



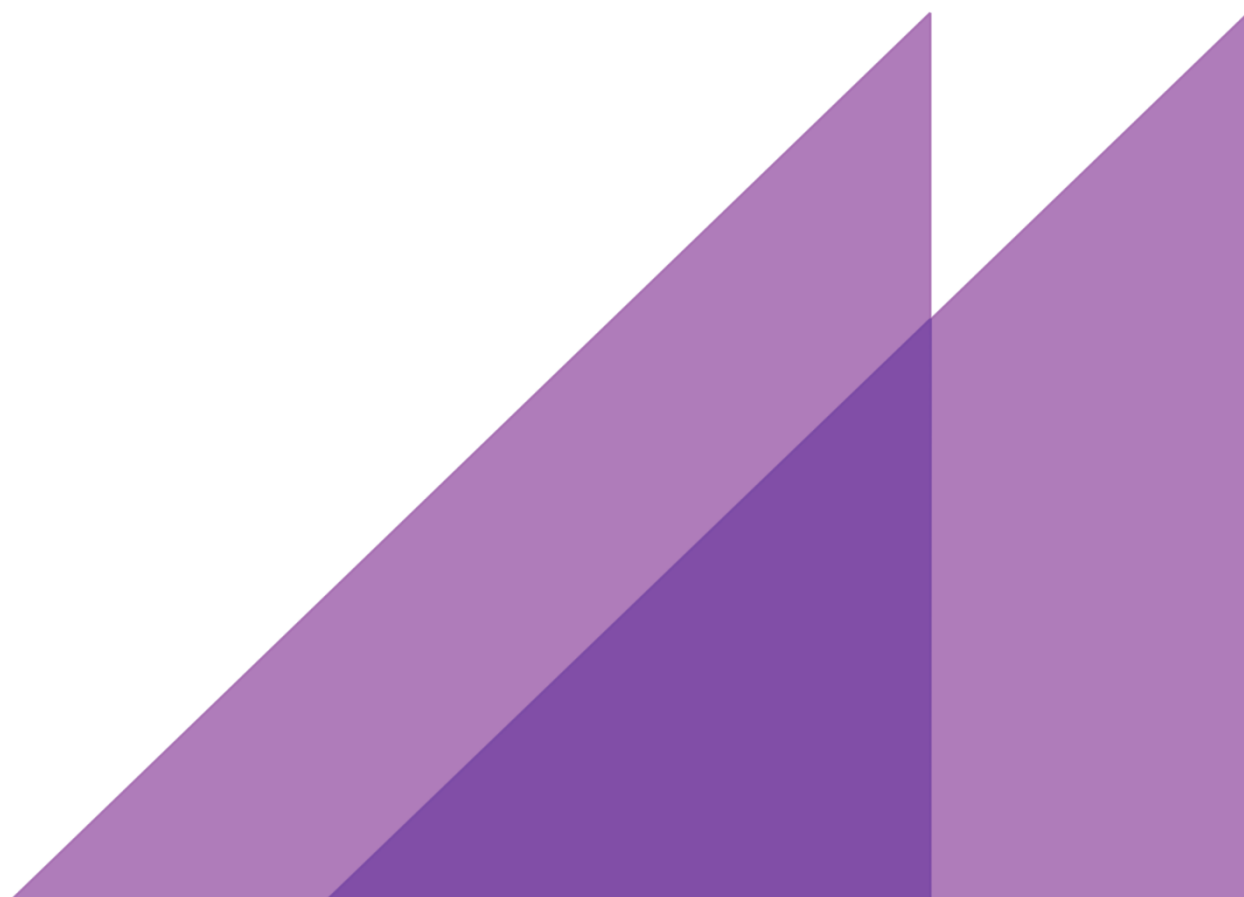
REPORT TO THE ABORIGINAL AND TORRES STRAIT
ISLANDER EDUCATION ADVISORY GROUP OF THE
EDUCATION COUNCIL

NOVEMBER 2014

EVALUATION OF THE ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION ACTION PLAN 2010-2014: APPENDICES



**DATA APPENDICES FOR THE FINAL
EVALUATION REPORT**





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C O N T E N T S

Appendix A Evaluation methodology	1
A.1 Interviews conducted in phase three	1
A.2 Other interviews in phase one and two	2
A.3 School survey	2
A.4 Case studies	4
A.5 Data review	5
Appendix B Survey findings	6
B.1 Survey background	6
B.2 Key longitudinal responses	6
Appendix C Performance indicators	43
C.1 Data collection approach	43
C.2 Summary of data results by performance targets	44
C.3 Domain One: Readiness for School	47
C.4 Domain Two: Engagement and connections	53
C.5 Domain Three: Attendance	59
C.6 Domain Four: Literacy and numeracy	81
C.7 Domain Five: Leadership, quality teaching and workforce development	101
C.8 Domain Six: Pathways to real post-school options	109
Appendix D National Collaborative Actions	113
Appendix E Case study findings	120

Appendix A Evaluation methodology

This appendix outlines the evaluation method in detail, including sampling frames for surveys and case studies, based on research conducted regarding phase one (2011), phase two (2012) and phase three (2013) of the rollout of the *Aboriginal and Torres Strait Islander Education Action Plan 2010-14* (Action Plan).

A.1 Interviews conducted in phase three

National bodies

Association of Independent Schools
Australian Institute for Teaching and School Leadership
Australian Government Department of Education (formerly DEEWR)
Australian Government Department of Prime Minister and Cabinet
National Catholic Education Commission
Next Steps Focus School Conference (April 2014)
Queensland University of Technology (regarding the Next Step Focus School Initiative)

Government school sector

The Australian Capital Territory Department of Education and Training
The Northern Territory Department of Education and Training
The Queensland Department of Education, Training and Employment
The South Australian Department of Education and Children's Services
The Tasmanian Department of Education
The Victorian Department of Education and Early Childhood Development
The Western Australian Department of Education

Catholic school sector

The Catholic Education Commission of New South Wales
The Northern Territory Catholic Education Office
The Queensland Catholic Education Commission
The Catholic Education South Australia
The Tasmanian Catholic Education Office
The Catholic Education Commission of Victoria
The Catholic Education Office of Western Australia

Independent school sector

The Association of Independent Schools of New South Wales
The Association of Independent Schools of the Northern Territory

The Independent Schools Queensland
The Association of Independent Schools of South Australia
The Independent Schools Victoria
The Association of Independent Schools of Western Australia

Indigenous Education Advisory Bodies

The NSW Aboriginal Education Consultative Group
The Northern Territory Indigenous Education Council
The Queensland Indigenous Education Consultative Committee
The South Australian Aboriginal Education and Training Consultative Body
Victorian Aboriginal Education Association Incorporated
The West Australian Aboriginal Education and Training Council

A.2 Other interviews in phase one and two

Phase one

The Australian Education Union
Dare to Lead
First People's Education Advisory
Review team for Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples (Behrendt Review)
Stronger Smarter Institute
The University of Sunshine Coast
The University of Western Australia

Phase two

The Senior Officers National Network of Indigenous Education

A.3 School survey

During each phase of the evaluation, a survey of school leaders from focus schools was open for a four week period to provide focus schools with an avenue for detailing their implementation progress, reflections of outcomes achieved and future needs. The survey sought largely to assess activities within the six Action Plan domains.

The evaluation scope sought to survey Action Plan focus schools only. Results therefore do not provide the ability to compare changes between focus and non-focus schools.

During phase one, the survey was circulated in hard copy format to all participating schools, with an online link also provided for responses. Phases two and three were circulated via online survey only.

The survey sample sought a broadly proportional number of focus schools by geo-location (metropolitan, provincial, remote) and by jurisdiction, in line with the overall number of focus

schools. The selection of schools invited to participate in the sample also took into account the following factors:

- selecting a number of focus schools that offered secondary schooling to help assess post-school outcomes
- including schools involved in National Partnership Agreements:
 - literacy and numeracy
 - low socio-economic status school communities
 - remote service delivery
- selecting schools with both large and small numbers and proportions of Aboriginal and Torres Strait Islander students
- seeking a balance of government, Catholic and independent schools.

For the phase one survey (conducted in early 2012), a total of 250 focus schools were invited to participate. Responses were received from 105 schools, 14 of which were remote schools.

For the phase two (conducted in early 2013) and three (conducted in early 2014) surveys, the decision was made by the evaluation sub-group to increase the invited sample of focus schools to 500. School numbers were increased through random sample selection processes in proportion to the focus school characteristics. To address the limited response rate from remote schools, the decision was made to invite all remote focus schools to participate in order to generate a larger sample of responses. While this had some impact on the comparability of responses between the phase one and phase two/three surveys, it achieved the aim of generating more responses and information about practices in remote focus schools.

Table A1 **FOCUS SCHOOLS INVITED TO PARTICIPATE IN SURVEYS AND RESPONSE RATES**

	Metropolitan			Provincial			Remote			Total		
	Invitations	Total response	Response rate	Invitations	Total response	Response rate	Invitations	Total response	Response rate	Invitations	Total response	Response rate
Phase One	90	41	45.6%	101	45	44.6%	59	15	25.4%	250	105	42.0%
Phase Two	155	59	38.1%	180	62	34.4%	165	47	28.5%	500	168	33.6%
Phase Three	155	57	36.8%	180	57	31.7%	165	50	30.3%	500	164	32.8%

Note: four schools did not specify their geo-location in the phase one survey

Source: ACIL Allen Consulting 2014

A.4 Case studies

Process

Case studies were undertaken by a team of field researchers and used to provide insights into school practices. Research in schools approval was sought for each school system to be visited through the case study process and schools participated on a voluntarily basis. An information pack was sent to all the participating schools to provide background to the evaluation and the case study process.

Case studies visits were held over the course of a day per school and involved discussions with key staff, including the principal, lead teachers and classroom teachers. Many also involved discussions with a selection of parents of Aboriginal and Torres Strait Islander students, who were able to reflect on their family's experience of the school. Phase three case studies also involved the sharing of longitudinal data.

At the conclusion of each case study visit, a report was developed to outline the school's progress and activities. This was circulated back to schools for review and approval. A de-identified summary of major findings from schools involved in longitudinal visits is provided at Appendix E. The compendium of all case studies was provided to the ATSIEAG members, but will not be publicly released.

School sampling

A total of 48 different focus schools were visited as part of the evaluation's case study process. Case studies were held at 32 schools in phase one, 24 schools in phase two and 30 schools in phase three. Some schools were visited multiple times to gauge implementation progress and outcomes achieved over time.

The sample for case studies was selected based on the proportion of focus schools by jurisdiction and included a minimum of one case study per jurisdiction each year. Schools included in case studies by phase are outlined in Table A2.

The phase three case study sample was reduced to 30 schools to ensure that three schools could be studied in greater detail in North Queensland in order to investigate the issue of student mobility. The final sample for phase three, as agreed with the ATSIEWG evaluation steering group, included 10 metropolitan, 12 provincial and 8 remote schools,.

Table A2 **CASE STUDIES COMPLETED BY PHASE, JURISDICTION AND GEO-LOCATION**

	NSW	VIC	SA	TAS	ACT	WA	QLD	NT	TOTAL
Phase one									
Metropolitan	1	2	2	1	2	0	4	0	12
Provincial	2	3	1	1	0	1	4	0	12
Remote	0	0	1	0	0	3	2	2	8
Phase two									
Metropolitan	1	1	1	1	1	0	4	0	9
Provincial	2	3	1	1	0	0	2	1	10
Remote	0	0	1	0	0	2	1	1	5
Phase three									
Metropolitan	0	1	2	1	2	0	4	0	10
Provincial	2	4	1	1	0	1	3	0	12
Remote	0	0	1	0	0	3	2	2	8

Source: ACIL Allen Consulting 2014

A.5 Data review

Available data in relation to the Action Plan's 14 performance indicators are published in Appendix C to gauge evidence of changes over time, based on available national level data.

Appendix B Survey findings

B.1 Survey background

To understand the extent to which schools are implementing activities to improve outcomes for Indigenous students, including activities under the Action Plan, and the extent of the impact of these activities, focus school leaders across Australia were invited to participate in surveys in March 2012 (phase one), 2013 (phase two) and 2014 (phase three). Electronic surveys were sent to selected focus schools in line with agreed sample characteristics.

This Appendix summarises responses to the three surveys. The total number of responses, including repeat schools, included:

- 105 in phase one
- 168 in phase two
- 164 in phase three, though 33 of these were not complete.

The number of unique schools participating included:

- 311 unique schools that responded to surveys throughout phases one, two and three, comprising:
 - 105 unique schools in phase one
 - 131 further unique schools in phase two
 - 75 further unique schools in phase three.

B.2 Key longitudinal responses

This section considers responses among schools that completed the survey in multiple phases in order to gauge changes over time among a consistent sample.

Repeat surveys consist of schools that completed surveys in both phases one and three (28 schools), and schools that completed surveys in phases two and three (59 schools). Schools that completed surveys in phases one, two and three are counted in both these samples.

The phase three responses for all schools are included for comparison, where appropriate, to demonstrate differences between the survey samples.

The ambition in making these comparisons is to test whether the Action Plan shifted attitudes and achievement among a consistent sample of respondent schools. Inclusion of the same schools is important to eliminate bias resulting from different survey characteristics between phases one, two and three.

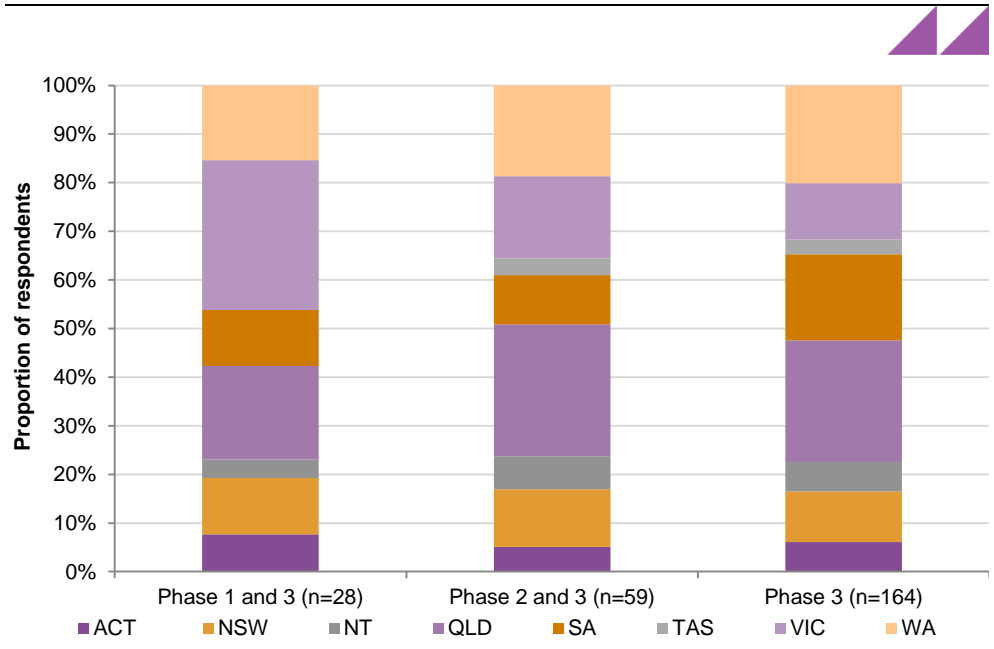
Repeating respondent characteristics

The characteristics of repeating schools, compared to all schools in phase three, are shown from Figure B1 to **Error! Reference source not found.** Phase three responses outline characteristics of all respondents and are included to give an indication of differences from the repeating samples.

Figure B1 shows the distribution by jurisdiction. The differences in the distribution of jurisdictions between phase two and three repeating schools, and the full phase three

respondent group are minor. However, there is some variation in schools that completed phases one and three surveys, with Victoria relatively over-represented and Queensland and South Australia under-represented.

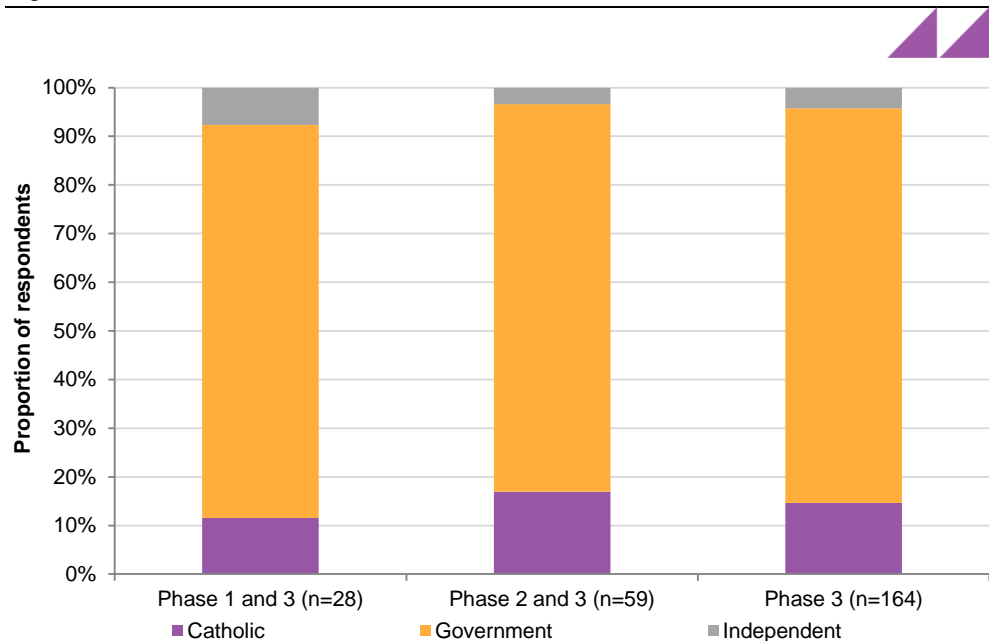
Figure B1 **SCHOOL JURISDICTION OF RESPONDING SCHOOLS**



Source: ACIL Allen Consulting 2014

Figure B2 shows the distribution of school sectors among respondent groups. The distribution of repeating schools appears to be similar to phase three respondents overall. As such, results are not significantly skewed by school sectors.

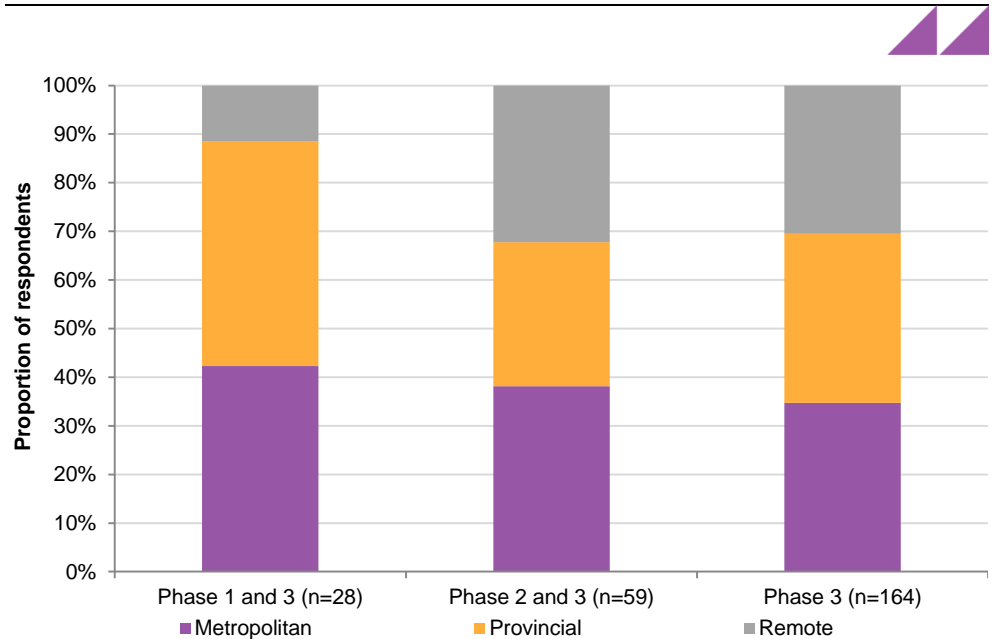
Figure B2 **SCHOOL SECTOR**



Source: ACIL Allen Consulting 2014

Figure B3 shows the distribution of schools by geo-location (metropolitan, provincial, remote). Remote schools appear to be under-represented in the repeating school sample for phases one and three, and both provincial and metropolitan schools over-represented. However, the repeating schools between phases two and three appear to be similar to those in phase three. This likely reflects the increase in invitations issued to remote schools in phases two and three of the survey in order to address low response rates from phase one.

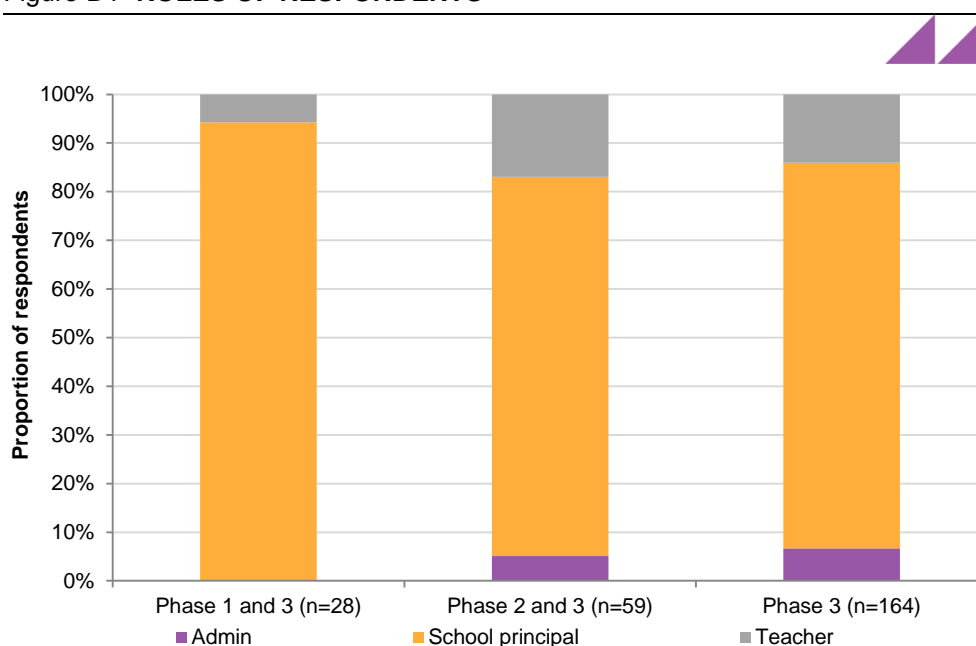
Figure B3 **SCHOOL GEO-LOCATION**



Source: ACIL Allen Consulting 2014

Error! Reference source not found. shows the distribution by respondent types. No administration staff responded to the survey in both phases one and three, with few administration staff in the repeat sample for phases two and three. School principals were the major respondent types across all groups of schools.

