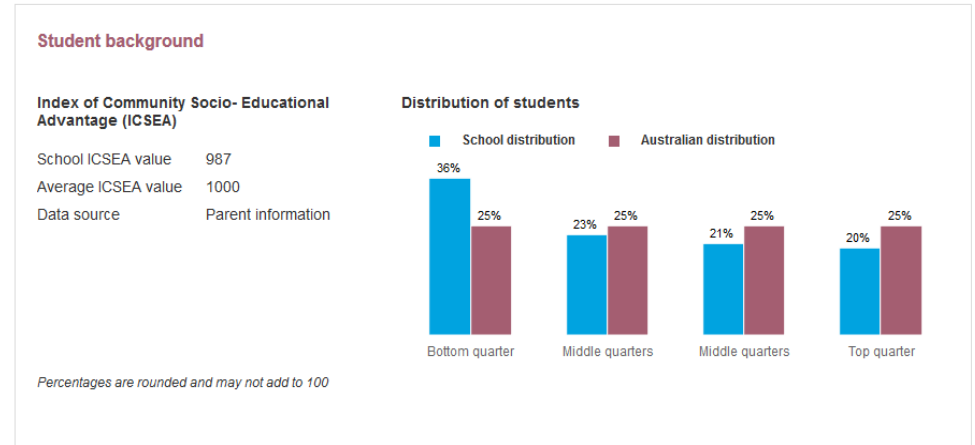


Aranmore Catholic College
Aboriginal Education Plan
2018-2019

Section 1: Introduction

Aranmore Catholic College is a co-educational secondary College with students enrolled from Year 7 to Year 12 with approximately 700 students from some fifty different ethnicities. The College has a New Arrivals Learning Centre on campus, catering for the language needs of new arrivals to Australia, from both refugee and migrant backgrounds. The College continues the tradition of Catholic education commenced by the Sisters of Mercy, with a girls' school in 1903. In 1942 the Christian Brothers joined them by opening a boys' school on the adjacent site. In 1986 the two Colleges amalgamated to form Aranmore Catholic College. The College offers a broad range of programs that support the spiritual, intellectual, physical, social and emotional development of all students. University entrance and Vocational pathways are offered in Years 11 and 12 with a focus on all students achieving secondary graduation. Two specialist sporting programs are offered at the College, namely Netball and Rugby. In addition, strong programs in Music and Art are introduced to all students on entering high school at Year 7. In line with the College motto: Trust, students are encouraged to build relationships with staff and fellow students to enable them to have a safe and happy learning experience at the College.

Student background 2016 (from My School website)



Section 2: Current Focus

Planned Focus: Cultural Awareness	Impact on students: Students will understand and acknowledge the Cultural background and history of Aboriginal people
Reason for this focus (data/evidence): <ul style="list-style-type: none"> • Aboriginal students need to feel a senses of belonging because their culture and history is understood • Non-Aboriginal students will develop an understanding of the Aboriginal culture and history 	Evidence: <ul style="list-style-type: none"> • College is fully aligned with the CEWA Aboriginal Education policy • College calendar will highlight events • Flags will be flying daily • Learning Area programs will make reference to Aboriginal cultural and history • Data wall in the staffroom focusing on Aboriginal student background

Actions	Who	Timescale	Staff training	Monitoring
Ensure the College is fully aligned with CEWA Aboriginal Education policy	TAND & BRAM	2018-2019	PD for all staff on CEWA AEP	TAND & BRAM
Identifying and acknowledging the diversity of the language groups within the Aboriginal students in the College	BRAM and ATA's	2018	Feedback to staff on the diversity once collated	BRAM
Ensure that Aboriginal cultural awareness and history is delivered through the Western Australian Curriculum across all learning areas	BRAM and HoLA's	2018- 2019	BRAM to work with HoLA and CC	BRAM & JENS
Develop student participation in a Smoking ceremony, Sorry Day, Reconciliation, NAIDOC and War Veterans	BRAM and ATA's	2018 onwards	N/A	BRAM
Recognise and celebrate significant dates related to Aboriginal and Torres Straight Islanders	BRAM and DoS	2018 onwards	N/A	BRAM
Non-Aboriginal students to read Acknowledgement of Country at assemblies	SIMC	2018 onwards	N/A	JENS and SIMC
Implement a schedule for flying the College, Aboriginal and Torres Strait Islander flags	BRAM and HoY 7 (DoS)	Term 4 2018 onwards	N/A	BRAM