Figure B4 ROLES OF RESPONDENTS



Source: ACIL Allen Consulting 2014

Summary of respondent characteristics

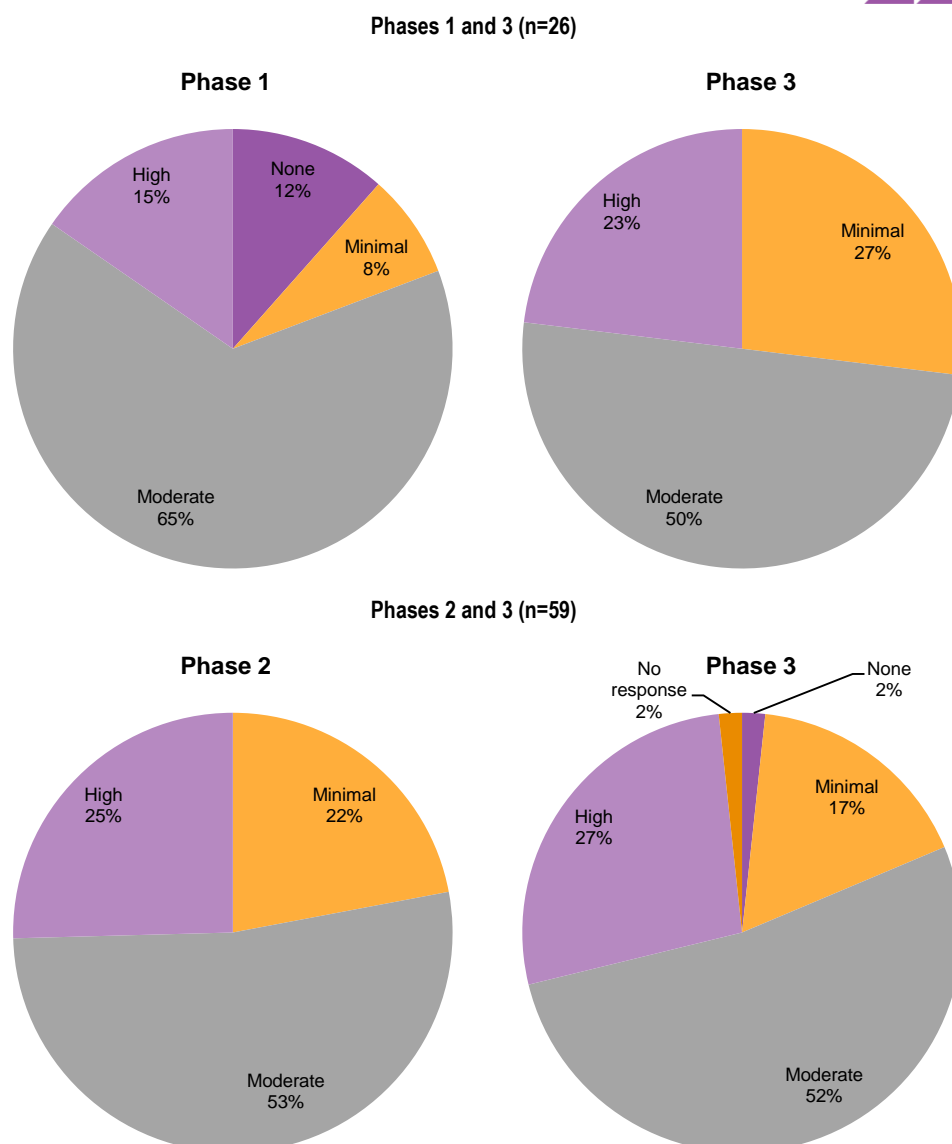
In summary, schools that completed phases two and three have similar characteristics to the full sample of schools in phase three. Schools that completed phases one and three are skewed more towards Victoria, and away from remote locations. As a result, while repeating schools in phases one and three may provide an indication of changes achieved over time, the sample is skewed towards Victoria and metropolitan/provincial contexts.

The sections that follow outline changes in repeat responses over time in order to demonstrate changes. They focus on repeat responses from phases one to three and from phases two to three. The full results for phase three are outlined in the full results table, which follows the longitudinal analysis (see Section B3).

KEY QUESTION 1. Level of awareness of the Action Plan

The survey asked respondents to reflect on their level of awareness of the Action Plan. Awareness levels were more polarised for schools that repeated the survey in phases one and three, with more respondents saying their awareness was either high or minimal in phase three than in phase one, while the number with moderate awareness decreased. Responses for repeating schools in phases two and three showed only minor changes over time.

Figure B5 WHAT IS YOUR LEVEL OF AWARENESS OF THE ACTION PLAN?

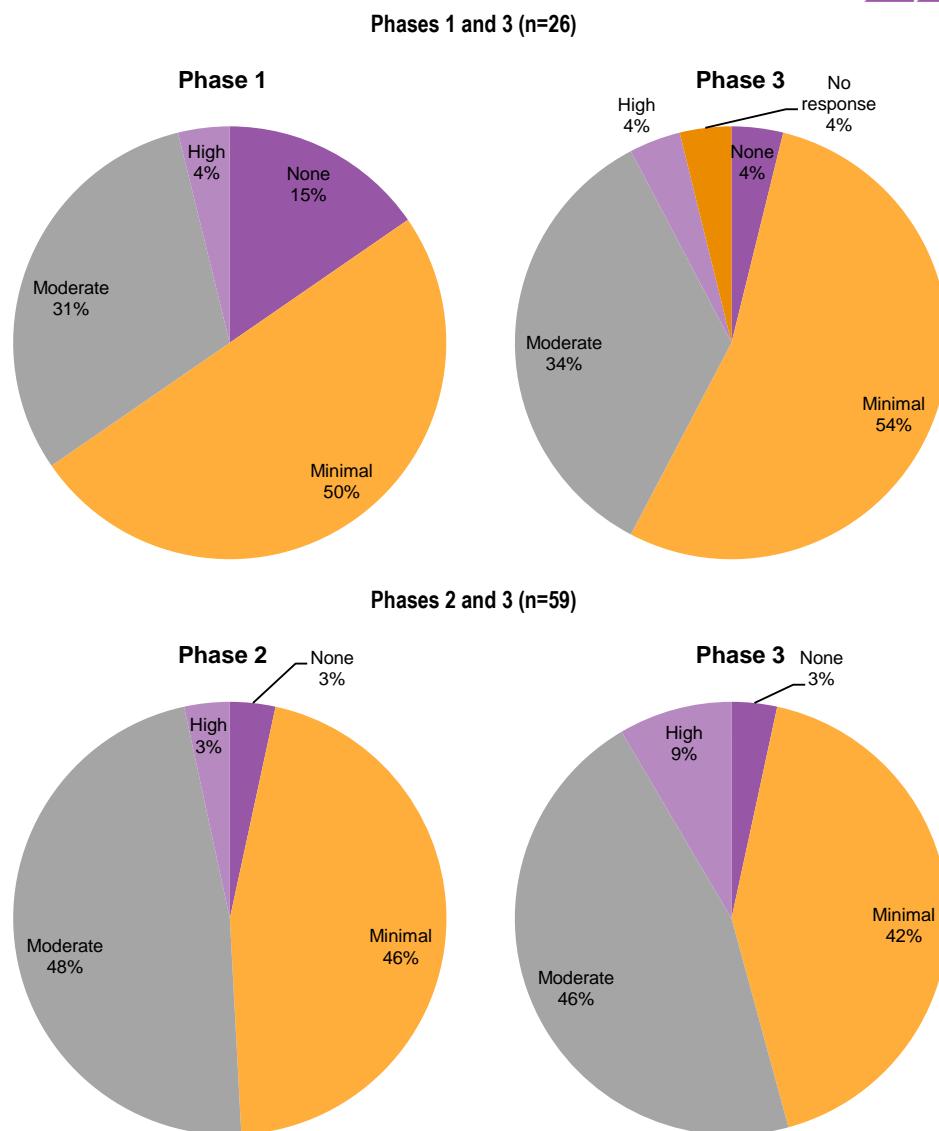


Source: ACIL Allen Consulting 2014

KEY QUESTION 2. Levels of awareness of other school staff regarding the Action Plan

The survey also asked about the awareness of the Action Plan among other school staff. Repeat respondents in phases one and three identified that other school staff had 'no' awareness of the action plan (three fewer respondents, out of the sample of 26). Among the schools that completed phases two and three, changes were minimal, although the proportion indicating that other staff had a 'high' level of awareness increased by six percentage points. In general, very few other school staff had high awareness of the Action Plan.

Figure B6 **IN GENERAL, WHAT LEVELS OF AWARENESS DO OTHER SCHOOLS HAVE OF THE ACTION PLAN?**



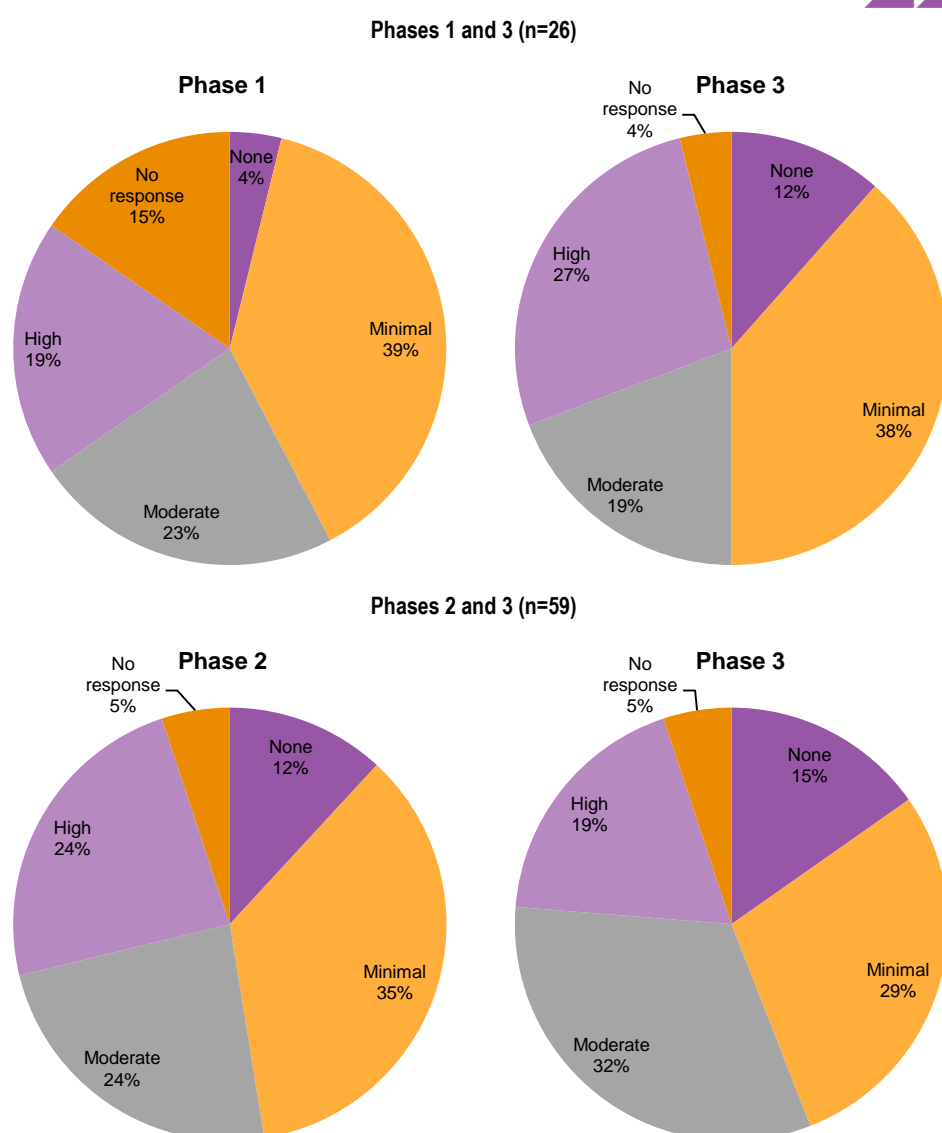
Source: ACIL Allen Consulting 2014

KEY QUESTION 3. Levels of involvement in supporting Aboriginal/Torres Strait Islander children before they begin formal schooling

Between phases one and three, there was an increase in the number of schools that considered the school's level of involvement was high, but also an increase in those noting the school was not involved in activities prior to school.

Between phases two and three the proportion of schools stating a moderate level of support increased, while those with high or minimal involvement decreased.

Figure B7 **WHAT LEVEL OF INVOLVEMENT DOES THE SCHOOL HAVE IN SUPPORTING ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN BEFORE THEY BEGIN FORMAL SCHOOLING?**

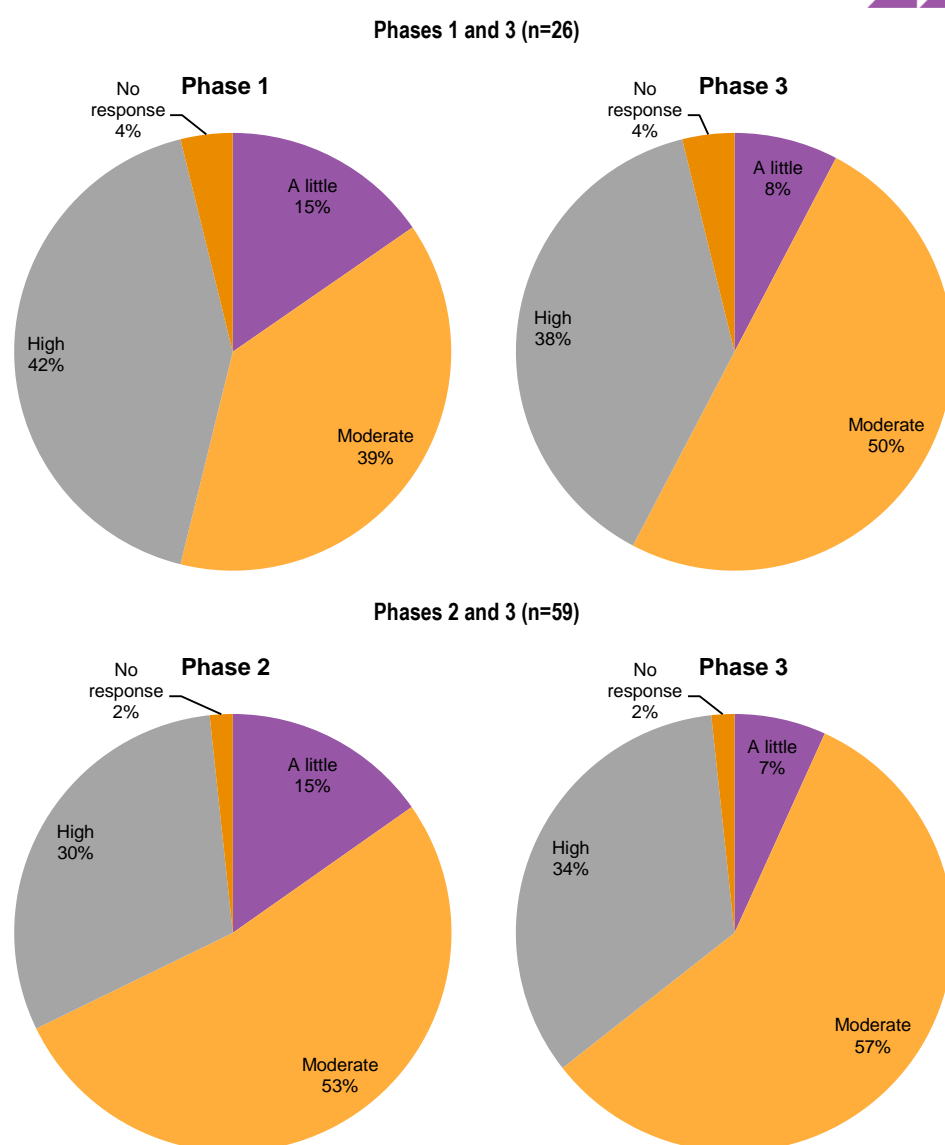


Source: ACIL Allen Consulting 2014

KEY QUESTION 4. Contact with parents and families of Aboriginal/Torres Strait Islander students

Contact with the parents and families of Aboriginal and Torres Strait Islander students appeared to increase on average for both groups of repeating schools. There was a decrease in the proportion of schools reporting 'a little' contact, with the proportions of schools reporting 'moderate' contact increasing.

Figure B8 **WHAT LEVEL OF CONTACT DOES THE SCHOOL CURRENTLY HAVE WITH THE PARENTS AND FAMILIES OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS?**



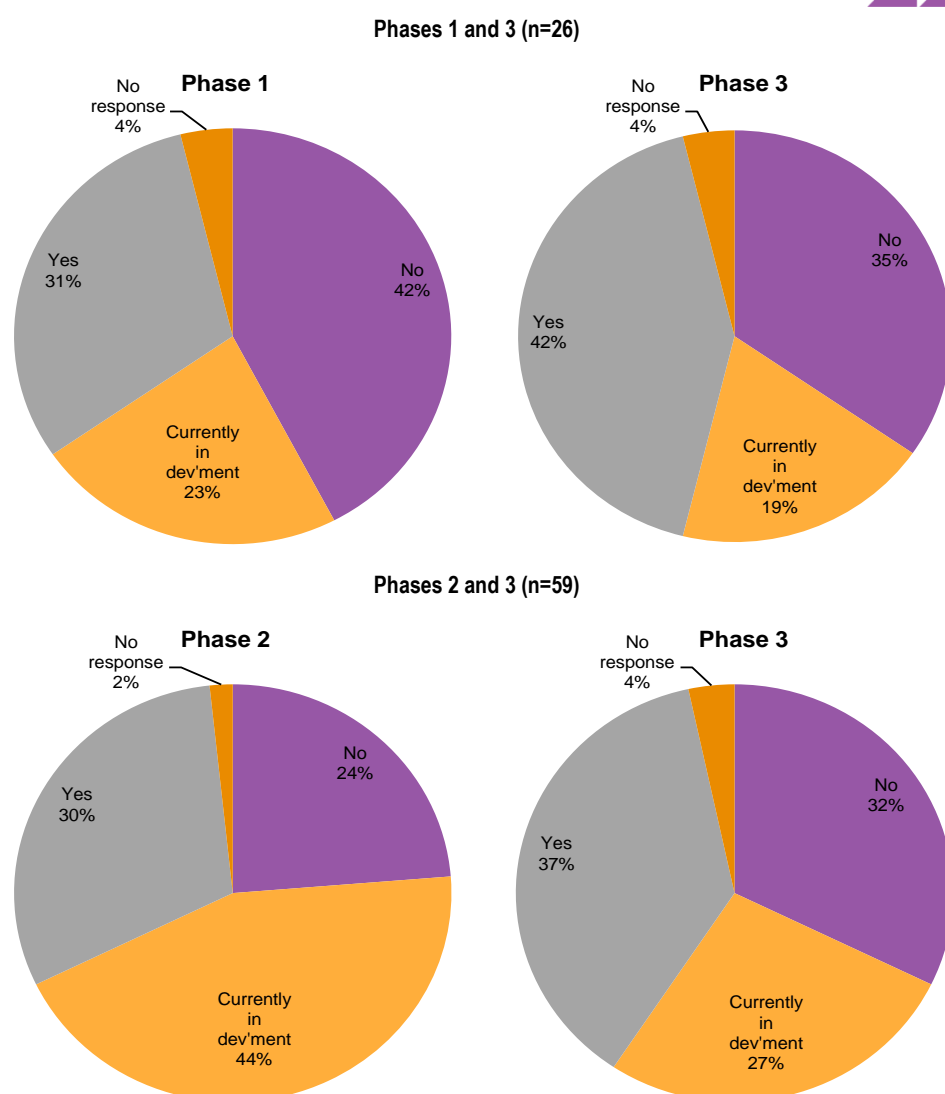
Source: ACIL Allen Consulting 2014

KEY QUESTION 5. School-community partnership agreements

Among schools that completed the survey in phases one and three, there was an increase in respondents that reported having a school-community partnership agreement in place, with the proportion of schools reporting 'no' agreement or plans 'currently in development' decreasing, while the proportion of schools reporting that they have plans increased.

Among schools that responded to phases two and three, the proportion of schools with agreements in place increased, but so did the share of schools without an agreement. Thirteen schools (23 per cent of respondents) reported lower levels of progress on this measure (i.e. reported 'no' in phase three, after 'yes' or 'in development' in phase two, and in some cases reported 'in development' in phase three, after 'yes' in phase two).

Figure B9 **DOES THE SCHOOL HAVE A 'SCHOOL-COMMUNITY PARTNERSHIP AGREEMENT' WITH ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS' PARENTS, FAMILIES AND COMMUNITY MEMBERS?**

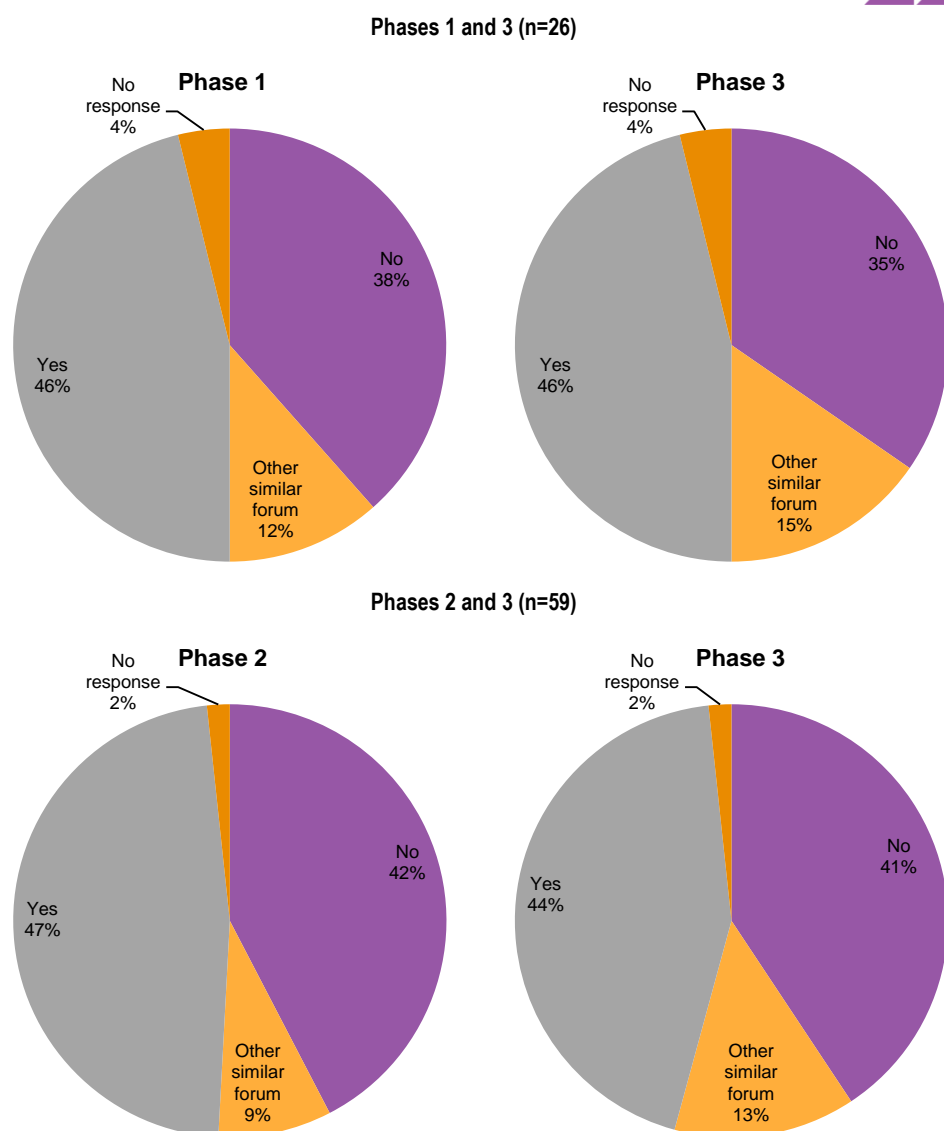


Source: ACIL Allen Consulting 2014

KEY QUESTION 6. Family forums at the school

The proportions of schools that have run Aboriginal/Torres Strait Islander family forums have remained relatively steady among both groups of repeating schools. There has been a small increase in the conduct of 'other similar forums' in both groups.

Figure B10 **HAVE ABORIGINAL AND TORRES STRAIT ISLANDER FAMILY FORUMS BEEN RUN BY THE SCHOOL OVER THE PAST 12 MONTHS?**



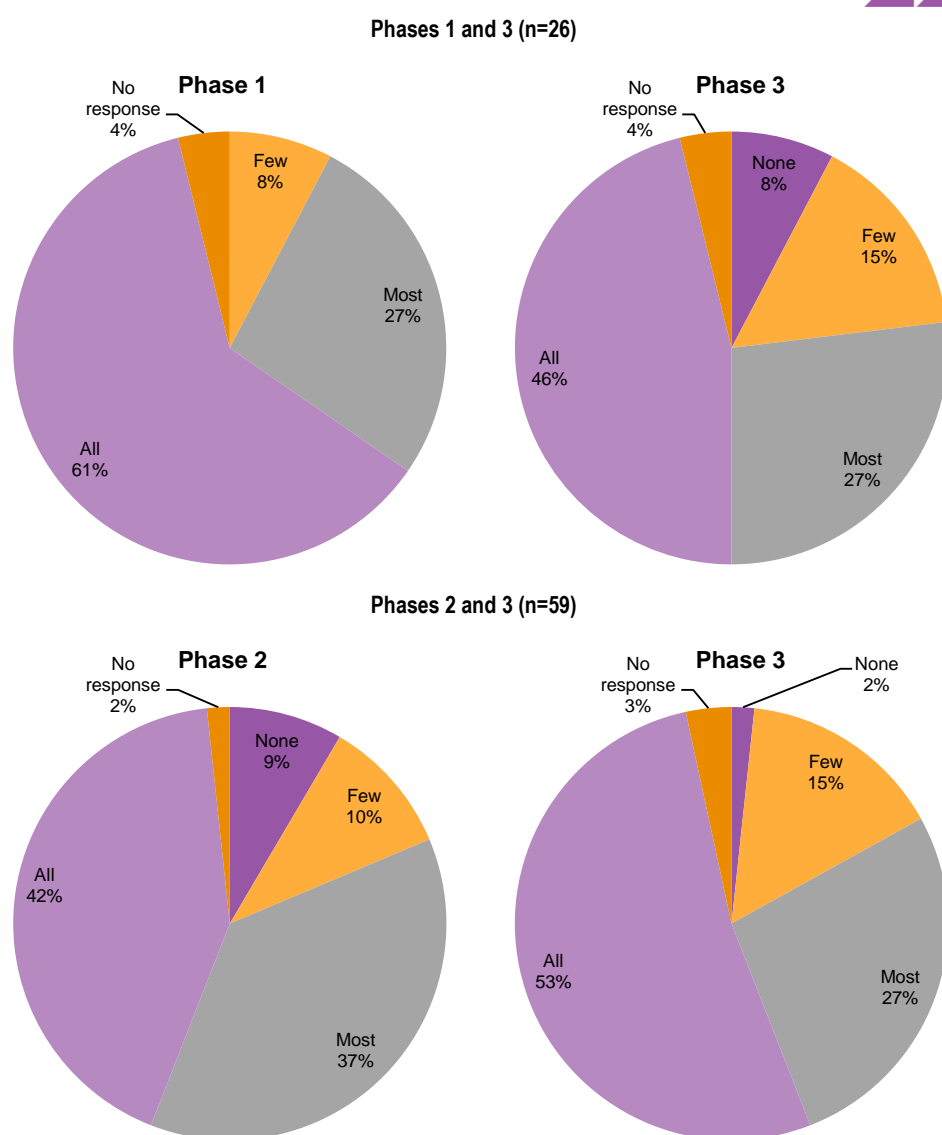
Source: ACIL Allen Consulting 2014

KEY QUESTION 7. Aboriginal/Torres Strait Islander students with personalised learning strategies/plans in place

Among repeating schools that participated in phases one and three, the share of schools with PLPs in place for all Aboriginal/Torres Strait Islander students decreased from 61 per cent to 46 per cent. A larger share of schools reported that few or no students had PLPs in place in phase three.

Among repeating schools that participated in phases two and three, there was overall improvement in the number of schools with PLPs in place for all or most students, linked to a decrease in schools reporting that PLPs were not in place for students.

Figure B11 **HOW MANY ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS HAVE 'PERSONALISED LEARNING STRATEGIES' IN PLACE WITH THE SCHOOL?**



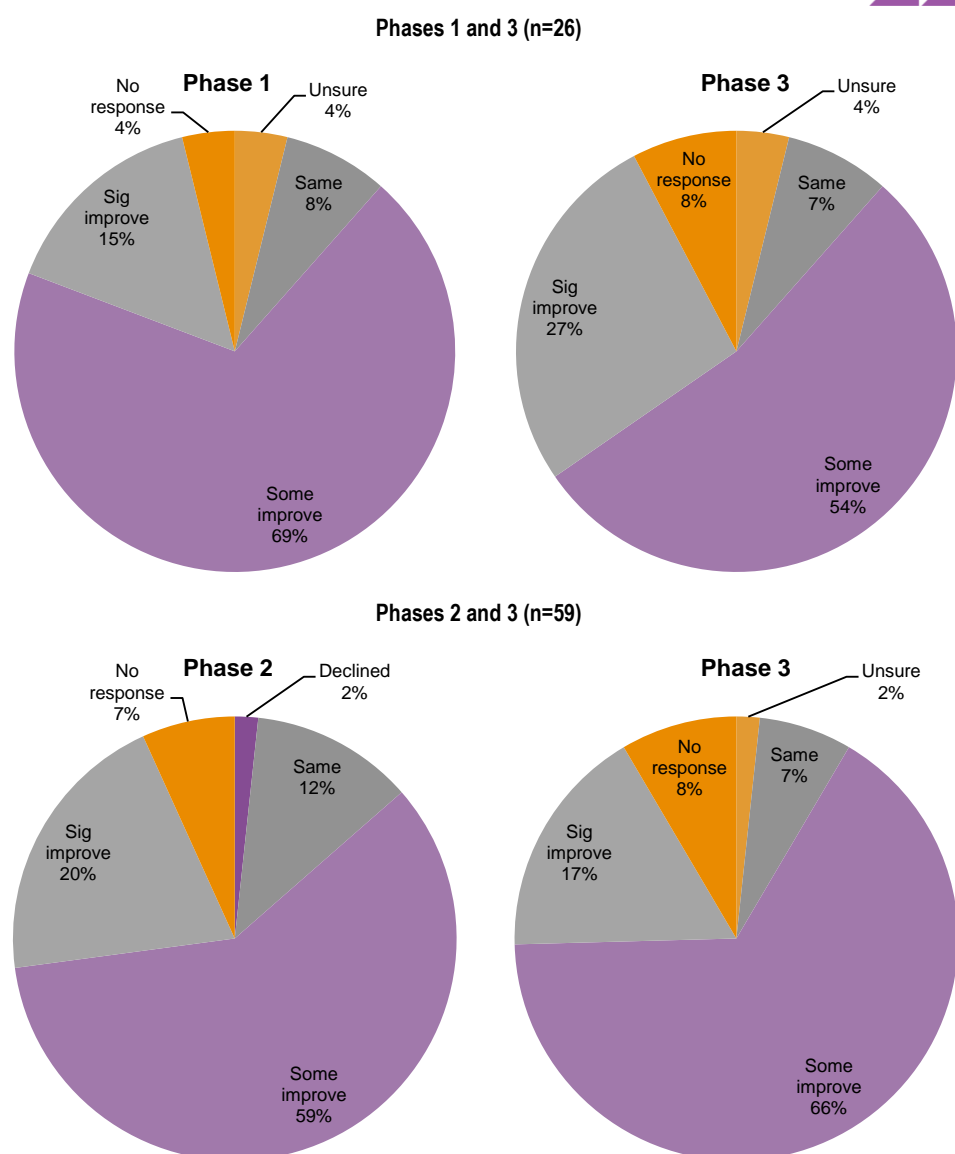
Source: ACIL Allen Consulting 2014

KEY QUESTION 8. Change in literacy results over time

Responses of the two repeating cohorts with regards to changes in literacy were largely consistent. For schools that completed the phases one and three surveys, the rates of 'significant improvements' rose between phase one and three, while other proportions were broadly similar.

For repeating schools that completed phases two and three, results were largely consistent throughout, with literacy results exhibiting 'some improvement' in half to two thirds of cases.

Figure B12 **HOW HAVE LITERACY RESULTS CHANGED AMONG ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS AT THE SCHOOL SINCE 2009?**



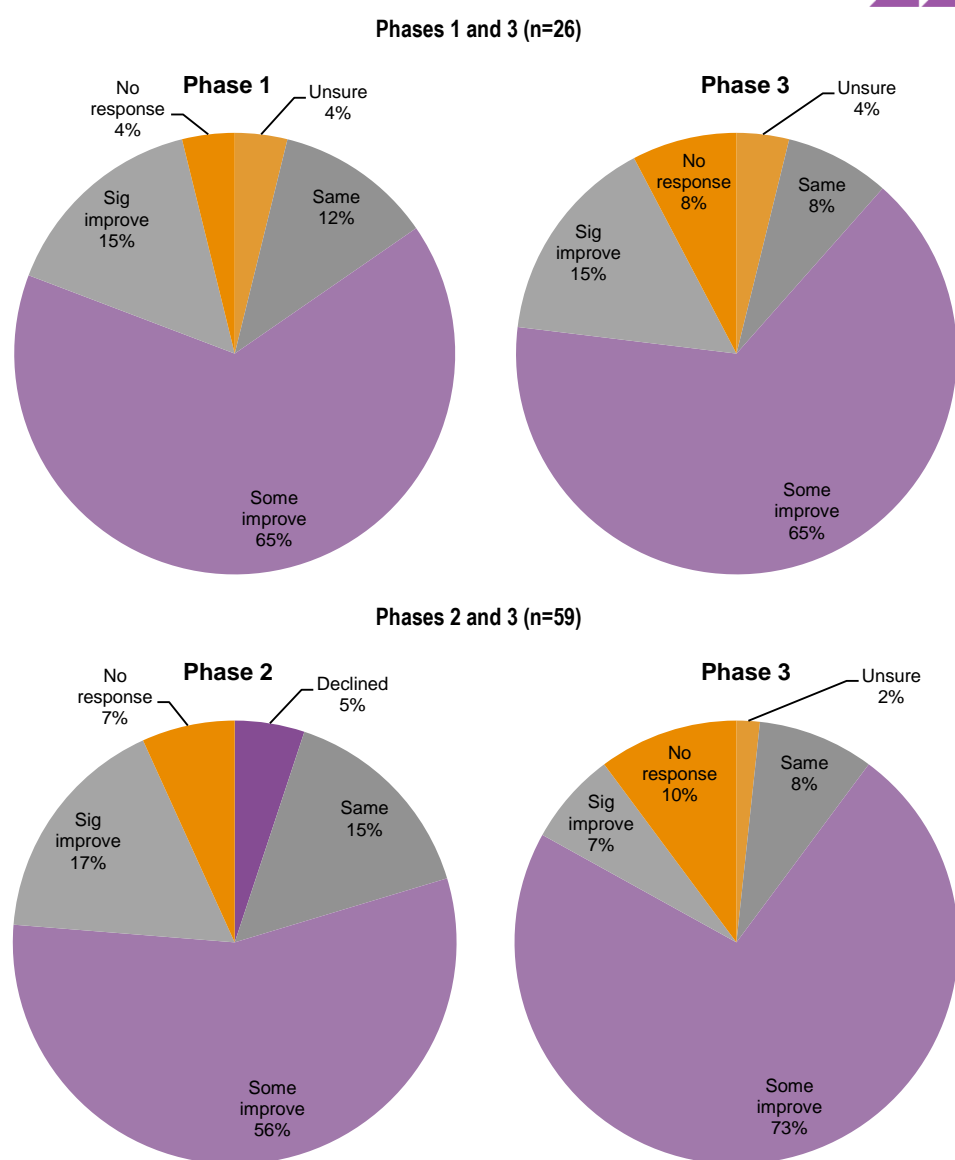
Source: ACIL Allen Consulting 2014

KEY QUESTION 9. Change in numeracy results over time

There were few differences in the responses of the repeat groups with regards to changes in numeracy results. Results were largely consistent between respondents from phases one to three and phases two to three.

Repeating schools that completed phases two and three were more likely to report 'some improvement' in phase three. Much of this reflected lower levels of respondents that perceived 'significant improvements' had been made in phase three than two, but also comprised some that felt results were the same perceiving positive change. Notably, no schools felt that achievement over time had declined.

Figure B13 **HOW HAVE NUMERACY RESULTS CHANGED AMONG ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS AT THE SCHOOL SINCE 2009?**



Source: ACIL Allen Consulting 2014

B.3 All responses

Responses have been grouped by domain and question in the following tables, with quantitative data presented together in tables and qualitative data summarised into key points for each section based on geo-location (metropolitan, provincial, remote). Quantitative responses from phases one to three are presented side-by-side to enable comparison of responses.

The results tables that follow are:

- School background and activities
- The Action Plan
- Domain 1 – Readiness for school
- Domain 2 – Engagement and connections
- Domain 3 – Attendance
- Domain 4 – Literacy and numeracy
- Domain 5 – Leadership, quality teaching and workforce development
- Domain 6 – Pathways to real post-school options

Results should be treated carefully, given that survey responses by schools entered by schools have not been audited for accuracy and are based on information provided voluntarily by focus schools. Where clear outliers and errors of data entry have been identified, these have, however, been removed from the analysis.

School background and activities

This section of the survey sought to understand the school setting and actions being undertaken to improve student education outcomes

Question	Response	March 2012 Survey			March 2013 Survey			March 2014 Survey		
		Per cent	Number	Total	Per cent	Number	Total	Per cent	Number	Total
Jurisdiction	Australian Capital Territory	6.8%	7	103	4.8%	8	168	3.1%	10	164
	New South Wales	11.7%	12		9.5%	16		10.4%	17	
	Northern Territory	4.9%	5		8.9%	15		6.1%	10	
	Queensland	19.4%	20		26.8%	45		25.0%	41	
	South Australia	10.7%	11		11.9%	20		17.7%	29	
	Tasmania	12.6%	13		7.7%	13		3.1%	5	
	Victoria	24.3%	25		16.7%	28		11.6%	19	
	Western Australia	9.7%	10		13.7%	23		20.1%	33	
Sector	Government	78.2%	79	101	82.1%	138	168	81.1%	133	164
	Catholic	16.8%	17		15.5%	26		14.6%	24	
	Independent	5.0%	5		2.4%	4		4.3%	7	
Geo-location	Metropolitan	40.6%	41	101	35.1%	59	168	34.8%	57	164
	Provincial	44.6%	45		36.9%	62		34.8%	57	
	Remote	14.9%	15		28.0%	47		30.5%	50	
Respondent	School principal	86.3%	88	102	84.5%	142	168	79.3%	130	164
	Teacher	9.8%	10		12.5%	21		14.0%	23	
	Administration staff member	3.9%	4		3.0%	5		6.7%	11	
How long respondents have been at the school	Less than one year	14.6%	15	103	10.8%	18	166	11.0%	18	164
	One to two years	14.6%	15		19.9%	33		14.6%	24	
	Three to five years	20.4%	21		30.7%	51		28.7%	47	
	More than five years	50.5%	52		38.6%	64		45.7%	75	
Levels of tuition available at the school (may sum to greater than 100% as multiple options may be selected)	Early childhood (playgroup, preschool)	51.0%	53	104	44.3%	74	167	55.5%	91	164
	Primary (first year compulsory to grade 6)	93.3%	97		90.4%	151		88.4%	145	
	Middle school (years 7 to 10)	39.4%	41		41.3%	69		43.9%	72	
	Upper school (years 11 and 12)	20.2%	21		24.6%	41		25.6%	42	
Total number of full time equivalent teaching staff at the school		Response Average: 29.47		101	Response Average: 27.89		161	Response Average: 28.38		162
Total number of full time equivalent Aboriginal/Torres Strait Islander teaching staff		Response Average: 1.11		103	Response Average: 1.09		160	Response Average: 1.33		161
Total number of other Aboriginal and Torres Strait Islander staff working at the school		Response Average: 3.27		104	Response Average: 4.15		166	Response Average: 4.11		163

The Action Plan

The following questions were asked about schools' understanding and implementation of the Action Plan

Question	Response	March 2012 Survey			March 2013 Survey			March 2014 Survey		
		Per cent	Number	Total	Per cent	Number	Total	Per cent	Number	Total
Respondents' level of awareness of the Action Plan	None	6.4%	6	94	2.4%	4	164	1.5%	2	131
	Minimal	19.1%	18		21.3%	35		14.5%	19	
	Moderate	50.0%	47		51.8%	85		51.2%	67	
	High	24.5%	23		24.4%	40		32.8%	43	
Awareness of the Action Plan held by other school staff	None	9.6%	9	94	6.1%	10	163	4.6%	6	131
	Minimal	55.3%	52		42.9%	70		41.2%	54	
	Moderate	28.7%	27		46.6%	76		48.1%	63	
	High	6.4%	6		4.3%	7		6.1%	8	

2014 survey – open-ended questions

Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Activities at the school that are happening as a direct result of the Action Plan. 108 responses	<ul style="list-style-type: none"> Mentoring and tutoring – e.g. Homework club, Indigenous Teacher Aid in classroom PLPs with explicit learning goals Aboriginal Education Team Embedding Aboriginal and Torres Strait Islander Perspectives RAP development Community and family engagement and partnerships – e.g. Cultural awareness within local community, Community Partnership Agreements, morning teas, increasing parent involvement in school, art and culture camps, Indigenous Liaison Officer Literacy and numeracy strategies – e.g. employment of literacy and numeracy specialist teacher, collection of achievement data to design learning programs, literacy and numeracy blocks, QuickSmart program Cultural awareness and acknowledgement – e.g. acknowledgement of country, flying Aboriginal flag, Indigenous garden, NAIDOC week celebrations, caring for country program Professional Development and learning – e.g. Cultural and Social and Emotional Learning, Stronger Smarter training Attendance strategies – e.g. attendance check list, case management plans 	<ul style="list-style-type: none"> Cultural awareness and acknowledgement – e.g. Flags, NAIDOC week, Harmony Day, Indigenous Literacy Day, native garden, development of RAP, cultural garden Integrating Aboriginal and Torres Strait Islander perspectives into all subjects – e.g. history, science, English and geography PLPs – overseen by Aboriginal teachers Community and family engagement – e.g. regular community meetings, parent consultation, School Community Partnerships, family BBQ Professional Development – e.g. cultural awareness training with Indigenous Elder Leadership opportunities – e.g. appointment of Aboriginal Education Coordinator on leadership team, Aboriginal Education Committee, Student Leadership Group Attendance strategies – e.g. Attendance Plans for all students, Aboriginal Teaching Assistants making home visits, monitoring, Friday Breakfast Club Mentoring and tutoring – e.g. Wannik Tutoring, Aboriginal Education Mentor Literacy and Numeracy strategies – e.g. MiniLit and MultiLit, reading program, one-on-one support Readiness and early intervention – e.g. full-time kindergarten, oral literacy development, speech therapy, health management, 'Kinderstart' program <p><i>“developing a Whole Child Learning Sequence which</i></p>	<ul style="list-style-type: none"> Attendance and engagement strategies – e.g. home visits by Home Liaison Officers/Aboriginal and Islander Education Officer, Attendance Framework, attendance mapping of students, bus pick up/drop off, 'Home Room' for Aboriginal students, Target Attendance Plans Community engagement – e.g. Connected Communities school, off-site meeting centres leased by school, school/community partnership agreements, Parents Reference Group, school/community meetings, newsletter to community <p>Staff development – e.g. using a Literacy Coach to train staff, Stronger Smarter training, capacity building for Aboriginal and Torres Strait Islander staff, Certification of Aboriginal and Islander Education Officers (AIEOs) through TAFE</p> <ul style="list-style-type: none"> Student mentoring and development – e.g. Aboriginal mentors in each class, PLPs, Aboriginal Tutorial Assistance Scheme Wellbeing and family support – e.g. networking with Indigenous organisations for health and family support, Program Achieve (student wellbeing program), provide emergency breakfast and lunches, provide stationary, school nutrition program, Child and Parent Centre catering for 0-8, uniform provision Readiness and early-years programs – e.g. Indigenous transition class, ensuring all four-year-olds in town attend pre-school, MiniLit and MultiLit, focussed Oral Language programs, 3year old story time, 0-3 Aboriginal playgroup, early childhood programs for 2-year-olds, 0-8 Aboriginal

- Readiness and early years – e.g. closer links with kindergarten, ‘breakfast café reading’, Koori Preschool Program
- Health and wellbeing – e.g. social and emotional paths program, Speech, Occupational Therapy and Physiotherapy

“Formation of Indigenous education advisory team at our college to involve a wide range of stakeholders in a strategic plan, research, conduct and review policy, data and strategies which resonate with the Action Plan”

closely plots and monitors academic progress alongside health and wellbeing outcomes”

- Kindergarten
- Literacy and numeracy strategies – e.g. Speech & language AIEO, Guided Reading Program, Early Years Learning Framework for K-3
- Cultural awareness and acknowledgment –e.g. National days, staff and student cultural awareness training, NAIDOC celebrations,
- Families as First Teachers
- Post-school transition – e.g. Indigenous Ranger Project, planned employment of trainees,
- Participation in South Australian Sports Training Academy Program
- AIEOs in classrooms to assist teachers, LOTE Elder, *“Development of an Aboriginal Education Team with Strategic Plan for improving outcomes for Aboriginal students”*

2014 survey – open-ended questions

Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Activities implemented as a result of the Action Plan that are having the greatest impact on improving Aboriginal and Torres Strait Islander student outcomes. 107 responses	<ul style="list-style-type: none"> ▪ PLPs ▪ Community engagement – e.g. Community Partnership Agreements, Community Liaison Officer ▪ Relationships with families/parents – e.g. involving parents in decision-making processes at school ▪ Indigenous perspectives embedded in curriculum ▪ Attendance strategies – e.g. monitoring attendance, detailed attendance plans, Indigenous Teacher Aide to support families ▪ High expectations ▪ Teaching methods – e.g. pedagogical growth, differentiating instruction based on student learning style, explicit teaching ▪ Literacy and numeracy strategies – e.g. MiniLit ▪ Cultural awareness and recognition – e.g. ‘Welcome’ at school gatherings, Caring for Country program, NAIDOC week celebrations, Indigenous art and cultural camp to Central Australia ▪ Readiness – e.g. Koori Preschool Program 	<ul style="list-style-type: none"> ▪ PLPs developed in partnership with students and families ▪ Community engagement and building relationships with parents – e.g. personal contact with families, parents as classroom tutors, family partnership agreement ▪ RAP formed ▪ Cultural awareness and ownership – e.g. students plan and present NAIDOC week, Elders visiting school ▪ Attendance strategies – e.g. home visits, bus pickups, attendance monitoring, Attendance Plan, student attendance team ▪ Literacy and numeracy intervention – e.g. tutoring, literacy program, Aboriginal Tutorial Assistance Scheme, reading program ▪ Mentoring ▪ Readiness – e.g. outreach program for children aged 0-4 years ▪ Health and wellbeing program <p><i>“The school’s approach to Aboriginal Education is now very focused with academic and welfare programs working together to support students’ learning”</i></p>	<ul style="list-style-type: none"> ▪ Post-school pathways – ‘Job of the Week’ (engaging local employers to share their jobs), Indigenous Ranger Training ▪ Professional Development – delivered with Aboriginal staff and community input, poverty training, cultural awareness, Stronger Smarter training ▪ Classroom support – employment of Senior Leader, Indigenous support workers, AIEO in classroom ▪ Community engagement and relationship building – forming closer links with families, Family Support Programs, involving community members in schooling to discuss student outcomes to increase participation ▪ Literacy and numeracy programs – Literacy Coach, explicit teaching, targeted literacy and numeracy, Aboriginal Tutorial Assistance Scheme ▪ Attendance strategies – Attendance Frameworks/Programs, Attendance Officer, whole-of-school attendance targets ▪ Celebration/acknowledgement of cultural events – NAIDOC week, ▪ Readiness – Development of Early Years Centres facilities, 0-3 Readiness program identifying children with special needs, playgroup available to community

2014 survey – open-ended questions

Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Activities unrelated to the Action Plan that are having the greatest impact on improving Aboriginal and Torres Strait Islander student outcomes. 92 responses	<ul style="list-style-type: none"> ▪ Cooking and gardening ▪ Literacy and numeracy blocks ▪ Case management ▪ Leadership program for Aboriginal students ▪ Mentoring – e.g. Community Liaison Officer as positive role model ▪ Building and maintaining positive family relationships – e.g. home visits with AIEO ▪ Community engagement – e.g. After school community projects such as a Photography club ▪ Health and wellbeing support – e.g. counselling sessions, social and emotional wellbeing program, providing breakfast, recess and lunch <p><i>“Our Early Years teachers are also accessing with a wider range of support services, such as speech pathologists, OT’s, and psychologists which has increased the network of support for students.”</i></p> <p><i>“Solid Pathways Program (Regional Initiative to engage high performing indigenous students)”</i></p>	<ul style="list-style-type: none"> ▪ Acknowledgement and welcome to country ▪ Small intervention groups ▪ Pastoral care ▪ Family engagement and building positive relationships – e.g. parent partnership meetings ▪ Professional development ▪ Quality teaching practices ▪ Explicit teaching pedagogy ▪ Participation in extra-curricular activities within school community – e.g. sport and music ▪ Mentors – e.g. Elders working alongside students <p><i>“Rewards, information sessions and camps are incorporated into the program to motivate students to reach their goals in their PLPs”</i></p> <p><i>“Inclusion of Cross-curriculum priorities in all teacher planning”</i></p>	<ul style="list-style-type: none"> ▪ Welfare programs ▪ Changes to truancy laws ▪ Breakfast program ▪ AFL Academy getting kids to school early and preparing them for school ▪ Honey Ant Readers Aboriginal Reading Project ▪ Child care and pre-school ▪ Fitness and PE program ▪ Community liaison and involvement in school decision ▪ School-wide positive behaviour support program ▪ Attracting good quality teachers and committed staff ▪ Bus runs ▪ Elder involvement

Domain 1 – Readiness for school

These questions asked about the degree of readiness of Aboriginal/Torres Strait Islander students as they transition into their first full year of compulsory schooling.