Planned Focus: Partnerships	Impact on students: Students will feel well supported by families and external agencies
Reason for this focus (data/evidence): <ul style="list-style-type: none"> • Ensure students are well-supported by families in their education • Remove the ‘negative’ connotations which some parents/carers may have about schooling • Ensure that students have pathways for post-school and are exposed to numerous post-school options 	Evidence: <ul style="list-style-type: none"> • Parents/guardians/carers attending College events • Partnerships are developed with external agencies • Students are given exposure to a variety of post-school options

Actions	Who	Timescale	Staff training	Monitoring
Establish links with the local Aboriginal community	BRAM & ATA's	2018 onwards	N/A	BRAM
Establish links with the wider community	BRAM	2018 onwards	N/A	BRAM
Aranmore Aboriginal community (parents/guardians/carers) to develop and support the development of the Education Plan	BRAM & JENS	2019	N/A	BRAM & JENS
Aranmore Aboriginal community (parents/guardians/carers) to engage and connect with the College	BRAM	2018 onwards	N/A	BRAM
Build relationships which empower Aranmore Aboriginal community (parents/guardians/carers) to engage with their child's learning	BRAM & Exec.	2018 onwards	N/A	BRAM
Develop partnerships with external agencies to support students with post school pathways	BRAM & RODC	2018 onwards	N/A	BRAM & RODC

Planned Focus: Student Learning	Impact on students: Students will know where they 'are at' with regards to their learning and will have targets for further success/improvements
Reason for this focus (data/evidence): <ul style="list-style-type: none"> • Erratic attendance in some Aboriginal students • Some Aboriginal students are not 'work-ready' and post-school pathways are not clear • Aboriginal students are not always clear about where they 'are at' and where they need to be • Lack of knowledge of Aboriginal language in the College 	Evidence: <ul style="list-style-type: none"> • All Aboriginal students have a PLP on SEQTA • Data walls in the staffroom • Increased attendance • Attendance data from 'Ready2Learn' • Indigenous students leave school with a clear post-school pathway and 'work-ready' • Improved literacy and numeracy • Aboriginal Literacy Day on College Calendar

Actions	Who	Timescale	Staff training	Monitoring
Use data to inform, monitor and report on progress	BRAM, ATA's, JENS, SIMC	2018 onwards	N/A	BRAM & JENS
Implement PLP's for all Aboriginal Students	BRAM & ATA's	2019 onwards	PD for all staff on PLP's	BRAM
Create a culture of high expectations where by Aboriginal students have a strong sense of identity as successful life-long learners	Aranmore Staff	2018 onwards	N/A	BRAM
Increase attendance for Aboriginal students	BRAM and DoS	2019 onwards	SEQTA training on monitoring attendance	BRAM & DoS
Monitor Aboriginal student attendance at 'Ready2Learn.'	BRAM	Term 1 2018	SIMC to train BRAM and ATA's in SEQTA un-timetabled classes	BRAM
Ensure Aboriginal students are 'work ready'	BRAM, RODC, ATA's	2018 onwards	N/A	BRAM & RODC
Implement and develop an early intervention Literacy and numeracy program	BRAM & RESM	Term 1 2018 onwards	Staff training in literacy and numeracy programs	BRAM
Increase pathways for Aboriginal students to open up post-school options	BRAM & RODC	2017 onwards	N/A	BRAM & RODC
Implement an Aboriginal Literacy Day	BRAM, DEND, HARR	2019	N/A	BRAM
Investigate ways to implement and introduce students to basic Aboriginal language into the College	BRAM & JENS	2019	N/A	BRAM & ATA's

Planned Focus: Discipleship	Impact on students: Students will be able to connect with Aboriginal faith based communities and develop service learning
Reason for this focus (data/evidence): <ul style="list-style-type: none"> • To allow Aboriginal students to develop their faith • To ensure Aboriginal students are represented in the College faith and service learning opportunities relevant to them • To expose non-Aboriginal students to faith through Aboriginal ministry 	Evidence: <ul style="list-style-type: none"> • Link with and Aboriginal community in a regional/remote location • Non-Aboriginal and Aboriginal students attending 'Sorry Day' • Partnerships created with Aboriginal Catholic Ministry and Catholic Youth Ministry

Actions	Who	Timescale	Staff training	Monitoring
Promote reconciliation between Aboriginal and non-Aboriginal students	BRAM	2018 onwards	N/A	BRAM
Create a link with a regional/remote Aboriginal community	BRAM & SMIS	2018	N/A	BRAM & SMIS
Continue to grow the partnership with Aboriginal Catholic Ministry	BRAM & SMIS	2018	N/A	BRAM & SMIS
Establish a link with Catholic Youth Ministry	BRAM & SMIS	2018	N/A	BRAM & SMIS