Note that these questions did not need to be answered by principals of schools that only offered secondary level tuition

Question	Response	March 2012 Survey			March 2013 Survey			March 2014 Survey		
		Per cent	Number	Total	Per cent	Number	Total	Per cent	Number	Total
Early childhood education services that are accessible to offer early learning opportunities for children prior to formal schooling. <i>Responses sum to greater than 100% as multiple options could be selected.</i>	Childcare (long-day care & occasional)	44.2%	38	86	34.5%	48	139	38.4%	43	112
	Pre school	81.4%	70		74.8%	104		86.6%	97	
	Playgroup	65.1%	56		64.0%	89		60.7%	68	
	Other – see 2014 responses under open-ended questions below	26.7%	23		27.3%	38		23.2%	26	
School's level of involvement in supporting Aboriginal and Torres Strait Islander children before they begin formal schooling	None	12.6%	11	87	13.5%	21	156	14.9%	18	121
	Minimal	43.7%	38		42.3%	66		25.6%	31	
	Moderate	27.6%	24		25.6%	40		37.2%	45	
	High	16.1%	14		18.6%	29		22.3%	27	
(for schools with 'minimal/ moderate/high' involvement) Activities undertaken by the school to support Aboriginal and Torres Strait Islander children prior to beginning school. <i>Responses sum to greater than 100% as multiple options could be selected.</i>	Provide advice to early childhood providers	35.1%	26	74	38.1%	51	134	53.4%	55	103
	Provide teaching in playgroups or preschool	39.2%	29		42.5%	57		51.5%	53	
	Operate a playgroup or preschool	62.2%	46		54.5%	73		65.1%	67	
	Run on-entry assessments	40.5%	30		39.6%	53		53.4%	55	
	Work with parents and community members	74.3%	55		76.9%	103		77.7%	80	
	Other (e.g. additional orientation programs, transition plans for at-risk students, hearing screening, programs for young mothers) – see 2014 responses under open-ended questions below	36.5%	27		31.3%	42		34.0%	35	

2014 survey – open-ended questions

Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Specification of 'Other' early childhood education services that are accessible to offer early learning opportunities for children prior to formal schooling 26 responses	<ul style="list-style-type: none"> Before and after school care Koori Paint and Play Program 	<ul style="list-style-type: none"> Kindergarten Family day care Pre-prep program <p>"Transition to school drop in days during term 4. 2 hours twice a week for 10 weeks."</p>	<ul style="list-style-type: none"> Families as First Teachers <p>"Play group twice a week for one - two hours"</p> <p>"Liaison with community clinic and instigation of joint programmes with local nurses and community family carers/mothers of toddlers/babies"</p> <p>"School outreach service for children younger than 3.5"</p> <p>"hoping to introduce playgroup in term 2"</p>

2014 survey – open-ended questions			
Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Specification of 'Other' activities undertaken by schools to support Aboriginal and Torres Strait Islander children prior to beginning school 35 responses	<ul style="list-style-type: none"> Early entry to preschool Young Mothers Education Program Transition sessions and days for students Transition worker Information sessions for parents before school entry PLPs for preschool students Working closely with local kindergarten, visiting kindergarten and running orientation program 	<ul style="list-style-type: none"> Aboriginal Education Officer supporting with transition Visits to childcare centres, kindergarten Co-located children's centres Koorie Education Support Officer working with the community to ensure children are enrolled in education appropriate to their age Outreach strategies to connect with early childhood education and childcare, health, family support and community services locally Pre-prep program Parent groups <p><i>"Comprehensive health and wellbeing programme including speech and OT screening for 3 year olds"</i></p>	<ul style="list-style-type: none"> Pre-school for 4-year-olds Outreach program Parent room with indigenous support worker HIPPY program Kindy/prep class on campus Parent workshops Transition program from playgroup to school <p><i>"Run a parent room to engage those new to the school"</i></p>
Any further comments regarding readiness for school, including additional activities that could be undertaken at the school level to improve student readiness 67 responses	<ul style="list-style-type: none"> Funding for teachers to run playgroup Three-year old kindergarten School orientation prior to entry in prep Programs to support families to engage with children around oral language, songs etc. from birth to 5 years Non-school ready students provided with support through Learning Enrichment Team Parent involvement at school needed prior to children commencing schooling Programs to support skilling of Indigenous parents to support student reading: <p><i>"We conduct extensive and rigorous interviews with prospective parents to ensure they are welcomed, supported and invited to be an integral part of their child's individual education plan."</i></p> <p><i>"We are attempting to form an early years network to help all the schools and early childhood providers, including health to work together to assist families in accessing services as early as possible and preparing children for school."</i></p> <p><i>"We are powerless to ensure families attend playgroup and kindy"</i></p>	<ul style="list-style-type: none"> Staffing resources are stretched to meet transition needs of all students Difficulties in getting mothers/carers to commit to regularly attend Indigenous playgroups Need to keep building family engagement and links to support services and agencies Continued funding is needed to provide learning opportunities for both parents and children before kindergarten Support for families of school aged children to complete homework programs, such as home reading Kindergarten located on school site <p><i>"School readiness programs have allowed students to be identified who have additional needs such as speech, occupational therapy, medical problems, health care checks, cognitive and behavioural assessments."</i></p> <p><i>"If only we could get parents to take their child or children to pre-school. Those children that don't have a pre-school experience start behind the other kids who have"</i></p> <p><i>"The need to assist families negotiate complex health services and access limited publicly available early intervention services is extremely high. This is highly labour and cost intensive but also very effective"</i></p>	<ul style="list-style-type: none"> Difficult to run a lot of pre-school programs due to a lack of funding Kids and parents have no reading or writing in daily home lives. Behaviour expectations in community vs school are completely different so students come to school with minimal verbal skills, writing skills e.g. holding a pencil Funding to develop an Indigenous tailored pre-school program Many students who do not attend Kindy or Playgroup are far behind in school readiness <p><i>"I would like to know whether a year in between kindy & prep or between prep and year 1 focussed solely on developing oral language and oral code switching would enable students with EAL to do better in national testing"</i></p> <p><i>"Our school offers story time for 3 year olds and is co-ordinating a visit from Ngala to assist Kindy parents with ideas for positive parenting etc."</i></p> <p><i>"Workshops with parents are needed in community regularly"</i></p>

Domain 2 – Engagement and connections

These questions relate to the way in which schools engage with Aboriginal and Torres Strait Islander parents, families and other service providers

Question	Response	March 2012 Survey			March 2013 Survey			March 2014 Survey		
		Per cent	Number	Total	Per cent	Number	Total	Per cent	Number	Total
Level of contact that the school currently has with the parents and families of Aboriginal/Torres Strait Islander students	None	0.0%	0	92	0.0%	0	158	0.0%	0	127
	A little	16.3%	15		16.5%	26		6.3%	8	
	Moderate	51.1%	47		58.2%	92		52.8%	67	
	High	32.6%	30		25.3%	40		40.9%	52	
Whether there is a 'school- community partnership agreement' with Aboriginal/Torres Strait Islander students' parents, families and community members	Yes	29.7%	27	91	29.9%	47	157	43.7%	55	126
	No	37.4%	34		29.3%	46		27.0%	34	
	Currently in development	33.0%	30		40.8%	64		29.4%	37	
(schools answering yes or 'currently in development' to the existence of a school-community partnership agreement)	1 — No relationships developed	5.8%	3	52	4.8%	5	105	2.5%	2	80
	2	17.3%	9		22.9%	24		15.0%	12	
Whether the school-community partnership agreement has developed closer relationships between the school and Aboriginal/Torres Strait Islander families (scale of 1 to 5)	3	42.3%	22		41.9%	44		32.5%	26	
	4	17.3%	9		20.0%	21		33.8%	27	
	5 — Strong relationships developed	17.3%	9		10.5%	11		16.3%	13	
		Average rating: 3.23			Average rating: 3.09			Average rating: 3.46		
Whether Aboriginal/Torres Strait Islander family forums have been run by the school during the past 12 months. Note: the 2014 survey specified forums run by schools for the period 2013	Yes	49.5%	45	91	39.2%	62	158	47.3%	60	127
	No	33.0%	30		43.0%	68		35.4%	45	
	Other similar forum (e.g. family meetings, intervention meetings, family participation in school governance) – see 2014 responses under open-ended questions below	17.6%	16		17.7%	28		17.3%	22	
(schools answering 'yes' that run family forums)	1 — No relationships developed	2.2%	1	45	1.7%	1	58	3.9%	2	51
Whether Aboriginal/Torres Strait Islander family forums have developed closer relationships between the school and Aboriginal/Torres Strait Islander families (scale of 1 to 5)	2	13.3%	6		15.5%	9		7.8%	4	
	3	40.0%	18		46.6%	27		39.2%	20	
	4	31.3%	14		24.1%	14		27.5%	14	
	5 — Strong relationships developed	13.3%	6		12.1%	7		21.6%	11	
		Average rating: 3.40			Average rating: 3.29			Average rating: 3.55		

Question	Response	March 2012 Survey			March 2013 Survey			March 2014 Survey		
		Per cent	Number	Total	Per cent	Number	Total	Per cent	Number	Total
Number of Aboriginal/Torres Strait Islander students with 'personalised learning strategies/plans' (PLPs) in place with the school	None	3.3%	3	92	10.1%	16	158	1.6%	2	125
	Few	22.8%	21		13.9%	22		14.4%	18	
	Most	23.9%	22		28.5%	45		25.6%	32	
	All	50.0%	46		47.5%	75		58.4%	73	
Question	Response	March 2012 Survey			March 2013 Survey			March 2014 Survey		
		Per cent	Number	Total	Per cent	Number	Total	Per cent	Number	Total
(schools with personalised learning strategies/plans – 'few/most/all') Effectiveness of personalised learning strategies/plans in helping to improve educational outcomes	1 — No improvement	3.4%	3	88	0.7%	1	140	0.0%	0	123
	2	11.4%	10		19.3%	27		11.4%	14	
	3	48.9%	43		44.3%	62		45.5%	56	
	4	27.3%	24		27.9%	39		34.1%	42	
	5 — Significant improvement	9.1%	8		7.9%	11		8.9%	11	
		Average rating: 3.27			Average rating: 3.23			Average rating: 3.41		
School's level of involvement with other service providers in the community (e.g. health, welfare, justice, housing, employment)	None	2.2%	2	92	4.4%	7	158	1.6%	2	125
	A little	20.7%	19		25.3%	40		25.6%	32	
	Moderate	45.7%	42		37.3%	59		30.4%	38	
	High	31.5%	29		32.9%	52		42.4%	53	
2014 survey – open-ended questions										
Question	Metropolitan schools responses			Provincial schools responses			Remote schools responses			
Specification of 'Other' similar forums run by the school 22 responses	<ul style="list-style-type: none"> Informal meetings Family gatherings every year <i>"Reading for Success sessions"</i> <i>"Organised a homework club with families"</i> <i>"The Indigenous Support Person is always available to answer any questions or queries families may have"</i>			<ul style="list-style-type: none"> Community meetings Informal meetings such as barbecues Family even Home visits to develop Individual Learning Plans School community activities e.g. sports days, living in harmony day, NAIDOC celebrations Invitations to be part of Aboriginal Education Committee Yarn-ups 			<ul style="list-style-type: none"> School council meetings Parent information evenings and family days Parent functions run by specific groups in the school such as Clontarf Academy, Follow the Dream Council Committee Dare to Lead Community Profile Aboriginal Governance Parental and Community Engagement (PaCE) Community meetings on site 			

2014 survey – open-ended questions			
Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Further comments regarding engagement and connections, including PLPs, family forums, school-community partnership agreements or relationships with parents 46 responses	<ul style="list-style-type: none"> One school started a homework club for children and parents in order to develop connections Greater access to the community is required Relationship building – e.g. informal chats with parents in the school yard, morning teas, parent meetings, celebration of cultural days such as NAIDOC assembly Difficulties engaging parents who often lack skills and confidence to become involved PLPs are reviewed in consultation with staff, students and families Indigenous Education Workers engage with families particularly to support with health issues such as hearing testing Tutoring programs implemented to up skill parents/family members to support students with reading at home Schools are involved with a range of service providers in areas including health, training and employment <p><i>"We do commit significant funds and resources into providing proactive counselling and are having excellent success with a joint initiative between SA police Liaison officers and our Indigenous students in delivering life skills seminars as part of an ongoing process"</i></p>	<ul style="list-style-type: none"> Difficulties associated with organising meetings with parents/families to discuss PLPs Difficulties faced in engaging parents – e.g. see it as the schools job to educate students Issues with community engagement – e.g. lack of attendance at parent/community meetings Strengthening relationships through the development of Community Partnership Agreements, student voice, and staff commitment The requirement PLPs has placed more accountability on teachers who are now more aware of individual needs and how these should be addressed <p><i>"PLPs have had an enormous positive impact on engaging students and valuing families."</i></p> <p><i>"The most effective strategy we have found for increasing contact, trust and relationships with our parents is our health and wellbeing programme, which includes family support. In very disadvantaged communities such as ours, physical and wellbeing needs far outweigh the capacity of families to think strategically about the school and their children's education."</i></p>	<ul style="list-style-type: none"> Greater involvement of parents in the school is needed, but there are logistical and financial problems due to parents coming from town camps and outstations Due to a small and highly transient group of senior secondary school students, it is very difficult to engage with the continuity or longevity required to complete a Certificate of Education. Difficult to get parents to attend meetings and forums <p><i>"There needs to be more support for assessing and supporting special needs students, especially in trauma related cases"</i></p> <p><i>"PLPs have to be supported by systems change within the school in order for them to become a vital part of the day to day work of teachers"</i></p> <p><i>"Implementing the National Quality Standards for preschools is also an absolute nightmare for small sites that do not have pre-school directors; this means the workload is falling upon Preschool teachers who are not paid for the extra work and Principals who are either Primary or Secondary trained teachers"</i></p> <p><i>"Our school is in a unique position with the community - we have a great variety of Aboriginal and Torres Strait Islander families - some belong to the custodians of the land, few are actual traditional owners and many are here for the work from mining"</i></p>

Domain 3 – Attendance

This section of the survey sought information about activities to support Aboriginal and Torres Strait Islander student enrolment, attendance and retention

Question	Response	March 2012 Survey			March 2013 Survey			March 2014 Survey		
		Per cent	Number	Total	Per cent	Number	Total	Per cent	Number	Total
Whether school has strategies in place to promote attendance	Yes	92.3%	84	91	97.4%	148	152	96.7%	118	122
	No	7.7%	7		2.6%	4		3.3%	4	

2014 survey – open-ended questions

Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Activities that have made a positive difference in promoting enrolment 102 responses	<ul style="list-style-type: none"> Building relationships with families – e.g. Indigenous Liaison Officer contacting families after enrolment application, one-on-one communication, encourage parents to access preschool, home visits Holding informal parent forums – e.g. sausage sizzle Word of mouth – e.g. that school has a strong focus on Aboriginal education, current happy families promoting school to other families Community engagement – e.g. advertising and visiting kindergarten and childcare centres, open days Working with community agencies <p><i>“Hiring senior staff with a background and or interest in Indigenous students as part of our strategic employment policy.”</i></p>	<ul style="list-style-type: none"> Health and welfare strategies – e.g. Occupational Therapy and Speech Therapy, nutrition service Building community relationships – e.g. employment of Aboriginal School Learning Support Officers with strong community links, Community Liaison Officer Developing positive relationships with families – e.g. personal contact with families through Koorie Engagement Support Officer Word of mouth and referrals by relatives Advertising – e.g. Aboriginal events in school newsletter, visits to local preschools, letter box drops, posters in supermarkets Close relationships with local pre-school Active playgroup within the school 	<ul style="list-style-type: none"> Building relationships and communication – employing local community members to complete home visitations, talking to community about school Providing pastoral care Employing Indigenous staff, Indigenous Liaison Officers, School outreach Indigenous language and culture program Family Support Programs Participation in state based sports programs School tours Contact with local churches and organisations such as YMCA

2014 survey – open-ended questions			
Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Activities that have made a positive difference in promoting attendance 110 responses	<ul style="list-style-type: none"> Building positive relationships with parents/families – e.g. personal follow ups via phone, community circle time in morning class, Indigenous Liaison Officers, visiting homes Rewards for high attendance – e.g. weekly acknowledgement of excellent attendance, certificates Publishing attendance data in school newsletter Working with community Breakfast clubs and homework clubs Monitoring weekly attendance Targeted family case management Recognition of culture – e.g. National Sorry Day Bridge Walk School based youth workers <p><i>“Ensuring there is a strong Aboriginal and Torres Strait Islander voice at the school”</i></p>	<ul style="list-style-type: none"> Personal contact with parents/families – e.g. phoning parents for unexplained absences, home visits by Aboriginal Teaching Assistants Implementation of attendance strategy – e.g. leadership team to oversee all attendance issues Assisting families – e.g. providing uniforms, food Breakfast clubs and lunches Attendance rewards – e.g. agreements with sporting clubs: <i>“no school no football/netball/hockey on weekends”</i>, celebrations with whole school community Bus run Newsletter promoting importance of attendance Health and wellbeing program – families are ensuring children are at school in order to access the services Mentoring <p><i>“Our students who fall below 90% attendance are placed on an ‘attendance plan’”</i></p>	<ul style="list-style-type: none"> Attendance reward programs – local fire brigade picks up good attenders, pool passes for students who have attended a full week, assembly rewards for highest attending class Breakfast and lunch programs Communication with parents – parent meetings, newsletters, phoning families Building relationships with families – Home Liaison Officers, staff going out into the community, Aboriginal Community Education Officers Home visits, AIEO visits School bus runs Employment of family group representatives Tuancy officers, School Based Attendance Officers School culture
Activities that have made a positive difference in promoting engagement 106 responses	<ul style="list-style-type: none"> Celebration of success – e.g. rewards for engagement and to ‘have a go’ One-on-one support, individual case management, Tutors to support with time management, assignments and homework Cultural recognition – e.g. sensitivities of staff, incorporating culture, local history and language in learning, cultural dance, Aboriginal dance group School activities – e.g. cooking, gardening, excursions, camps Hands on activities in classroom – e.g. use of iPads, computers, interactive Whiteboards Mentoring programs – e.g. Former Origin Greats mentoring, Aboriginal mentors in class Positive reinforcement PLPs Targeted literacy and numeracy intervention programs Explicit teaching Homework club/centre Focus on teacher quality and creative pedagogy 	<ul style="list-style-type: none"> Cultural recognition – e.g. making lessons culturally inclusive Mentoring and small group intervention e.g. employment of an Aboriginal Education Mentor to develop relationships with students Building relationships with family/parents – e.g. making school functions as informal as possible, Open days and parent days Creating a safe learning environment Developing community reputation – e.g. Including Koorie Engagement Support Officer in leadership structure, visiting and liaising with the Indigenous community Explicit instruction pedagogy Use of technology in lessons including iPads Sport – e.g. opportunities to represent school Health and wellbeing program – addressing family and child needs such as paediatric appointments, mental health assessment, linking with various agencies Involvement in school extra-curricular activities PLPs which focus on student interests, individual targets 	<ul style="list-style-type: none"> Quality teaching Professional Development for all staff School activities – handball tournaments, gym club, participation in state based sports programs Provision of food, health services, social emotional services where required Quality teaching programs, positive curriculum enrichment activities, targeted programs, explicit teaching, modified programs to re-engage PLPs, special needs support Student leadership and mentoring programs Strong reward focus of school – e.g. certificates at assemblies for good work Relationship building – e.g. special days and activities for families and communities, staying in touch with students’ caregivers in town Family support programs Liaising with Indigenous Support Worker, Aboriginal Education Workers Formalised program for disengaged exploring culture and tackling issues of domestic violence, alcoholism and drug use Positive Behaviour Support Framework

Activities that have made a positive difference in promoting retention 82 responses	<ul style="list-style-type: none"> Positive relationships and communication with parents/families and students – e.g. speaking with students informally Rewards for behaviour and attendance Increased accountability for parents Mentoring programs Wide range of subjects offered The role of Indigenous Education Support Workers Linking families with support agencies Individual case management 	<ul style="list-style-type: none"> Developing family relationships – e.g. home visits Individual monitoring of students Careers and pathways development School-based traineeships and apprenticeships Mentoring support for senior students Transition programs to senior school Pastoral care Building community relationships – e.g. employment of Community Education Counsellor, acknowledging and celebrating diversity High expectation teaching Active after school programs – e.g. school sports Engagement of external agencies – e.g. speech, dental, parent programs Engaging curriculum <p><i>“Rounded education - we offer a good mix of Arts, Music, IT, sports and Literacy/Numeracy”</i></p>	<ul style="list-style-type: none"> Pastoral care efforts Quality teaching programs School activities – e.g. recreation and sporting activities Family support programs Celebrating and acknowledging success Establishing a Flexible Learning Centre High expectations Direct instruction and small group work Providing a positive school culture Cultural activities e.g. bush trips Home visits and phone calls to follow up when students miss school <p><i>“Contact with caregivers is critical”</i> <i>“Bush to Belly Food Co. A high School business which has trained students in barista skills, hospitality, customer service and health and hygiene. Very successful.”</i></p>
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2014 survey – open-ended questions

Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Factors that are hindering school enrolment, attendance, engagement and retention 101 responses	<ul style="list-style-type: none"> Transience and mobility Social factors – e.g. parents in prison, family dysfunction, drug and alcohol abuse, housing issues, influence of older siblings, child protection, poverty, parent mental health, domestic violence, homelessness Poor personal experiences of parents with schooling Welfare – e.g. school fees Religious affiliation – may prevent enquiries Student behavioural issues Health – e.g. illness, mental health Transport – e.g. parents unable to get children to school Lack of family support – e.g. access to Indigenous community mentors Low value placed on education Dysfunction within the community 	<ul style="list-style-type: none"> Parents own experiences at school – e.g. low parent educational attainment, history of non-engagement Social factors – e.g. low socio-economic community, domestic violence, poverty, drug and alcohol abuse, homelessness, low average age of population Cultural factors – e.g. absence for funerals, family commitments such as caring for grandparents, memories of institutionalisation Health – e.g. limited access to nutrition Lack of family support for students – e.g. low value placed on education, low expectations, unwillingness to ensure children are ready for school Community attitudes – e.g. lack of community role models Transience, high mobility within community Lack of transport to school Behavioural issues <p><i>“The difficulty of Indigenous students, as a marginal group to integrate within the school by easily establishing meaningful relationships or friends”</i> <i>“It’s hard to engage students who haven’t had enough sleep or miss a meal or don’t have a regular routine around coming to school.”</i></p>	<ul style="list-style-type: none"> Mobility and transience e.g. children spending time in 2 or 3 schools in 4-week rotations, families visiting other communities for ceremonial reasons Cultural factors – e.g. Sorry Business, children considered adults at 15 years and school is no longer an activity of value, young pregnancies Health and welfare issues e.g. no money for food, shoes etc. – shame often prevents some families asking for help Physical location of school – distance away from town. Not viable to operate bus service or private vehicles to collect students who live away from community Remoteness and distance – e.g. students living on cattle and sheep stations mostly forced to utilise School of the Air or attend private schools in capital cities; families take children with them to travel over 300km for specialist health services such as opticians and dentists Social factors at home – e.g. drug and alcohol abuse, violence, gambling, neglect, family breakdown, unemployment, poverty Community/family values and attitudes – e.g. community dysfunction, parents not getting children out of bed, belief that education is not valuable

s2014 survey – open-ended questions			
Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Additional activities that would help improve Aboriginal/Torres Strait Islander student enrolment and attendance 76 responses	<ul style="list-style-type: none"> Individual support/mentoring – e.g. extra tutoring with class teachers, with homework and study, time management Developing positive relationship with Elders Building connections with Early Learning Centres Financial assistance for uniforms and books Indigenous Liaison Officer in every school Communicating and connecting with families – e.g. home visits Access to Indigenous community mentors Increasing cultural acknowledgment – e.g. cultural programs for students Encouraging greater participation of families in school operation and day-to-day activities Stronger role modelling by Aboriginal staff in terms of attendance School Based Youth Workers 	<ul style="list-style-type: none"> School-based homework centre and additional tutoring Parental education to raise awareness on need for attendance, homework, oral language development Greater liaison with families – e.g. through Aboriginal Education Officer Increase community involvement – e.g. facilitated through Elders, parents/carers in school More positive promotion of school in wider community Attendance linked to welfare payments e.g. Centrelink Playgroup on school site Increasing cultural awareness of teachers <p><i>“We had a Koorie worker who coached, supported and tutored our students in 2012. She has been sorely missed.”</i></p> <p><i>“Commence developing an evidence based attendance strategy in consultation with parents and the Aboriginal community, which includes targets for improved attendance and reflects how the school responds to and seeks to enhance the linguistic, cultural and conceptual resources that students bring to their schooling.”</i></p>	<ul style="list-style-type: none"> Employment of local people as Attendance Officers, more Aboriginal support staff in schools, Changing community/parental attitudes – e.g. raising community awareness about benefits of attending school regularly, importance of families staying in communities through school term Parental education sessions – e.g. importance of healthy lunches Agencies collectively working together More external family support services Increased participation by Aboriginal and Torres Strait Islander parents e.g. after school sport, camps, music Greater resources to support poor performing teachers Welfare intervention e.g. penalising families who do not send children to school

Domain 4 – Literacy and numeracy

This section of the survey sought information about activities to support Aboriginal and Torres Strait Islander literacy and numeracy

Question	Response	March 2012 Survey			March 2013 Survey			March 2014 Survey		
		Per cent	Number	Total	Per cent	Number	Total	Per cent	Number	Total
How literacy results among Aboriginal/Torres Strait Islander students at the school have changed over the past three years	Declined	2.2%	2	92	0.7%	1	151	0.0%	0	123
	Remained the same	12.0%	11		11.9%	18		8.1%	10	
	Some improvement	69.6%	64		68.9%	104		62.6%	77	
	Significant improvement	12.0%	11		14.6%	22		23.6%	29	
	Unsure	4.3%	4		4.0%	6		5.7%	7	
Note: the 2014 survey specified changes for the period 2009-2013										
How numeracy results among Aboriginal/Torres Strait Islander students at the school have changed since 2009?	Declined	3.3%	3	92	2.6%	4	151	0.8%	1	122
	Remained the same	16.3%	15		15.9%	24		13.1%	16	
	Some improvement	65.2%	60		66.9%	101		66.4%	81	
	Significant improvement	10.9%	10		10.6%	16		14.0%	1	
	Unsure	4.3%	4		4.0%	6		5.7%	7	
Note: the 2014 survey specified changes for the period 2009-2013										
Whether the school has a whole-of-school approach to the teaching and learning of literacy and numeracy	Yes	Not included in Phase one survey			85.9%	128	149	89.2%	107	120
	No				1.3%	2		0.8%	1	
	Currently in development				12.8%	19		10.0%	12	

2014 survey – open-ended questions

Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Additional activities that would help to improve literacy and numeracy achievement among Aboriginal/Torres Strait Islander students 94 responses	<ul style="list-style-type: none"> Literacy and numeracy intervention programs Speech pathologists in school Enhanced teacher cultural understanding Increased classroom support – e.g. more AIEOs, Indigenous teachers' aides More one-on-one student support Tutoring More specialist literacy/numeracy coaches Ensuring participation of Indigenous students in early years programs Greater parent/family involvement in students education 	<ul style="list-style-type: none"> Early intervention – e.g. where there are developmental delay concerns Greater focus on hands on learning in early years Tutoring – e.g. WANNIK tutorial program Reading recovery programs Parenting classes – e.g. understanding need for hearing an eyesight assessments Parental support for learning at home – e.g. books in homes Increased Teacher Aide support in classrooms Involvement of Aboriginal and Torres Strait Islander parents working in classrooms Small group support in literacy and numeracy Targeted individual needs-based support 	<ul style="list-style-type: none"> Professional development and cultural learning opportunities Employing more Aboriginal support staff, AIEOs to work with teachers and students in the classroom Home support Home tutoring clinics Early diagnosis of health problems Focus on literacy and numeracy – less time spent on a 'crowded' curriculum, Literacy Coach, implementation of a Literacy Block Smaller groups/one-on-one assistance Providing engaging, relevant lessons with explicit teaching of core concepts Commencement of early literacy and numeracy programs prior to school

2014 survey – open-ended questions			
Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Any further comments regarding literacy and numeracy activities or results 44 responses	<ul style="list-style-type: none"> Outcomes depend on home situation and value placed on education Frustration regarding low literacy and numeracy levels of Indigenous students beginning school Positive results from literacy and numeracy blocks and explicit teaching <p><i>"All students have literacy and numeracy learning goals that are negotiated individually and are continually revised"</i></p> <p><i>"Our parents are engaging in sessions to learn games etc. that they can play at home with their children."</i></p> <p><i>"One on one interventions prove to be the most valuable"</i></p>	<ul style="list-style-type: none"> Explicit teaching is increasing literacy and numeracy development for all students <p><i>"Students have success with extra support programs such Quick Smart Literacy and Numeracy"</i></p> <p><i>"Instructional Leader position ... focused on consistent implementation of new curriculums across the school, support for beginning teachers and development of consistent admin practices associated with curriculum delivery. This position is already making a difference and enables an experienced and enthusiastic staff member to support others."</i></p> <p><i>"We have inclusive whole school approaches to differentiated learning based on every child's point of need. We focus on what the child CAN do and work from there."</i></p> <p><i>"Concrete hands on activities, scaffolding and RELATIONSHIPS make all the difference"</i></p>	<p><i>"NAPLAN tests are skewed against ESL learners and especially against Indigenous ESL learners"</i></p> <p><i>"Hoping to see further results now that our school classrooms are aligned, bandscaling has been done, focus on reading"</i></p> <p><i>"NAPLAN is not a good measurement tool for our site."</i></p> <p><i>"Why are indigenous students who live in non-English speaking communities being NAPLAN tested in English?"</i></p> <p><i>"Transitions affect results and transience means different kids each two years."</i></p> <p><i>"Dedicated literacy and numeracy times are set daily and this has proven to have long term improvement."</i></p> <p><i>"We could improve results if we had more human resources. 1 teacher for 12 students and inconsistent attendance of education assistant means a teacher has to struggle with very high needs students across many levels"</i></p>

Domain 5 – Leadership, quality teaching and workforce development

These questions relate to the school workforce, including principals, teachers and education workers

Question	Response	March 2012 Survey			March 2013 Survey			March 2014 Survey		
		Per cent	Number	Total	Per cent	Number	Total	Per cent	Number	Total
Workforce development – Factors that represent the greatest challenges in attracting and retaining a skilled and culturally competent teacher workforce	Difficult to attract quality teachers	51.25%	41	80	43.9%	61	139	38.7%	43	111
	Little support for teachers	21.25%	17		12.2%	17		14.4%	16	
	Challenging living conditions outside work	20.0%	16		21.6%	30		20.7%	23	
	Limited learning and development opportunities	25.0%	20		13.7%	19		18.0%	20	
	Insufficient salaries	21.25%	17		15.8%	22		11.7%	13	
	Challenging teaching environment	53.75%	43		48.9%	68		43.2%	48	
	Limited availability of Indigenous teachers	67.5%	54		66.2%	92		70.3%	78	
	Other — see responses under open-ended questions below	N/A	N/A		23.0%	32		20.7%	23	
Whether, over the past 12 months the majority of teachers have participated in cultural awareness training to improve Aboriginal and Torres Strait Islander cross-cultural understanding <i>Note: the 2014 survey specified training attended since 2012</i>	Yes	60.9%	53	87	68.2%	101	148	76.5%	91	119
	No	39.1%	34		19.6%	29		14.3%	17	
	Unsure	0.0%	0		12.2%	18		9.2%	11	
Whether, over the past 12 months the principal has participated in cultural awareness training to improve Aboriginal and Torres Strait Islander cross-cultural understanding <i>Note: the 2014 survey specified training attended since 2012</i>	Yes	71.6%	63	88	81.8%	121	148	83.9%	99	118
	No	21.6%	19		10.8%	16		10.2%	12	
	Unsure	6.8%	6		8.1%	12		5.9%	7	
Whether, over the past 12 months the principal has participated in leadership training to improve approaches to education for Aboriginal and Torres Strait Islander students <i>Note: the 2014 survey specified training attended since 2012</i>	Yes	59.8%	52	87	74.1%	109	147	67.2%	80	119
	No	33.3%	29		15.0%	22		21.0%	25	
	Unsure	6.9%	6		10.9%	16		11.8%	14	
Hours of professional development in Aboriginal and Torres Strait Islander cultural awareness and leadership training completed by the principal during 2013		Response average: 12		79	Response average: 17		129	Response average: 16		102

2014 survey – open-ended questions			
Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Specification of 'Other' factors representing the greatest challenges in attracting and retaining a skilled and culturally competent teacher workforce 23 responses	<ul style="list-style-type: none"> No responses 	<ul style="list-style-type: none"> High staff turnover Need for greater flexibility for selecting staff to employ Lack of professional development available due to location 	<ul style="list-style-type: none"> Remoteness and cost of living Inexperience of teachers, who are often graduates High turnover of principals e.g. every two years High turnover of teachers Disengaged teachers Lack of funding to employ specialist staff No relief workers/teachers – limits opportunities Inconsistent attendance by Indigenous workers Attracting Indigenous support staff, when competing with high salaries paid to workers on the mines
Activities the school is undertaking to support and enhance the capabilities of its teaching workforce to improve Aboriginal/Torres Strait Islander student outcomes 100 responses	<ul style="list-style-type: none"> Cultural awareness training Professional Learning and Development – e.g. focus on improved pedagogy, understanding Aboriginal English, Snapshot by Dare to Lead, Stronger Smarter Incorporating Aboriginal and Torres Strait Islander perspectives as a cross curriculum priority – <i>"Community Liaison Officer working as staff mentor to support teachers to embed indigenous perspectives"</i> Cultural recognition – e.g. NAIDOC Day celebrations, cultural days, Indigenous program run for students School Cultural Action Plan AIEO facilitating workshops and providing teaching kits Explicit teaching <p><i>"Currently working with cluster schools to develop a professional learning package for teachers that focuses on the Cross Curriculum priority of Aboriginal and Torres Strait Islander education."</i></p> <p><i>"Employing a staff member one day a week to help implement the PLPs and support the staff to reaching their goals on their PLPs"</i></p>	<ul style="list-style-type: none"> Cultural awareness training Professional learning and development – e.g. pedagogy training, Stronger Smarter training, regional training courses Visits from Koorie Engagement Support Officer Indigenous Elder involvement at school Aboriginal perspectives in school curriculum Ensuring Individual Learning Plans are actively monitored and reviewed and passed on to teachers each school year Actively mentoring and supporting Aboriginal trainee teachers <p><i>"5 weekly mentoring with educational leaders to enhance teaching practise to improve learning outcomes for all students"</i></p> <p><i>"Regular professional learning input at teacher meetings from the Key Aboriginal Teachers."</i></p> <p><i>"Indigenous Co-ordinator at the school who looks after data collection, welfare, behaviour, organisation of events, etc."</i></p> <p><i>"We have an Aboriginal Education Committee that meets once a term to discuss, plan and implement ideas that will benefit our Aboriginal and Torres Strait Islander students"</i></p>	<ul style="list-style-type: none"> Dare to Lead Snapshot and Leadership Development workshops and mentoring Individual Aboriginal mentors in every class Incorporating visible learning strategies Oral Language professional learning, EALD training External study for support staff Cultural awareness training e.g. culture camp, sessions for staff twice each year led by Aboriginal staff Literacy Coach and literacy training Training in writing PLPs Stronger Smarter training Network meetings once a term with staff from other schools in the town – sharing of expertise and resources Trauma training – regarding traumatised children Embedded Indigenous curriculum Greater leadership opportunities for Aboriginal teaching and non-teaching staff

2014 survey – open-ended questions			
Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Activities the school is undertaking to build its Aboriginal and Torres Strait Islander education workforce 88 responses	<ul style="list-style-type: none"> Increasing Aboriginal Community Education Officers Employment of Indigenous teacher aide to work with Indigenous students Working with the Catholic Education Officer to attract Indigenous teachers Actively encouraging professional learning for Aboriginal staff within and outside school Taking on Remote Area Teacher Education Program pre-service teachers Employing parents of students in support based roles – e.g. Aboriginal tutoring Employing Indigenous board member <p><i>“Profile opportunities within the Indigenous community and other agencies”</i></p>	<ul style="list-style-type: none"> Nurturing current students to become educators, made possible through PLPs Employment of Indigenous Teacher Aide for classroom support Training and mentoring – e.g. paid professional development every week for all Indigenous staff Employing local people Traineeships for Indigenous employees Koorie playgroup coordinator and assistant Actively participating in the local Aboriginal Education Consultative Group Parents as tutors TAFE outreach 	<ul style="list-style-type: none"> Cadetships, traineeships Classroom mentors, youth mentors Training for Indigenous staff Making study a condition of employment <p>Supporting AIEOs to complete a Certificate III in Education Support</p> <ul style="list-style-type: none"> Paid study leave for Aboriginal staff Insisting on a 90% attendance rate for staff to encourage responsibility Recruiting Indigenous support staff where possible Advertising jobs in the community Mentoring by Aboriginal Education Coordinator at the regional office Regular meetings of Aboriginal staff Supporting culture sharing with staff and students Upskilling Aboriginal Teaching Assistants program
Activities happening as a result of the Action Plan to enhance the education workforce 63 responses	<ul style="list-style-type: none"> Supporting teachers to develop PLPs Annual Professional Pathways for all staff <p><i>“Providing mentoring and work shadowing opportunities”</i></p> <p><i>“In conjunction with the Action Plan, the school is participating in an action inquiry process providing tutors for the high school students for 6 week blocks twice a year.”</i></p> <p><i>“We have a Parent and Community Engagement group of mums who actively support the school and take on roles within the school when asked.”</i></p> <p><i>“Shared information as a result of Professional Learning and Development.”</i></p>	<ul style="list-style-type: none"> Scholarship opportunities Mentoring Dare to Lead Employment of Indigenous Teacher Aide's Cultural awareness – e.g. cross-curricular activities provided by Aboriginal Education Officer <p><i>“School Learning Support Officers have professional development sessions with educational leaders.”</i></p> <p><i>“Bridging courses to encourage AIEOs to train to be teachers”</i></p> <p><i>“With the development of the Australian Curriculum, teachers will be encouraged to genuinely incorporate Aboriginal history and culture, not just a tokenistic acknowledgement.”</i></p>	<ul style="list-style-type: none"> Professional Development Support for external studies Positive profiling of Aboriginal Community Education Officers Performance management undertaken by all staff AIEOs training staff in cultural awareness Strong Smarter training for all staff Staff meetings twice per term Leadership opportunities for Aboriginal staff School gatherings and using community members knowledge base to encourage work <p><i>“Upskilling Aboriginal and Torres Strait Islander staff on use of data to set appropriate goals and targets for Aboriginal students in classes”</i></p>

2014 survey – open-ended questions			
Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Challenges faced in building the school's Aboriginal and Torres Strait Islander Education workforce 85 responses	<ul style="list-style-type: none"> Time for workers in school Lack of funding and work opportunities within school Engaging with families Availability of trained and qualified Aboriginal and Torres Strait Islander teachers Low general staff turnover at school The number of Indigenous graduates Attendance and work ethic of Indigenous teachers Retaining Indigenous staff once employed <p><i>"Every time we have an Indigenous staff member or a member who can teach an Indigenous language they are headhunted and employed elsewhere"</i></p> <p><i>"Little autonomy to select Indigenous teachers for general classroom positions"</i></p>	<ul style="list-style-type: none"> Limited availability of suitably qualified Aboriginal and Torres Strait Islander teachers in the local area Lack of applicants Unwilling to undertake appropriate studies No vacant positions at the school Limited qualified people to fill support positions Stable permanent teaching staff Literacy and numeracy level of recruits <p><i>"Long term committed funding for employment"</i></p> <p><i>"Low literacy levels in the local Aboriginal community. It seems that the vast majority of skilled, local and willing Aboriginal people are already employed."</i></p> <p><i>"Staff must be high quality and selected on merit. Positions are currently being filled by poorly qualified staff. Positions should be competitive to encourage long term building of quality."</i></p>	<ul style="list-style-type: none"> Police checks and Working With Children Checks are costly Finding appropriately skilled staff Lack of secondary trained Aboriginal and Torres Strait Islander teachers Reliability of attendance at work, finding committed staff Remoteness Cost of travel Accommodation – high rental costs Limited number of people wishing to work in school environment e.g. many workers receive higher paid mining jobs, low pay for AIEOs Depopulating community Family commitments of employees Lack of training opportunities <p><i>"Aboriginal Teaching Assistants are often the stalwarts of the community and are relied on in so many ways that their commitment to education is restricted"</i></p>
Most effective ways to build the school's Aboriginal and Torres Strait Islander Education workforce 66 responses	<ul style="list-style-type: none"> Working collaboratively with other services Targeted recruitment Mentoring and coaching, building capacity on site Enhancing responsibilities and leadership opportunities Encouraging senior students to pursue a career in teaching <p><i>"Ensuring leadership team is aware of who is seeking employment e.g. register of employable people of Aboriginal and Torres Strait Islander descent."</i></p> <p><i>"Offer supported training courses which lead to real jobs"</i></p> <p><i>"Develop basic literacy and numeracy in people so they are successful in working in roles at school and in the community."</i></p> <p><i>"Promote education as a worthwhile career and a means of contributing to community to young Indigenous students."</i></p> <p><i>"Provide academic and financial support to Indigenous students studying education."</i></p>	<ul style="list-style-type: none"> Provision of mentoring to develop relationships Supporting students to complete Year 12 and enter tertiary education Employment of local Indigenous people Contextualised professional development lead by the experiences of local Indigenous staff Offering placements for Aboriginal and Torres Strait Islander trainee teachers who are then able to apply for permanent positions within the school Opportunities to access training and courses to up skill <p><i>"Making teachers feel 'culturally comfortable'"</i></p> <p><i>"Full time Indigenous Education Officer supporting staff and students"</i></p> <p><i>"Genuine consultation with Aboriginal and Torres Strait Islander staff and real collaboration to develop strategies"</i></p>	<ul style="list-style-type: none"> Ensuring all family groups are involved/employed Provision of pre-employment training and opportunities for work experience in schools Work with community on job skilling Appropriate training Providing recognition High expectations and support Ensuring school practices and processes are developed in consultation with Aboriginal staff Regular group meetings <p><i>"Ensure they have time to meet with teachers and other staff to effectively plan for all students and individualise their learning program"</i></p>

Domain 6 – Pathways to real post-school options

These questions ask about support available to help students to transition from school to further education or employment

2014 survey

Primary schools

Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Approaches to supporting Aboriginal and Torres Strait Islander students to transition to secondary school 93 responses	<ul style="list-style-type: none"> Orientation days – e.g. only Aboriginal students attend orientation on one day, attending high school Year 6 leadership days Secondary staff visiting primary school to speak with students Transition programs and meetings with secondary school – e.g. extra transition visits supported by Aboriginal Community Engagement Officer and Aboriginal Education Teacher, meeting high school students Transition staff accompanying families to high school High school staff running elective subjects in primary school Mentors and buddies Family meetings, information and support through forums <p><i>"All students transitions from primary to secondary Indigenous students from other feeder primary schools are identified and case managed through their transition"</i></p> <p><i>"Vulnerable students can participate in group sessions to discuss the transition and learn strategies for coping."</i></p> <p><i>"As with all students, indigenous students attend open days with year level teacher to secondary colleges adjoining the school. Individual learning and social needs addressed with year level co-ordinator."</i></p>	<ul style="list-style-type: none"> PLPs transferred to secondary school teachers Secondary staff and students visiting primary school to meet with incoming Year 7 students Transition programs – e.g. students visiting secondary school and participating in practical lessons such as woodwork and art, transition coordinator, extended transition for Year 6 students in terms 2-4, sports days, 'taster' days Aboriginal Education Officer visiting secondary school with Aboriginal students as part of transition programs Welfare programs to monitor student progress in secondary school Parent forums and information evenings Community Education Counsellor working with Indigenous families <p><i>"Our Koorie Engagement Support Officer supports all our students to ensure they are enrolled in a secondary school."</i></p> <p><i>"Students are supported with a Koorie transition program offering several visits over and above the normal transition program. The sessions are overseen by a Koorie Engagement Support Officer and secondary college Aboriginal officer"</i></p>	<ul style="list-style-type: none"> Transition programs e.g. transition day, two weeks on site at local high school, attending high school during last year of primary school and scheduled into high school timetable – supported by AIEOs Combined network meetings for year 6, 7, 8 teachers 'Year-long' orientation, combined orientation classes Close liaison with secondary school, boarding schools – visiting programs Secondary school representatives visiting primary school Scholarships for students attending secondary school In many circumstances schools offer both primary and secondary classes, so transition is like changing class <p><i>"We take our Year 6/7 students every two years to stay at a boarding school for a couple of nights for them to experience a secondary boarding environment"</i></p> <p><i>"Junior Secondary Plan created - engagement of students to show the benefits of school and their career paths"</i></p> <p><i>"We have a great approach supported by the local area school. They visit and talk to year 6 and 7 students in the first term and answer questions they have about high school and they use students from year 6 and 9 to facilitate this."</i></p>

Secondary schools

Question	Response	March 2012 Survey			March 2013 Survey			March 2014 Survey		
		Per cent	Number	Total	Per cent	Number	Total	Per cent	Number	Total
Whether nationally accredited training is available to Aboriginal and Torres Strait Islander students at the school	Yes	70.4%	19	27	72.9%	35	48	65.7%	23	35
	No	29.6%	8		27.1%	13		34.3%	12	

2014 survey – open-ended questions			
Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
<p>If the school partners with local businesses to support transitions to training and employment, what does the relationship involve</p> <p>24 responses</p>	<ul style="list-style-type: none"> Individual case management to post-school pathway options School based traineeships Work placement Trade Training Centre running vocational program which incorporates work experience Ongoing partners with the school Communication via email, phone calls, visits 	<ul style="list-style-type: none"> Work experience and placements School based traineeships and apprenticeships VET offerings at school Regular meetings with service providers Meetings with employment agencies Attending TAFE along with school 	<ul style="list-style-type: none"> Work experience Role model speakers School based traineeships and apprenticeships Mentoring TAFE study options and certificate courses Career expo days Utilising industry specialists to deliver programs on school site e.g. plumbing <p><i>"All our students have 3 work placements across year 10 and in Year 11/12 can opt for work placement and school-based apprenticeships or traineeships."</i></p> <p><i>"We have a close working relationship with BHP. They provide funding to our school to help run a dedicated trade training centre. We run a Mining Alliance Program which is run through Year's 8 to 12 as the feeder program for ongoing apprenticeships and further education in the mining industry, utilising our trade training centre, computer facilities etc. This also involves regular trips to mines and to Perth"</i></p>
<p>Approaches to supporting Aboriginal/Torres Strait Islander students to transition beyond secondary school to work or further study, including any challenges faced</p> <p>26 responses</p>	<ul style="list-style-type: none"> Individual case management Students attending post school pathways and tertiary pathway conferences Orientation to tertiary providers Individual careers guidance and counselling for Aboriginal and Torres Strait Islander students <p><i>"We work together with Workabout to provide knowledge and a program for our students transition to work."</i></p> <p><i>"All students complete PLPs in Year10, engage in work experience. All have clear transition plans and are supported beyond their school enrolment (often for several years). All are welcome back at any point to review, re-plan and/or re-direct should their initial choice not work out."</i></p>	<ul style="list-style-type: none"> Information provided to families and students regarding post-school pathways – e.g. university, training and employment Advertising and encouraging students to undertake Indigenous traineeships Universities talking with students about Aboriginal support networks University tours and 'taster' days Career workshops Workshops with Indigenous organisations <p><i>"Managed Individual Pathway plans which include work experience"</i></p> <p><i>"We employ a Pathways and Partnerships Officer who works with students to consider their options for traineeships, further study and scholarships. She has provided a number of our Aboriginal and Torres Strait Islander students with real opportunities that have kept them engaged and focused on their education and future careers."</i></p> <p><i>"All students tracked for engagement and counselled re progress in the senior school. Careers office staff target those who are at risk of not graduating or are seeking entry to the workforce."</i></p>	<ul style="list-style-type: none"> Career meetings Provide practical VET courses where possible Case managing and supporting every student by a Community Education Counsellor Work experience Support with applications Tutoring support Supported work placements Close links with boarding schools <p><i>"All students are interviewed and supported regarding their career aspirations and subject selection at the start of year 11. Students have a year leader who monitors all students to ensure they are correctly placed in subjects and are heading for secondary graduation at the end of year 12. Aboriginal students also have Follow the Dream staff who support students in classes and after school to keep up with their school work."</i></p>

2014 survey – open-ended questions			
Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
Additional activities that would help Aboriginal/Torres Strait Islander students to transition from school to work or further study 15 responses	<p><i>“Opportunities for funding to provide more support for staff to supervise and debrief Indigenous work experience students”</i></p> <p><i>“Greater opportunities in the VET sector.”</i></p>	<ul style="list-style-type: none"> ▪ Engagement of parents and carers ▪ More proactive Aboriginal Engagement Officer ▪ Support for students moving from country to metropolitan area to attend university <p><i>“Inviting Aboriginal professionals to the school as guest speakers to inspire students.”</i></p>	<p><i>“Getting parents working so the students learn to value work as an option.”</i></p> <p><i>“Funding support for vet training would be a great help.”</i></p> <p><i>“Aboriginal and Torres Strait Islander workers supported through initiatives to ‘mentor’ students at school.”</i></p> <p><i>“More funding for support staff to monitor and track students post Year 12.”</i></p>

Future national action

2014 survey only

Question	Metropolitan schools responses	Provincial schools responses	Remote schools responses
<p>Activities that should form the focus of future national education plans for Aboriginal and Torres Strait Islander students 86 responses</p>	<ul style="list-style-type: none"> Family support – e.g. helping to maintain housing to address transience issue, ensuring students have the necessary resources for school More AIEOs as mentors to students and classroom support for teachers and increasing time in school Engaging families and communities and building relationships – e.g. connecting parents to the school, working with communities, accessing Elders and community members to come into schools Whole school planning Raising cultural understanding of classroom teachers Positive behaviour plans and strategies – building resilience for young people Literacy and numeracy – e.g. good pedagogy Hands on activities Effective implementation of Indigenous perspectives in the Australian Curriculum and incorporating more cultural aspects into education Targeting early years – e.g. oral language development Attendance strategies to ensure regular attendance High expectations for all students Empowering Aboriginal and Torres Strait Islander people as leaders <p><i>“Particular focus on Junior Secondary where for a variety of reasons, these young people start to become disengaged”</i></p> <p><i>“Need for support re transition points - beginning school, from primary to secondary, and staying connected after school completion”</i></p> <p><i>“Making tertiary study more of a realistic expectation rather than the exception”</i></p> <p><i>“It would be good to have a forum of leaders in education, government, Church and industry to celebrate success, initiate new activities and share wisdom outside of parochial boundaries of education.”</i></p>	<ul style="list-style-type: none"> Professional development – e.g. how to improve literacy of Aboriginal students Cultural awareness and competency training Careers planning support More Aboriginal mentors and role models in schools to work with students – e.g. Koorie support workers Greater investment in training Aboriginal Teaching Assistants beyond a Certificate III Long term planning Self-esteem building Educating and training parents/families – e.g. on the value of education, importance of good sleep and food Increasing accountability of parents for children attending school Engaging families to work with the school Community ownership and empowerment – e.g. parent and community forums Early-years targeting – e.g. supporting on-site childcare, early access to pre-school Individual and small group tutoring Targeted intervention programs Attendance strategies Literacy and numeracy focus Health and wellbeing programs – e.g. dental, vision, hearing assessments <p><i>“Implementing Families as First Teachers across all schools as it helps families assist children before they come to school.”</i></p> <p><i>“Addressing home issues and instability which directly affects students' attendance and education.”</i></p>	<ul style="list-style-type: none"> Relationship building Real community engagement and involvement in all decisions about children Real pathways to employment, greater options for senior school students Rewards for parents that work Greater focus on attendance e.g. improving resources to attendance/truancy agencies Media campaigns to stress importance of continuity of education for highly transient families Respecting Indigenous language and culture Culturally appropriate educational materials Focus on home life and family support – strengthening parents' ability to support students, working with families around alcohol Early intervention programs – e.g. assessment, recognition and support for students experiencing Foetal Alcohol Syndrome Disorder Improving literacy and numeracy standards Monitoring students in first two years of secondary school Increased funding for Aboriginal support staff Support students to say in mainstream classes - placing children into alternate programs “sends a message that they are not smart enough to stay in what is deemed 'normal classes'” <p><i>“The Connected Community philosophy of a reference group and employment of Senior Leader Community Engagement - a great eye opener into community”</i></p>

Appendix C Performance indicators

C.1 Data collection approach

This appendix reports on progress against the 14 performance indicators under the six domains listed in the Action Plan. The most recent data are for 2013, with data for earlier years presented to outline change over time, where possible.

Note that due to ATSIEWG decisions to reduce the data collection and reporting burden for 2013, limited information is available about some of the performance indicators drawing on state and territory reports. Where limited information for 2013 exists, available data from prior years are presented.

A summary of the 14 performance indicators and data availability is provided in Table C1.

Table C1 **AVAILABILITY OF DATA FOR EACH PERFORMANCE INDICATOR**

Performance indicator	Status	Data available for 2013
Readiness for school		
1 Proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program	2012 data included	Data not sought from states and territories for 2013 due to data comparability issues. Prior data is presented based on special releases (not publicly available) from ABS.
2 Proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by state and territory measures	2012 data included	Data results drawn from the 2012 Australian Early Development Index (AEDI). No further data updates available beyond 2012 as the AEDI is conducted every three years, with the next collection in 2015.
Engagement and Connections		
3 Proportion of Aboriginal and Torres Strait Islanders with personalised learning strategies in place	Included	No nationally consistent data are available. Limited data available for 2013. Data largely drawn from State and Territory Reports for 2011 and 2012.
4 Proportion of focus schools with a school-community partnership agreement in place	Included	No nationally consistent data are available. Limited data available for 2013. Data largely drawn from State and Territory Reports for 2011 and 2012.
Attendance		
5 Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students	Included	ACARA (unpublished) data for 2013 reported.
6 Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians	2010 data included	No new data are available beyond 2010 due to data quality concerns.
7 Retention rates for Aboriginal and Torres Strait Islander students	Included	Nationally consistent data for 2013 by ABS reported
8 Grade progression ratios for Aboriginal and Torres Strait Islander students	Included	Nationally consistent data for 2013 by ABS reported.
Literacy and Numeracy		
9 Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy (Years 3, 5, 7 and 9)	Included	Nationally consistent data for 2013 from ACARA reported.
10 Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN for reading, writing, and numeracy (Years 3, 5, 7 and 9)	Included	Nationally consistent data for 2013 from ACARA reported..

Performance indicator	Status	Data available for 2013
Leadership, quality teaching and workforce development		
11 Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers	Included	No nationally consistent data are available. Limited data available for 2013. Data largely drawn from State and Territory Reports for 2011 and 2012.
12 Number and Full-Time Equivalents (FTEs) of Aboriginal and Torres Strait Islander principals, teaching staff and education workers (AIEWs and equivalents)	Included	No nationally consistent data are available. Limited data available for 2013. Data largely drawn from State and Territory Reports for 2011 and 2012.
13 Average Length of Service of Principals and Teachers in hard to staff schools with high enrolments of Aboriginal and Torres Strait Islander students	Included	No nationally consistent data are available. Limited data available for 2013. Data largely drawn from State and Territory Reports for 2011 and 2012.
Pathways to real post-school options		
14 Proportion of Aboriginal and Torres Strait Islander people aged 20-24 who have attained Year 12 or equivalent of AQF Certificate II or above	Included	No nationally consistent data are available. Limited data available for 2013. Data largely drawn from State and Territory Reports for 2011 and 2012.

Source: ACIL Allen Consulting 2014

C.2 Summary of data results by performance targets

Table C2 summarises the key messages and progress made towards the targets set for the 14 performance indicators. It also highlights areas where data are insufficient to allow a judgement to be made regarding change over time. Full datasets for each indicator are outlined in the sections that follow.

Table C2 HEADLINE DATA RESULTS IN RELATION TO PERFORMANCE INDICATORS AND TARGETS

Performance indicators and targets	Results achieved
Readiness for school	
<p>1 Indicator Proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program</p> <p>Target Increased proportions of Aboriginal and Torres Strait Islander children participating in quality early childhood education and development and child care services</p>	<p>Year to year comparison of findings is not possible due to collection, output and processing methodologies being inconsistent across years. As such, it is not possible to assess change over time in relation to the target.</p>
<p>2 Indicator Proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territory measures</p> <p>Target Aboriginal and Torres Strait Islander students perform at equivalent or better rates to other students enrolled in school on-entry assessment</p>	<p>AEDI results for 2012</p> <p>The AEEYSOC revised measure relates to the proportion of students assessed as developmentally on track across four or more domains in the Australian Early Development Index (AEDI). Data demonstrate that on a national basis:</p> <ul style="list-style-type: none"> Between 69.1 and 70.3 per cent of non-Indigenous students were on on-track in 2012 relative to 68.6 per cent in 2009; and 47.7 per cent of Aboriginal and Torres Strait Islander students were on-track in 2012 relative to 42.5 per cent in 2009. <p>This demonstrates improved results in early childhood development, along with a reduced gap between Aboriginal and Torres Strait Islander and non-Indigenous students.</p> <p>However, AEDI results suggest that further effort and attention is required, given that Aboriginal and Torres Strait Islander children continue to be at a significantly greater risk of developmental delay than non-Indigenous students across multiple domains.</p>

Performance indicators and targets		Results achieved
Engagement and Connections		
3	<p>Indicator Proportion of Aboriginal and Torres Strait Islanders with personalised learning strategies in place</p> <p>Target Increased number of Aboriginal and Torres Strait Islander students involved in personalised learning</p>	Based on available data, there is evidence across most jurisdictions that the proportion of children involved in personalised learning has increased over recent years.
4	<p>Indicator Proportion of focus schools with a school-community partnership agreement in place</p> <p>Target Active school–community partnership agreements in place within focus schools</p>	The target seeks to achieve school-community partnership agreements in focus schools. This presumes that agreements will be introduced at all focus schools. While progress between 2011 and 2012 is clear in the State and Territory Reports, there is little evidence provided in 2013 to enable a judgement about continued change over time. Without such information, it must be concluded that the target for all focus schools to have a partnership agreement in place is not being met.
Attendance		
5	<p>Indicator Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students</p> <p>Target Attendance rates of Aboriginal and Torres Strait Islander students are equivalent to non-Indigenous student attendance rates</p>	<p>Attendance rates of Aboriginal and Torres Strait Islander students in 2013 relative to 2012 and 2011 are mixed with areas of improvement and deterioration observed across various different year levels and school sectors.</p> <p>Generally, the gap in attendance rates between Aboriginal and Torres Strait Islander students and non-Indigenous students is reducing in the secondary years.</p> <p>However, on an Australia-wide basis, the target for equivalent attendance rates is being met in only 7 of 240 age categories in 2013. There remain significant gaps in attendance between Aboriginal and Torres Strait Islander and non-Indigenous students across all schooling sectors. While gaps are smaller in the primary years, they grow across all jurisdictions and schooling sectors through secondary years.</p>
6	<p>Indicator Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians</p> <p>Target All compulsory school-aged Aboriginal and Torres Strait Islander students are enrolled in school</p>	Due to data issues, performance against this target is unable to be assessed.
7	<p>Indicator Retention rates for Aboriginal and Torres Strait Islander students</p> <p>Target Increased retention rates for Aboriginal and Torres Strait Islander students</p>	<p>Based on historical data, the target is being met.</p> <p>The data presented demonstrate improvements in apparent retention rates for Aboriginal and Torres Strait Islander students over time, including since the introduction of the Action Plan in 2010, both as a group and relative to non-Indigenous students. While there have been improvements in the results achieved by both Aboriginal and Torres Strait Islander and non-Indigenous students, improvement among Aboriginal and Torres Strait Islander students has been accelerated, albeit from a lower starting point.</p>
8	<p>Indicator Grade progression ratios for Aboriginal and Torres Strait Islander students</p> <p>Target Increased grade progression ratios for Aboriginal and Torres Strait Islander students</p>	<p>Based on historical data, the grade progression ratios for Aboriginal and Torres Strait Islander students have been steadily increasing at all levels, demonstrating successful achievement of the target.</p> <p>For each transition point, grade progression rates in 2013 exceeded those for 2012 for Aboriginal and Torres Strait Islander students. This shows incremental movement towards closing the gap and achieving greater numbers of Year 12 completions over time.</p>

Performance indicators and targets		Results achieved
Literacy and Numeracy		
9	<p>Indicator</p> <p>Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy (Years 3, 5, 7 and 9)</p> <p>Target</p> <p>Halve the gap in reading, writing and numeracy achievement between Aboriginal and Torres Strait Islander students and non-Indigenous students by 2018</p>	<p>Targets to 2018 seek to halve the gap in NAPLAN achievement. The best way to measure progress is therefore against defined NAPLAN progress points for 2013.</p> <p>Results illustrate that progress points (taking into account confidence intervals) are being met in three of the eight reading and numeracy domains in 2013. Five domains therefore failed to meet their 2013 progress points, including all year levels in the domain of numeracy and Year 7 reading. The gap between the 2013 results and expected progress was particularly large for Year 9 numeracy, with results falling 8.1 per cent below expected levels of progress.</p> <p>A comparison of results in relation to progress points from 2011 and 2013 indicates a decline in achievement. The number of progress points met across the three years decreased from six in 2011 to five in 2012 and three in 2013, noting that progress points are increasingly ambitious each year.</p>
10	<p>Indicator</p> <p>Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN for reading, writing, and numeracy (Years 3, 5, 7 and 9)</p> <p>Target</p> <p>Increased Aboriginal and Torres Strait Islander student participation rates in the National Assessment Program – Literacy and Numeracy (NAPLAN)</p>	<p>Results indicate that participation rates of Aboriginal and Torres Strait Islander students in 2013 relative to 2012 are mixed with increases and decreases observed across different years and domains.</p> <p>Compared to 2012 the 2013 participation rates in reading were generally lower (except in Year 5) while in numeracy they were generally higher (except in Year 9). In persuasive writing, participation rates were higher for some year levels (Year 5 and Year 7) and lower for others (Year 3 and Year 9).</p> <p>Though not explicitly an element of the target, it is notable that the gap in NAPLAN participation between Aboriginal and Torres Strait Islander and non-Indigenous students has been steadily growing since 2008. The gaps are larger for later year levels students.</p>
Leadership, quality teaching and workforce development		
11	<p>Indicator</p> <p>Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers</p> <p>Target</p> <p>Increase in professional development hours in Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers</p>	<p>This data is not systemically reported by each state and territory. Reporting was highly varied between government, Catholic and independent sectors. Given there is no clear baseline for the dataset, and that most jurisdictions do not collect quantitative results, a consolidated picture of implementation progress is unable to be drawn.</p>
12	<p>Indicator</p> <p>Number and Full-Time Equivalents (FTEs) of Aboriginal and Torres Strait Islander principals, teaching staff and education workers (AIEWs and equivalents)</p> <p>Target</p> <p>Increase in the number of Aboriginal and Torres Strait Islander teachers, principals and education workers (Aboriginal and Islander Education Workers (AIEWs) and equivalents)</p>	<p>Although there is no nationally consistent data, and limited longitudinal data to gauge whether there is an increase, the information presented suggests that the number of Aboriginal and Torres Strait Islander principals, teachers and AIEWs or equivalent is gradually increasing over time in many school sectors and jurisdictions.</p>
13	<p>Indicator</p> <p>Average length of service of principals and teachers in hard to staff schools with high enrolments of Aboriginal and Torres Strait Islander students</p> <p>Target</p> <p>Increase retention of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students</p>	<p>The target is to increase retention of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.</p> <p>However, due to variable understandings of 'hard to staff schools' and 'high enrolments', the data presented by jurisdictions is highly variable. It is also incomplete, restricting the evaluation of progress against the target over time.</p>
Pathways to real post-school options		
14	<p>Indicator</p> <p>Proportion of Aboriginal and Torres Strait Islander people aged 20-24 who have attained Year 12 or equivalent of AQF Certificate II or above</p> <p>Target</p> <p>Halve the gap in Aboriginal and Torres Strait Islander Year 12 attainment or equivalent attainment rates by 2020</p>	<p>Although the information provided in the State and Territory Reports does not allow for comparison of Aboriginal and Torres Strait Islander achievements relative to non-Indigenous students, there is evidence that many jurisdictions are achieving growth in the number of Aboriginal and Torres Strait Islander students completing Year 12 or equivalent.</p>

Source: ACIL Allen Consulting 2014

C.3 Domain One: Readiness for School

PERFORMANCE
INDICATOR

1

Performance indicator 1

Performance Indicator 1:

Proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.

Target:

Increased proportions of Aboriginal and Torres Strait Islander children participating in quality early childhood education and development and child care services.

Data sources

Data was not sought from states and territories for 2013 due to data comparability issues between years and within jurisdictions. Prior data on this performance indicator is therefore presented, based on the 2012 State and Territory Reports, which are drawn from:

- ABS unpublished (National Early Childhood Education and Care Collection, 2012)
- ABS unpublished Cat. No. 3238.0 (Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021)
- ABS unpublished Cat. No. 3101.0 (Australian Demographic Statistics) – Table 8: Estimated resident population, by age and sex.

Data issues

Note that preschool enrolments are not able to be compared over time or across years due to collection, output and processing methodologies being inconsistent across years, school systems and between jurisdictions.

The methodology adopted for the calculation of enrolment and attendance rates has resulted in enrolment and attendance rates of Aboriginal and Torres Strait Islander children exceeding 100 per cent in some jurisdictions.

Presentation of data

Data provided by each state and territory in 2012 is presented in Table C4. This details the number and proportion of Aboriginal and Torres Strait Islander and non-Indigenous children aged 4 to 5 years old, enrolled in a preschool program in 2012.

Table C3 **NUMBER AND PROPORTION OF ABORIGINAL AND TORRES STRAIT ISLANDER, NON-INDIGENOUS AND ALL CHILDREN, AGED 4 AND 5 YEARS, ENROLLED IN OR ATTENDING A PRESCHOOL PROGRAM IN 2012**

	NSW	VIC	QLD(f)	SA	WA	TAS	NT	ACT	AUST
Aboriginal and Torres Strait Islander (ATSI) children									
Estimated ATSI population (4 year olds)	4,134	874	4,136	712	1,749	474	1,562	116	13,763
Number of ATSI children enrolled (4&5 year olds)	3,214	944	2,236	868	2,078	515	1,239	143	11,237
% of ATSI children enrolled ^(a)	77.7%	108.0%	54.0%	121.9%	118.8%	108.6%	79.3%	123.3%	81.6%
Number of ATSI children attending	3,033	852	2,034	835	2,078	505	984	139	10,460
% of ATSI children attending ^{(a), (b)}	73.4%	97.5%	49.0%	117.3%	118.8%	106.5%	63.0%	119.8%	76.0%
% of ATSI children enrolled that are attending ^(c)	94.4%	90.3%	91.0%	96.2%	100.0%	98.1%	79.4%	97.2%	93.1%
Non-Indigenous children									
Estimated non-Indigenous population (4 year old)	88,952	72,322	61,142	19,806	31,411	6,357	2,166	4,683	286,833
Number of non-Indigenous children enrolled (4&5 year olds)	66,699	76,063	50,567	18,007	30,108	6,202	2,130	5,023	254,799
% of non-Indigenous children enrolled	75.0%	101.0%	82.7%	90.9%	95.9%	97.6%	98.3%	107.3%	88.8%
Number of non-Indigenous children attending	65,386	72,713	49,360	17,780	30,098	6,108	2,055	4,921	248,421
% of non-Indigenous children attending	73.5%	100.5%	80.7%	89.8%	95.8%	96.1%	94.9%	105.1%	86.6%
% of non-Indigenous children enrolled that are attending	98.0%	95.6%	97.6%	98.7%	100.0%	98.5%	96.5%	98.0%	97.5%
All children									
Estimated population (4 year olds) ^(d)	93,086	73,196	65,278	20,518	33,160	6,831	3,728	4,799	300,596
Number of children enrolled (4&5 year olds) ^(e)	69,913	77,007	52,803	18,875	32,186	6,717	3,369	5,166	266,036
% children enrolled ^(a)	75.1%	105.2%	81.0%	92.0%	97.1%	98.3%	90.4%	107.6%	88.5%
Number of children attending	68,419	73,565	51,394	18,615	32,176	6,613	3,039	5,060	258,881
% children attending ^(a)	73.5%	100.5%	78.7%	90.7%	97.0%	96.8%	81.5%	105.4%	86.1%
% of children enrolled that are attending	97.9%	95.5%	97.3%	98.6%	100.0%	98.5%	90.2%	97.9%	97.3%

- (a) Some cells report that greater than 100 per cent of children are enrolled or attending. Students may be enrolled and/or attend at more than one school, resulting in double-counting.
- (b) Calculated as the percentage of Aboriginal and Torres Strait Islander children attending over the Estimated Resident Population (ERP). For information on adjustments for 2006 Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the ABS publication, Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021 (Cat.No. 3238.0).
- (c) Calculated as the percentage of Aboriginal and Torres Strait Islander children enrolled.
- (d) ERP figures presented are unpublished numbers based on the 2006 Census and should be treated as indicative.
- (e) Enrolment and attendance counts include children aged 4 and 5 years. Child counts may include some 5 year old children who were enrolled in preschool in the previous year.
- (f) Due to data collection limitations, Queensland data represents episode counts rather than child counts. Episode counts include all instances of preschool programs provided to a child without accounting for duplication in preschool experience. For information on methodologies and concepts of the preschool enrolment data please refer to explanatory notes in the ABS publication, Preschool Education Australia, 2012 (Cat. No. 4240.0).
- Source: 2012 State and Territory Reports based upon Australian Bureau of Statistics (ABS) (unpublished) 2012 National Early Childhood Education and Care Collection; ABS (unpublished) Australian Demographic Statistics (Cat. No. 3101.0); ABS (unpublished) Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Cat. No. 3238.0)

Key messages

The data showed that in 2012:

- 11,237 (81.6 per cent) of Aboriginal and Torres Strait Islander children aged four and five years old were enrolled in a pre-school program across Australia, with an average of 10,460 (93.1 per cent) attending
- In all jurisdictions, except the Northern Territory, more than 90 per cent of Aboriginal and Torres Strait Islander children enrolled in preschool programs attended these programs.

Progress towards target

The performance target seeks to gauge increases in the proportions of Aboriginal and Torres Strait Islander children participating in early childhood education and development and child care services.

Year to year comparison of findings is not possible due to collection, output and processing methodologies being inconsistent across years. As such, it is not possible to assess progress towards the target.

Performance indicator 2

PERFORMANCE
INDICATOR

2

Performance Indicator:

Proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territory measures.

Target:

Aboriginal and Torres Strait Islander students perform at equivalent or better rates to other students enrolled in school on-entry assessment.

Data sources

Issues were encountered in adequately measuring student readiness, both for Aboriginal and Torres Strait Islander students and more generally. Major challenges stem from difficulties defining and measuring 'readiness', resulting in inconsistencies in measurement across jurisdictions. Some jurisdictions do not consider that student readiness should be measured systemically. Many use different school-entry assessment processes.

AEYSOC has therefore endorsed an alternative national measure for Performance Indicator 2 as 'the proportion of students assessed as developmentally on track across four or more domains in the Australian Early Development Index (AEDI)'. These data are not publicly available in the 2012 AEDI report but have been provided through State and Territory Reports for 2012.

Note that there are no further data updates for this indicator, with the 2012 AEDI survey results representing the most current data available for reporting against this indicator.

The 2012 Australian Early Development Index (AEDI) reports on childhood development results across Australia in five domains: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills (school-based); communication skills and general knowledge.

In 2012, the AEDI collected information on 289,973 Australian children (96.5 per cent of all Australian children enrolled in school). The AEDI provides information about how children

have developed by the time they start school, across five domains of early childhood development.

Data issues

There are some issues associated with using the AEDI as a proxy measure, including that:

- Some jurisdictions chose not to participate in the 2009 AEDI process, however the 2012 AEDI process involved all jurisdictions, with over 95 per cent of schools with eligible children participating
- Data are not collected annually, but are captured on a three year cycle—2009, 2012 and 2015--so regular results are not available
- The AEDI domains are broad in nature and cannot be used to directly measure school contributions to child development
- AEDI results are available at the aggregate level for Aboriginal and Torres Strait Islander students, restricting some analysis that may otherwise be possible.

Nonetheless, AEDI provides a good proxy measure of child development.

Presentation of data

Table C4 presents the publicly available results from the 2012 AEDI across five domains for Aboriginal and Torres Strait Islander and non-Indigenous children at the national level.

Table C4 **AEDI SURVEY RESULTS ACROSS FIVE DOMAINS 2012, WITH REFERENCE TO 2009**

Status	Number of children*	Median score	Developmentally vulnerable	Developmentally at risk	Change in proportions "on track" (above 25 th percentile) over time	
			Below the 10th percentile [^] 2012	Between the 10th and 25th percentile [^] 2012	Above 25th percentile 2009	Above the 25th percentile 2012
		0-10	%	%	%	%
Physical health and wellbeing domain						
Indigenous	14,052	9.2	20.4	17.0	60.9	62.6
Non-Indigenous	259,870	9.6	8.7	13.2	78.5	78.1
Social competence domain						
Indigenous	14,041	8.3	18.7	20.7	58.6	60.7
Non-Indigenous	259,493	9.4	8.8	13.9	76.1	77.3
Emotional maturity domain						
Indigenous	13,981	8.2	15.6	19.7	60.3	64.6
Non-Indigenous	258,701	8.8	7.2	13.9	76.3	78.8
Language and cognitive skills (school-based) domain						
Indigenous	14,017	8.1	22.4	19.5	48.1	58.0
Non-Indigenous	259,879	9.6	5.9	10.1	78.5	83.9
Communication skills and general knowledge domain						
Indigenous	14,057	7.5	19.9	22.5	55.8	57.6
Non-Indigenous	259,798	9.4	8.4	16.0	75.9	75.7

Note: Results for children with special needs are not included. If there are a certain number of questions not answered by teachers these children do not contribute to the domain analyses.

[^] The AEDI cut-offs used to determine whether an individual score is 'on-track', 'at risk' or 'vulnerable' were established from the 2009 AEDI data and will remain the same for future data collections.

Source: AEDI 2013 (pp. 16 – 23); AEDI 2010 (pp 15 – 21)

Table C5 shows the percentage of Aboriginal and Torres Strait Islander and non-Indigenous children aged five years old who are considered vulnerable on one or more AEDI domains using the 2009 and 2012 results.

Table C5 **AUSTRALIAN EARLY DEVELOPMENT INDEX — VULNERABILITY OF CHILDREN ON ONE/TWO OR MORE DOMAINS 2009 AND 2012**

Status	Developmentally vulnerable on one or more domain/s#		Developmentally vulnerable on two or more domain/s**	
	Number of children*	%	Number of children*, **	%
2009 Aboriginal and Torres Strait Islander children	11,190	47.4	11,181	29.6
2012 Aboriginal and Torres Strait Islander children	14,011	43.2	14,011	26.0
2009 Non-Indigenous children	235,231	22.4	235,692	11.0
2012 Non-Indigenous children	258,271	20.9	259,264	10.0
2009 Australia	246,421	23.6	246,873	11.8
2012 Australia	272,282	22.0	273,275	10.8

* Results for children with special needs are not included in the results. If there are a certain number of questions not answered by teachers these children do not contribute to the domain analyses.

** The denominator for this calculation may differ from the denominator for 'developmentally vulnerable on one or more domain/s' as there are varying numbers of children with value scores for each summary indicator.

The percentage of children in the community who have at least one or more AEDI domain score/s below the 10th percentile.

The percentage of children in the community who have at least two or more AEDI domain scores below the 10th percentile.

Source: AEDI 2010 (Table 3.6, p. 24) and 2013 (Table 2.6, p. 24).

Table C6 presents the 2009 and 2012 data from States and Territory Reports in relation to the percentage of children that are developmentally on-track against four or more AEDI domains.

There are two figures reported for the 2012 Australian percentage due to reporting differences from States and Territories. In particular, New South Wales and Queensland reported the Australian total figure as 69.1, while other jurisdictions reported it as 70.3. This may indicate different counting methods.

Table C6 **PERCENTAGE OF CHILDREN ASSESSED AS DEVELOPMENTALLY ON TRACK ACROSS FOUR OR MORE DOMAINS IN THE 2012 AEDI – BY STATE AND TERRITORY**

Status	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	AUST
2009 AEDI									
Indigenous	50.7	47.3	40.8	39.5	40.8	56.3	N/A	N/A	42.5
Non-Indigenous	71.2	71.8	42.5	67.5	68.0	68.9	N/A	N/A	68.6
2012 AEDI									
Indigenous	52.8	52.1	47.8	39.7	44.0	54.7	32.8	57.7	47.7
Non-Indigenous	71.3	72.5	64.2	67.9	69.8	70.4	70.5	68.1	69.1 (a) 70.3 (b)

(a) 69.1 per cent, based on data reported by NSW and Qld

(b) 70.3 per cent, based on data reported by Victoria, WA, SA, Tasmania, NT and ACT

Source: Unpublished AEDI data, 2009 and 2012 collections, based on State and Territory 2012 Reports

Key messages

Compared to non-Indigenous children, Aboriginal and Torres Strait Islander children are at least twice as likely to fall below the 10th percentile and be classified as 'developmentally vulnerable'. Aboriginal and Torres Strait Islander children are also more likely than non-

Indigenous children to be between the 10th and 25th percentile and classified as 'developmentally at risk' across each of the five domains.

The national average scores for Aboriginal and Torres Strait Islander children are consistently lower than for non-Indigenous children across all AEDI domains. The gap between Aboriginal and Torres Strait Islander and non-Indigenous children who are 'on-track' (i.e. above the 25th percentile) is largest in the 'language and cognitive skills' and 'communication skills and general knowledge' domains.

Progress towards target

The AEEYSOC revised data measure relates to the proportion of students assessed as developmentally 'on track' across four or more domains in the Australian Early Development Index. Data indicate that on a national basis:

- 47.7 per cent of Aboriginal and Torres Strait Islander students were on-track in 2012 relative to 42.5 per cent in 2009.
- Between 69.1 and 70.3 per cent of non-Indigenous students were on-track in 2012 relative to 68.6 per cent in 2009.

This demonstrates improved results in early childhood development, along with a reduced gap between Aboriginal and Torres Strait Islander and non-Indigenous students.

However, AEDI results suggest that further effort and attention is required, given that Aboriginal and Torres Strait Islander children continue to be at a significantly greater risk of developmental delay than non-Indigenous students across multiple domains.

C.4 Domain Two: Engagement and connections

Performance indicator 3

PERFORMANCE
INDICATOR

3

Performance Indicator:

Proportion of Aboriginal and Torres Strait Islanders with personalised learning strategies in place.

Target:

Increased number of Aboriginal and Torres Strait Islander students involved in personalised learning.

Data sources

Limited data was received from states and territories regarding progress in 2013. Data that was received was not as comprehensive in 2013 as in 2012.

Available data is drawn from state and territory reports and compared to the 2011 baseline data.

Data issues

Care needs to be taken in assessing the number of students with personalised learning strategies in place. The term 'strategies' is deliberately general, given there are a variety of tools that schools can use to implement personalised learning. These include personalised learning plans (PLPs), Individual Learning Plans or system, school or classroom-based databases for monitoring performance (e.g. the OneSchool database in Queensland). It is

therefore challenging to achieve a careful count of the number of students that are covered by personalised learning strategies.

There is no consolidated data regarding the number of students involved in personalised learning, so data presented often focuses on the number of schools involved in promoting personalised learning.

Other data issues associated with this indicator relate to data consistency and comparability. Based on information provided in Table C7, where data is reported:

- Not all jurisdictions report data for each sector (government, Catholic, independent)
- It is not reported in a standardised form and not comparable across jurisdictions.

Presentation of data

Table C7 PROPORTION OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS WITH PERSONALISED LEARNING STRATEGIES IN PLACE, 2011 TO 2013

Jurisdiction	Results achieved
New South Wales	<p>No data received for 2013.</p> <p>The 2012 NSW Report does not provide information for the government, Catholic and independent sectors. Instead, a total figure is reported for all Aboriginal and Torres Strait Islander students in years K-10 with a personalised learning strategy or personalised learning plan in place.</p> <p>Statewide data indicated that 68 per cent of Aboriginal and Torres Strait Islander students across all school sectors had a Personalised Learning Strategy or Personalised Learning Plan in place at the end of 2012, compared with 55 per cent in 2011.</p>
Victoria	<p>No data received for 2013.</p> <p>In 2012, 88 per cent of students in Government schools had Personalised Learning Plans in place, compared with 87 per cent in 2011.</p> <p>In the Catholic sector, 421 Aboriginal and Torres Strait Islander students had Individual Education Plans, compared with 358 students in 2011. The Catholic sector notes that it puts an emphasis on identifying students with higher needs, and uses personalised plans to set goals, strategies and monitor progress on an ongoing basis. PLPs are working documents used to inform the teaching and learning process.</p> <p>Information was not provided in the 2012 Victorian Report for the independent school sector. However, the Report notes that in the Independent sector, teachers are supported to develop appropriate learning strategies, including Individual Learning Plans for students in need.</p>
Queensland	<p>No data received for 2013.</p> <p>Within Queensland government schools, the students database system (OneSchool) allows teachers to monitor individual student achievement, and for comments to be placed on students' files. Teachers access these files to assess personalise learning needs. This essentially means that that 100 per cent of students are involved in personalised learning.</p> <p>In addition, Individualised Learning Plan (ILP) may be developed for students who perform substantially below or above year level expectations. In addition, all students in Years 10, 11 and 12 have a Queensland Senior Education and Training Plan which outlines student aspirations and support needs to assist in them complete Year 12 and/or transition to further education, training and/or employment options.</p> <p>In 2012, there were 45,766 Aboriginal and Torres Strait Islander students recorded in the OneSchool system. Of these students, 9,219 had at least one specific support provision recorded in 2012.</p> <p>In 2012, almost 20 per cent of Catholic schools have personalised learning strategies in place for Aboriginal and Torres Strait Islander students and a significant number of schools are in the process of developing personalised learning strategies.</p> <p>Within the Independent sector, 80 per cent of Aboriginal and Torres Strait Islander students had Personalised Learning Plans in 2012.</p>
South Australia	<p>In South Australia, a personalised learning plan (PLP) can include an Individual Learning Plan (for Aboriginal and Torres Strait Islander students), an Individual Education Plan (for Guardianship of the Minister students) or a Negotiated Education Plan (for students with disabilities). Data collection relies on schools flagging students with a PLP within a schools system. It is believed that the actual percentage of Aboriginal and Torres Strait Islander students with a PLP is higher than reported.</p> <p>In 2011, 3,931 (57.3 per cent) of 6,861 Year 1 to 10 students had a PLP in place.</p> <p>In 2012, 4,398 (62.5 per cent) of 7,043 Year 1 to 10 students had a PLP in place.</p> <p>In 2013, 5,674 (77.6 per cent) of 7,314 Year 1 to 10 students had a PLP in place.</p> <p>No data was provided for the Catholic sector in 2013. Based on 2012 data, 60.5 per cent of students within the Catholic sector (compared with 51 per cent in 2011) had a personalised learning plan in place.</p> <p>No data was provided for the independent sector in 2012. In 2011, approximately 10 per cent of students attending independent schools had personalised learning plans in place.</p>

Jurisdiction	Results achieved
Western Australia	<p>No data received for 2013.</p> <p>All government schools develop personalised learning strategies to ensure programs build upon students' strengths and address skill development at the point of need. In 2012, 59 per cent of Aboriginal and Torres Strait Islander students in Government schools had personalised learning plans in place. Data for 2011 did not outline the number of students with PLPs in place.</p> <p>10 per cent of Aboriginal and Torres Strait Islander students in the Catholic sector were reported as having Personalised Learning Strategies in place in 2011. A figure for 2012 was not provided, due to unreliability of data.</p> <p>In 2012, 40 per cent of students in WA Independent schools had a PLP. In the Centre for Adolescent Recovery and Education (CARE) schools (total of seven schools), who along with Aboriginal Independent Community (AIC) schools enrol the majority of Aboriginal students in independent schools, 100 per cent of Aboriginal students have a PLP. Of the 240 Future Footprints Aboriginal students who attend Perth independent schools, none had PLPs.</p>
Tasmania	<p>No data received for 2013.</p> <p>In 2012, 42 per cent of Aboriginal and Torres Strait Islander students in government schools had or were working towards completing a Personalised Learning Plan. The Department of Education's <i>Closing the Gap in Aboriginal Outcomes 2010-2014: A Tasmanian Strategy for Aboriginal Student Success through School Improvement</i> requires all students to have a PLP by 2014.</p> <p>No information was provided for Catholic or independent schools.</p>
Northern Territory	<p>No data received for 2013.</p> <p>In 2012, the majority of schools in the Northern Territory reported that personalised learning strategies were in place for all students. These identify the specific learning needs of individual students and enable differentiated strategies to be implemented in the classroom. Robust data for personalised learning strategies is not available.</p> <p>In 2012, the Northern Territory's 11 focus schools participating in the Next Steps Initiative received additional funding to work towards implementing personalised learning plans for all Aboriginal and Torres Strait Islander students. Next Steps focus schools' reporting to the Stronger Smarter Institute indicates an increase in personalised learning plans in place over 2012, increasing from 35 per cent of students at the start of 2012 to 72 per cent at the end of 2012.</p> <p>At the end of 2012, 5.1 per cent of Aboriginal and Torres Strait Islander students attending National Partnership Agreement on Stronger Futures in the Northern Territory eligible schools had a Learning and Engagement Plan (LEP) in place. The proportion of students with LEPs will increase over 2013 with the Department of Education and Children's Services (the department) committed to two out of every ten students having a LEP in place by 2015.</p>
Australian Capital Territory	<p>In 2013, 63 ACT public schools had personalised learning plans in place.</p> <p>There has been a strong focus on personalised learning in government schools in recent years. Throughout 2012 the Directorate disseminated information and resources to schools and provided information sessions for the Networks and interested members of the community resulting in a significant increase in the number of Aboriginal and Torres Strait Islander students with personalised strategies in place. No quantitative data was provided.</p> <p>The Archdiocese of Canberra and Goulburn is committed to the implementation of personalised learning plans for all Aboriginal and Torres Strait Islander students from year one to year ten. The personalised learning plans covered student strengths and areas requiring further support to enhance performance. Classroom teachers consulted with parents/caregivers and students in the process of learning plans.</p>

Source: ACIL Allen Consulting, based on State and Territory Reports 2011, 2012 and 2013

Key messages

The proportion of Aboriginal and Torres Strait Islander students across Australia with personalised learning strategies in place grew during the rollout of the Action Plan.

While data cannot be compared between jurisdictions, it can be compared within jurisdictions. Key findings for each jurisdiction are below:

- *New South Wales*: evidence of increases in personalised learning across all sectors from 55 per cent in 2011 to 68 per cent in 2012.
- *Victoria*: evidence of small increases in the presence of PLPs in government schools (87 per cent in 2011 compared to 88 per cent in 2012) and moderate increases in the Catholic sector (358 students in 2011 to 421 in 2012).
- *Queensland*: Implementation of personalised learning is through a student database for all students, with specialised support provided to those substantially above or below expectations. Many Catholic schools are developing strategies, while 80 per cent of independent schools reported having strategies in place in 2012.
- *South Australia*: evidence of growth in the number of students with a PLP in place, from 57.3 per cent in 2011 to 77.6 per cent in 2013. Growth also evidenced in the Catholic sector from 51 per cent in 2011 to 60.5 per cent in 2012.

- *Western Australia*: Available data for 2012 indicated that almost 60 per cent of Aboriginal and Torres Strait Islander students in government schools had a PLP in place.
- *Tasmania*: In 2012, 42 per cent of Aboriginal and Torres Strait Islander students had a PLP in place, with a target to achieve 100 per cent by the end of 2014.
- *Northern Territory*: Personalised learning in place in the majority of schools, with focus on *Next Step* schools and those involved in the *Stronger Futures* policy directions.
- *Australian Capital Territory*: Personalised learning is a focus, with 63 public schools focusing on putting personalised learning plans in place.

Progress towards target

One of the major elements of the Action Plan that has been reaffirmed throughout its implementation is the focus on introducing PLPs. While little evidence was provided by states and territories in 2013, data for 2011 and 2012 indicate an increasing focus on personalised learning for Aboriginal and Torres Strait Islander students.

The *Action Plan* target sought an increase in the number of Aboriginal and Torres Strait Islander students involved in personalised learning. Based on available data, there is evidence across most jurisdictions that the proportion of children involved in personalised learning has increased over recent years.

As an output measure, it remains unclear whether an increased focus on personalised learning will result in improved student outcomes over time.

Performance indicator 4

PERFORMANCE
INDICATOR

4

Performance Indicator:

Proportion of focus schools with a school-community partnership agreement in place.

Target:

Active school-community partnership agreements in place within focus schools.

Data sources

Limited data was received from states and territories regarding progress in 2013. Data that was received was not as comprehensive in 2013 as in 2012.

Available data is drawn from state and territory reports and compared to the 2011 baseline data.

Data issues

Data is not available for all education sectors across all jurisdictions. Data is not reported in a standardised format, with some jurisdictions reporting the number of focus schools that have commenced the development of school-community partnership agreements and other jurisdictions reporting proportions of schools that have agreements in place.

The format of school-community partnership agreements can vary between schools. As identified through the case study process, these may be in the form of Reconciliation Action Plans or other documentation agreed in collaboration with parents and communities.

Presentation of data

Table C8 **FOCUS SCHOOLS WITH A SCHOOL-COMMUNITY PARTNERSHIP AGREEMENT IN PLACE, 2011 TO 2013**

Jurisdiction	Results achieved
New South Wales	<p>No data received for 2013.</p> <p>The NSW Report provides combined information for government, Catholic and independent sectors. In 2012, 40 per cent of focus schools across all sectors (Government, Catholic and Independent) had a school-community partnership agreement in place, compared with 25 per cent in 2011. This figure excludes the 26 new Government-sector focus schools, which commenced in Term 4 2012.</p>
Victoria	<p>No data received for 2013.</p> <p>In 2012, 16 focus schools (13 per cent) had School-Community Partnerships in place. This is an increase from three focus schools in 2011. A further 19 per cent of focus schools have started the process of developing a partnership agreement.</p> <p>Information was not provided in the 2012 Victorian Report for the Catholic and independent school sectors.</p>
Queensland	<p>No data received for 2013.</p> <p>Schools participating in the <i>Focus Schools Next Steps</i> and <i>Investing in Focus Schools</i> initiatives are required to develop school-community partnerships. The 2012 Queensland Report indicates that:</p> <ul style="list-style-type: none"> 100 per cent of schools participating in <i>Focus Schools Next Steps</i> are committed to finalising a school-community Partnership agreement 80 per cent of the 60 schools participating in <i>Investing in Focus Schools</i> have a community partnership agreement in place. The remaining 20 per cent are working with communities to develop an agreement. <p>In 2011 formal school-community partnership agreements were in place in six Catholic schools, with a further 14 schools with Agreements to be finalised. No information was provided for 2012.</p> <p>Four Independent focus schools (80 per cent) had school-community partnerships in place in 2012.</p>

Jurisdiction	Results achieved
South Australia	<p>As at November 2013:</p> <ul style="list-style-type: none"> 37 DECD Focus Schools (35 per cent) have yet to commence formal negotiations with the community on the development of an Agreement. 45 DECD schools (42 per cent) have commenced formal negotiations with the community. 24 DECD Focus Schools (23 per cent) have completed negotiations and have an Agreement. <p>In 2012, of South Australia's 82 focus schools, 24 schools (29 per cent) had commenced a School Community Partnership Agreement and 18 schools (22 per cent) completed the agreement.</p> <p>Catholic Education school communities are being supported by CESA to develop partnerships with Aboriginal and Torres Strait Islander families and local communities. In the independent sector, formal agreements were being developed in preparation for implementation in 2012 – 2013. No data has been received in 2013 to assess implementation.</p>
Western Australia	<p>No data received for 2013.</p> <p>By the end of 2012, of the 69 Government focus schools, 55 per cent had a school-community partnership agreement in place; 35 per cent were in the process of negotiating an agreement; and 10 per cent had not commenced the process. Of the 15 Catholic focus schools, 53 per cent had a completed agreement; 40 per cent were in progress; and one school had not begun negotiations.</p> <p>All Aboriginal Independent Community Schools continue to have school-community partnership agreements in place.</p>
Tasmania	<p>No data received for 2013.</p> <p>In 2012, of the 73 focus schools in Tasmania, 18 per cent had school-community partnership agreements in place (compared with 2.7 per cent in 2011) and 42 per cent were working towards an agreement (down from 60 per cent in 2011). The remaining 40 per cent were yet to commence negotiations.</p>
Northern Territory	<p>No data received for 2013.</p> <p>In 2012, of the 55 Northern Territory government schools:</p> <ul style="list-style-type: none"> 80 per cent had signed school-community partnerships (compared with 69 per cent in 2011) two schools had agreements in draft format 9 schools had negotiations in progress. <p>60 per cent of the five Catholic sector focus schools and one Independent sector focus school had agreements in place.</p>
Australian Capital Territory	<p>In 2013, ten of the 31 focus schools (32 per cent) had a community partnership in place.</p> <p>Based on the 2012 ACT Report, there are a total of 28 ACT schools with school-community partnership agreements in place. Partnership agreements are collaborative agreements between schools and the Aboriginal and Torres Strait Islander school community. Partnership agreements can involve either one school or a cluster of neighbouring schools. For example, the North Canberra cluster of schools, including three focus schools, released their third agreement in August 2012 and there has been a high level of parent/caregiver participation and decision making in organising events and forums.</p> <p>Within the Archdiocese of Canberra and Goulburn schools, Community Partnership Agreements with Aboriginal and Torres Strait Islander families/communities were not formally implemented in 2012. Conversations between community, families and schools are ongoing through meetings related to personal learning plans and cultural programs.</p> <p>In addition, thirteen focus schools implemented Reconciliation Action Plans (RAP). There are 86 government schools in the ACT and the Directorate encouraged each of them to develop a school-community partnership agreement and/or a RAP. For many schools the process of creating a Reconciliation Action Plan is a necessary first step towards developing a school-community partnership agreement. In 2012, 71 per cent of focus schools had a school-community partnership agreement or RAP in place, or both.</p> <p>In 2012 a number of Archdiocese secondary colleges developed RAPs and several primary schools began the process of writing their RAPs in 2013.</p>

Source: ACIL Allen Consulting, based on State and Territory Reports 2011, 2012 and 2013

Key messages

Little data was available for 2013. However, data from 2012, demonstrated that all jurisdictions had made progress in developing and introducing school-community partnership agreements, albeit with variable data in relation to achievements with and across school sectors. Notable findings by the end of 2012 were that:

- Many schools continue to develop partnership agreements – a process that appears to take considerable time and resources to achieve collaboratively within the school community.
- Based on information from Queensland, the impetus for development of school-community partnerships is higher for schools involved in the Next Step program or Investing in Focus Schools, which both mandated the preparation of agreements as a condition of funding.
- Several jurisdictions (e.g. Tasmania and Victoria) have significant further potential for introduction of school-community partnerships, having achieved agreements in less than

20 per cent of focus schools, though both outlined activities towards developing partnerships with schools.

- Progress in Catholic and Independent schools is more difficult to gauge, given that State and Territory Reports did not universally provide this information.

Progress towards target

The target seeks to achieve school-community partnership agreements in focus schools. This presumes that agreements will be introduced at all focus schools. While progress between 2011 and 2012 is clear in the State and Territory Reports, there is little evidence provided in 2013 to enable a judgement about continued change over time. Without such information, it must be concluded that the target for all focus schools to have a partnership agreement in place is not being met.

As an output measure, it remains unclear whether and how the process of developing and agreeing a partnership will result in improved student outcomes over time.

C.5 Domain Three: Attendance

Performance indicator 5

PERFORMANCE
INDICATOR

5

Performance Indicator:

Attendance rates of Aboriginal and Torres Strait Islander and non-Indigenous students.

Target:

Attendance rates of Aboriginal and Torres Strait Islander students are equivalent to non-Indigenous student attendance rates.

Data sources

This indicator uses attendance data from Australian Curriculum Assessment and Reporting Authority (ACARA). This data shares attendance results based on Aboriginal and Torres Strait Islander status, Year level (1–10), and school sector (government, Catholic, independent). The data are not published by ACARA, but was provided to ACIL Allen Consulting by the Queensland Department of Education for reporting purposes.

Data issues

Different methodologies and definitions are used to calculate student attendance rates across sectors and jurisdictions. Attendance data cannot be compared accurately across sectors or jurisdictions, so the tables that follow assess separately attendance at the government, Catholic and independent sectors. For this reason, no national or sectoral comparisons are able to be included.

Data are not able to be assessed based on school location. In addition, attendance data are for all Aboriginal and Torres Strait Islander students and non-Indigenous students. It is therefore not possible to identify attendance rates at focus schools only.

Presentation of data

The 2013 attendance rates for Year 1 to 10 students are provided in Table C9 (government schools), Table C10 (Catholic schools) and Table C11 (independent schools).

A gap analysis of the difference in attendance by Aboriginal and Torres Strait Islander students and non-Indigenous students is presented following the data tables in Figure C1. This is followed by a longitudinal picture of changes in the attendance gap by jurisdiction and year schooling level between 2011 and 2013 (Figure C2).

Table C9 YEAR 1 TO 10 STUDENT ATTENDANCE RATES, GOVERNMENT SCHOOLS, 2013 (PER CENT)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	91	91	91	90	90	87	82	79	75	88	75
Non-Indigenous	95	95	95	95	95	94	94	92	90	89	92	86
All students	95	95	95	95	95	94	93	91	89	88	91	84
VIC												
Indigenous	89	89	89	89	88	88	86	84	80	79	85	81
Non-Indigenous	93	93	94	93	93	93	93	91	90	90	89	87
All students	93	93	93	93	93	93	93	91	90	90	89	86
QLD												
Indigenous	84	86	86	86	86	85	85	83	78	76	na	na
Non-Indigenous	92	93	93	93	93	93	92	92	89	88	na	92
All students	92	92	92	92	92	92	92	91	88	87	na	92
WA												
Indigenous	80	82	82	82	82	80	79	72	64	63	na	na
Non-Indigenous	94	94	94	94	94	94	93	91	89	87	na	95
All students	92	93	93	93	93	93	92	90	87	85	na	95
SA												
Indigenous	81	82	82	84	82	82	81	76	74	72	83	81
Non-Indigenous	93	93	93	93	93	93	92	91	88	88	91	90
All students	92	92	93	93	93	92	92	90	88	87	91	90
TAS												
Indigenous	92	93	93	92	91	92	89	85	82	81	na	na
Non-Indigenous	93	94	94	94	94	94	92	90	89	87	na	na
All students	93	94	94	94	94	94	92	90	88	87	na	na
NT												
Indigenous	71	71	72	72	72	72	68	63	57	56	na	na
Non-Indigenous	92	93	93	93	93	93	92	89	89	87	na	92
All students	82	83	83	83	82	82	79	77	74	74	na	91
ACT												
Indigenous	90	87	89	87	88	87	84	82	76	77	na	na
Non-Indigenous	94	94	94	94	94	93	92	91	89	89	na	na
All students	93	94	94	94	94	93	92	90	88	88	na	na

Notes: Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated. Information on the proportion of unknown/not stated Indigenous status can be found in the National Student Attendance Data Collection DQS.

Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na = not available

Source: ACARA (unpublished) National Student Attendance Data Collection, 2014

Table C10 YEAR 1 TO 10 STUDENT ATTENDANCE RATES, CATHOLIC SCHOOLS, 2013 (PER CENT)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	91	90	92	93	91	91	91	89	89	88	na	na
Non-Indigenous	95	95	95	95	95	95	95	93	93	92	na	na
All students	95	95	95	95	95	95	95	93	92	92	na	na
VIC												
Indigenous	91	91	90	91	90	91	93	88	89	87	na	na
Non-Indigenous	94	94	94	94	94	94	95	94	93	93	na	na
All students	94	94	94	94	94	94	95	94	93	93	na	na
QLD												
Indigenous	90	89	90	90	91	90	90	90	88	87	na	68
Non-Indigenous	94	94	94	94	94	94	94	94	93	92	na	82
All students	94	94	94	94	94	94	94	94	93	92	na	71
WA												
Indigenous	80	82	85	83	79	84	79	81	73	78	na	na
Non-Indigenous	94	95	95	95	95	95	95	94	93	92	na	na
All students	94	94	94	94	94	94	94	93	92	92	na	na
SA												
Indigenous	89	90	92	90	92	90	89	89	91	88	na	83
Non-Indigenous	94	94	95	94	93	94	94	94	93	93	95	93
All students	94	94	94	94	93	94	94	94	93	93	95	93
TAS												
Indigenous	93	94	94	92	93	95	91	92	92	89	na	na
Non-Indigenous	95	95	95	95	95	95	93	92	91	90	na	na
All students	95	95	95	95	95	95	93	92	91	90	na	na
NT												
Indigenous	64	69	69	70	70	70	72	71	69	66	na	na
Non-Indigenous	94	93	94	93	94	93	92	91	90	90	na	na
All students	83	84	84	83	86	84	85	83	82	82	na	na
ACT												
Indigenous	90	92	90	93	91	93	94	92	92	86	na	na
Non-Indigenous	94	94	94	94	94	94	95	94	94	91	na	na
All students	94	94	94	94	94	94	95	94	94	91	na	na

Notes: Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated. Information on the proportion of unknown/not stated Indigenous status can be found in the National Student Attendance Data Collection DQS.

Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na = not available

Source: ACARA (unpublished) National Student Attendance Data Collection, 2014

Table C11 YEAR 1 TO 10 STUDENT ATTENDANCE RATES, INDEPENDENT SCHOOLS, 2013 (PER CENT)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	92	91	90	90	92	90	92	90	86	83	79	89
Non-Indigenous	95	95	95	95	95	95	95	94	94	93	93	90
All students	95	95	95	95	95	95	95	94	94	93	92	90
VIC												
Indigenous	94	95	94	95	94	94	91	88	90	88	64	87
Non-Indigenous	95	95	95	95	95	95	96	95	94	94	95	90
All students	95	95	95	95	95	95	96	95	94	94	95	90
QLD												
Indigenous	87	88	90	89	88	88	90	86	84	84	85	83
Non-Indigenous	95	95	95	95	95	95	95	95	94	94	97	85
All students	95	95	95	95	95	95	95	95	94	93	97	85
WA												
Indigenous	80	83	81	87	88	85	87	84	77	70	na	27
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	100	45
All students	94	94	94	95	95	95	95	94	93	92	100	36
SA												
Indigenous	90	88	90	90	88	89	88	86	86	89	89	na
Non-Indigenous	95	95	95	95	95	95	94	94	94	93	92	94
All students	95	95	95	95	95	95	94	94	94	93	92	94
TAS												
Indigenous	92	95	93	95	94	93	94	92	92	85	na	na
Non-Indigenous	94	95	95	95	95	95	95	94	94	94	85	91
All students	94	95	95	95	95	95	95	94	94	93	85	91
NT												
Indigenous	69	75	65	70	74	78	74	75	75	73	na	15
Non-Indigenous	94	93	94	94	94	94	94	93	92	92	na	81
All students	90	91	90	90	91	91	89	88	88	87	na	23
ACT												
Indigenous	86	89	89	93	94	91	91	92	86	85	na	na
Non-Indigenous	94	95	95	95	95	94	94	93	92	91	na	na
All students	94	95	95	95	95	94	94	93	92	91	na	na

Notes: Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated. Information on the proportion of unknown/not stated Indigenous status can be found in the National Student Attendance Data Collection DQS.

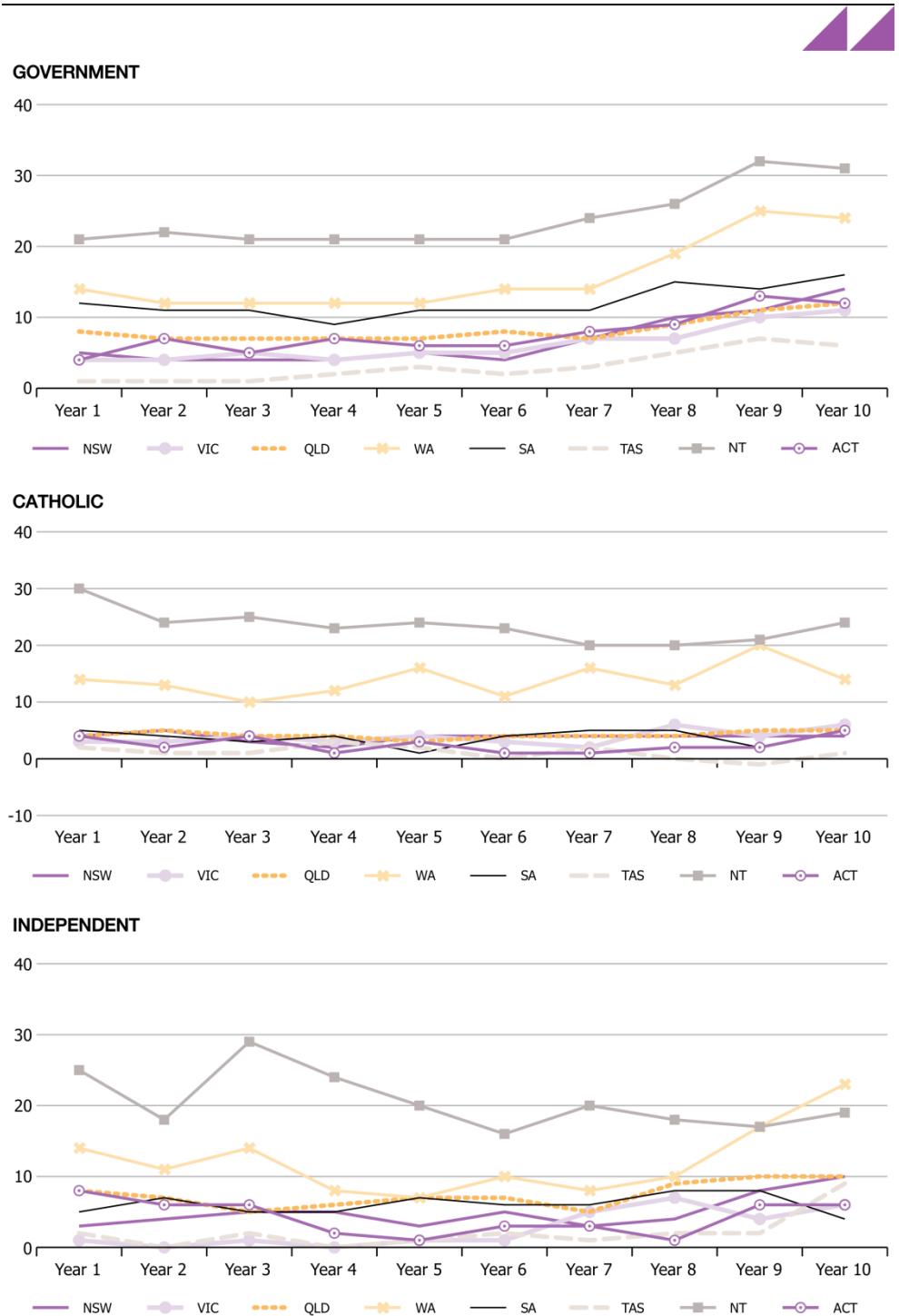
Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na = not available

Source: ACARA (unpublished) National Student Attendance Data Collection, 2014

Figure C1 **GAP BETWEEN ABORIGINAL AND TORRES STRAIT ISLANDER STUDENT AND NON-INDIGENOUS STUDENT ATTENDANCE RATES, 2013**



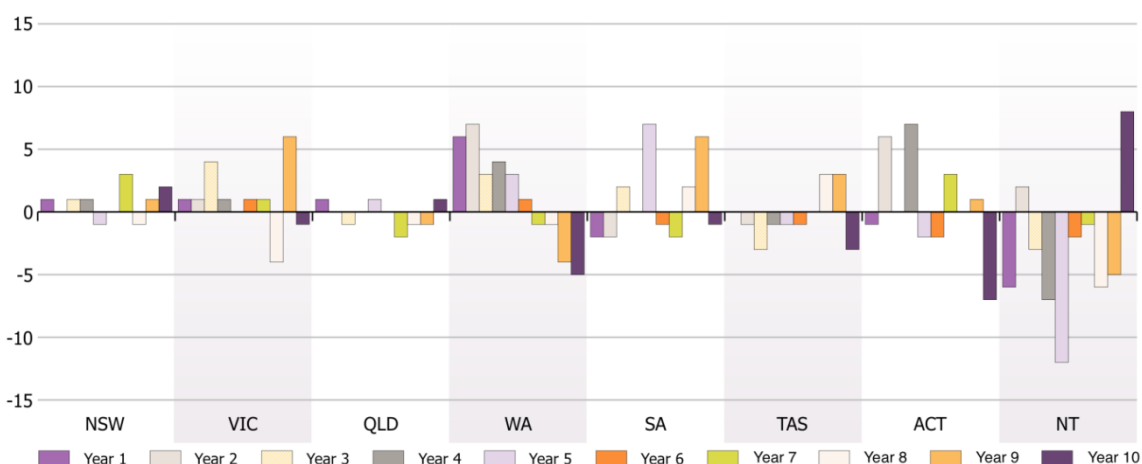
Source: ACARA, Student Attendance Data Collection, 2014 (unpublished)

Figure C2 **CHANGES IN THE ATTENDANCE GAP BETWEEN ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS AND NON-INDIGENOUS STUDENTS, 2011 TO 2013**

GOVERNMENT



CATHOLIC



INDEPENDENT



Source: ACARA (unpublished) National Student Attendance Data Collection 2014

Key messages

There remain gaps in the attendance rates between Aboriginal and Torres Strait Islander and non-Indigenous students across almost all year levels in each school sector.

The attendance data for 2013 (Figure C1) show:

- High levels of volatility across year levels, particularly in jurisdictions with lower numbers of Aboriginal and Torres Strait Islander students
- Consistently lower rates of attendance, and larger attendance gaps, in the Northern Territory and Western Australia in the government, Catholic and independent school sectors than other jurisdictions, likely reflecting challenges associated with remoteness
- That the attendance gap between Aboriginal and Torres Strait Islander and non-Indigenous students in government schools is relatively stable at the primary levels (to Year 6) but grows incrementally from Year 7 to 10 in most jurisdictions.

Findings from Figure C2 demonstrate the changes in the attendance gap between 2011 and 2013. This demonstrates highly variable results by jurisdiction and school sector. By jurisdiction:

- *New South Wales*: the gap widened by one percentage point in many government schools, and was mixed in Catholic and independent sectors.
- *Victoria*: the gap closed only in Year 7 in government schools, and was equal or worse for other year levels. The Catholic schools experienced a general widening of the gap, as did the independent school sector, aside from in Years 1 and 2.
- *Queensland*: the gap closed in the government school system in most year levels by 1-2 percentage points, and by more than this in the independent sector, though the Catholic sector was relatively stable.
- *Western Australia*: government schools maintained or closed the gap in attendance, aside from Year 2. Gaps in the Catholic sector consistently expanded at the primary school level, but grew at the secondary level. The independent sector experienced mixed results.
- *South Australia*: the gap widened for government schools in Years 3,4 and 9, but closed between Years 6 and 8. Catholic schools experienced some widening in Year 5 and 9, but marginally closed or maintained the gap at other year levels. The independent school sector was largely stable.
- *Tasmania*: for government schools, the gap was reduced in four year levels, offset by four year levels in which the gap increased. Catholic schools usually managed to close the gap, with exceptions in Years 8 and 9. Independent schools had mixed results, slightly closing the gap overall.
- *Northern Territory*: Aside from Year 1, government schools maintained or closed the gap, with significant improvements of 5-6 percentage points in Year 9 and Year 10. Catholic schools also achieved positive results, aside from Year 10. Independent schools had variable success in closing the gap, with some large increases in the gap of 7-11 percentage points, offset by many gains of 5-10 percentage points.
- *Australian Capital Territory*: government schools closed the gap, in general, at primary levels, but increased the gap at secondary levels. Catholic schools saw some significant increases in the gap at Year 2 and 4, but closed the gap by over 5 percentage points for Year 10 students. Independent schools were successful in making large gains of 5-12 percentage points in many year levels.

Progress towards target

The target for this performance is for attendance rates of Aboriginal and Torres Strait Islander students to be equivalent to non-Indigenous students. In calculating achievement of this result across 240 year levels (Y1-Y10), jurisdictions (8) and school sectors (3), there are a total of 240 categories of attendance. Results over the course of the evaluation identified a degree of change over time in the findings.

- In 2011, the target was achieved in 18 of 240 categories, predominantly in the independent school sector in the ACT, where seven year levels (Y1,2,3,6,7,9&10) showed equal or better attendance rates, and Tasmania, where three schools (Y2,3&5) exceeded non-Indigenous attendance rates. The target was also met in the independent school sector in Victoria (Y1&2) and in the Catholic system in ACT (Y6&Y10) and Tasmania (Y2,3,6 and 10).
- In 2012, the target was achieved in 13 of 240 age cohorts, again including five year levels in the independent school sector in the ACT (Y2,4,5,7&10), Tasmania (Y3,5,7,8&10), South Australia (Y10) and Victoria (Y9). The only Catholic school to meet the target was Year 1 in Tasmania. No year levels in government schools met the target, although Y2&Y3 in Tasmania were only one percentage point shy of non-Indigenous attendees.
- In 2013, the target was achieved in only 7 of 240 age categories, including three year levels in Tasmanian Catholic schools (Y6,8&9), two year levels in independent schools in Tasmania (Y2&4) and two in Victoria (Y2&4). No year levels in government schools met the target, although Y1,Y2&Y3 in Tasmania were only one percentage point shy of non-Indigenous attendees.

On an Australia-wide basis, there remain significant gaps in attendance between Aboriginal and Torres Strait Islander and non-Indigenous students across all schooling sectors. While gaps are smaller in the primary years, they grow across all jurisdictions and schooling sectors through secondary years.

Performance indicator 6

PERFORMANCE INDICATOR

6

Performance Indicator:

Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.

Target:

All compulsory school-aged Aboriginal and Torres Strait Islander students are enrolled in school.

Data sources

The data sources used to report against this indicator are:

- Primary data:
 - ABS Cat. No. 4221.0 (Schools, Australia, 2011) – NSSC Table 42b: Full-time and part-time students 2006-2011(released March 2012)
 - ABS Cat. No. 3101.0 (Australian Demographic Statistics) – Table 8: Estimated resident population, by age and sex – at 30 June 2011
 - ABS Cat. No. 3238.0 (Experimental estimates and projections of Aboriginal and Torres Strait Islander Australians (2006 - 2021) – Series B
- Alternative source of historical data on enrolment to population ratio:

- Report on Government Services (RoGs) reports: data on the proportion of the 6–15 year old population enrolled in school (Aboriginal and Torres Strait Islander children). Enrolment to population ratio data are available for 2006 and from 2008 to 2010 from the 2010 and 2012 RoGS.

The 2013 enrolment to population data is not available for inclusion in this report. An ABS investigation concluded that there are concerns regarding the quality of enrolment to population data. Specifically, the rates for most states and territories exceeded 100 per cent, primarily as a result of model difference in the data sources. The denominator is sourced from the Estimated Resident Population series while the numerator is sourced from National Schools Statistics Collection (NSSC). The ABS is working to develop a substitute measure in the future.

Given the data inconsistencies, 2010 enrolment to population data obtained from RoGS is reported.

Data issues

Data issues that arise from using the ABS datasets for reports against this indicator are detailed below.

- ABS Cat. No. 4221.0 (Schools, Australia, 2013) – NSSC Table 42b: Full-time and part-time students 2006-2013 (released February 2014):
 - Data includes students who cross state and territory boundaries to attend school, which can result in the number of students exceeding population numbers and hence enrolment to population ratios may exceed 100 per cent.
- ABS Cat. No. 3101.0 (Australian Demographic Statistics) – Table 8: Estimated resident population, by age and sex—at 30 June 2013:
 - States and territories have been provided a special release dataset from the ABS. The evaluation team has not been provided access to these data. Attempts to derive findings using resident population data from a different release dates resulted in inconsistencies between evaluation calculations and State and Territory Reports.
- ABS Cat. No. 3238.0 (Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021) – Series B:
 - Data on the projected population of Aboriginal and Torres Strait Islander Australians from 2006 to 2021, by single year age, are not publicly available. Data that are publicly available are for five-year age groups.
 - States and territories have been provided a special release dataset from the ABS. The evaluation team has not been provided access to these data. Attempts to derive findings using this data result in inconsistencies between calculations and reports to be provided through the State and Territory Reports.
 - There are uncertainties in these data, hence the estimates and projections presented in this publication are referred to as experimental. For example, the Indigenous population estimates for 30 June 2006, on which the estimates and projections are based, may be subject to errors that cannot be adjusted in the population estimates compilation process. In addition, the use of assumptions on future levels of fertility, mortality and migration to obtain population projections add further uncertainty.

Presentation of data

Data presented in Table C12 outlines the number of students aged 6 to 15 enrolled in school in 2010.

Table C12 PROPORTION OF CHILDREN AGED 6–15 YEARS ENROLLED IN SCHOOL, 2010

	Unit	NSW	VIC	QLD	WA	SA	TAS	ACT (c)	NT	AUST
Aboriginal and Torres Strait Islander Children										
Number of children aged 6–15 years enrolled in school (f)	no.	40,858	8,245	39,353	18,998	7,490	4,572	1,114	13,360	133,990
Total 6–15 year old population (b) (g)	no.	38,231	8,291	38,000	17,209	7,006	4,417	1,026	15,086	129,308
Proportion of 6–15 year old population enrolled in school	%	106.9	99.4	103.6	110.4	106.9	103.5	108.6	88.6	103.6
Non-Indigenous Children										
Number of children aged 6–15 years enrolled in school (d) (f)	no.	841,853	654,803	543,096	270,115	188,340	60,134	44,908	18,654	2,621,903
Total 6–15 year old population (e) (g)	no.	858,028	659,671	552,574	276,649	189,487	60,380	40,971	19,140	2 657 227
Proportion of 6–15 year old population enrolled in school	%	98.1	99.3	98.3	97.6	99.4	99.6	109.6	97.5	98.7
All Children										
Number of children aged 6–15 years enrolled in school (f)	no.	882,711	663,048	582,449	289,113	195,830	64,706	46,022	32,014	2,755,893
Total 6–15 year old population (g)	no.	896,259	667,962	590,574	293,858	196,493	64,797	41,997	34,226	2,786,535
Proportion of 6–15 year old population enrolled in school	%	98.5	99.3	98.6	98.4	99.7	99.9	109.6	93.5	98.9

(a) Includes children enrolled full-time or part-time in 2008. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

(b) 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 and adjusted for net undercount. The extent of undercoverage of Aboriginal and Torres Strait Islander Australians in the 2006 Census and the relatively small sample size of the Post Enumeration Survey to adjust for that undercoverage means the estimates should be interpreted with caution. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and ABS population statistics can also result in rates that exceed 100 per cent. See '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 Indigenous population, see explanatory notes in the publication Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021 (Cat. no. 3238.0).

(c) The Australia total is the sum of all state and territory estimates, "Other territories" are excluded. Jervis Bay and Norfolk Island are also excluded (from ACT and NSW).

(d) Non-Indigenous enrolments include those for whom Indigenous status is not known.

(e) 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.

(f) School data includes children enrolled full time or part time in 2009 and 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.

(g) 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 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.

Source: Report on Government Services 2012, 4A School Education Attachment, Table 4A.97

Key messages

Enrolment to population ratios for six out of eight jurisdictions exceeded 100 per cent in 2010. This indicates that there are issues with the dataset, possibly resulting from students enrolled in multiple schools during a given year, such as through movement across state and territory borders.

Progress towards target

This target seeks to gauge whether all compulsory school-aged Aboriginal and Torres Strait Islander students are enrolled in school. Due to data issues, performance against this target is unable to be assessed.

Performance indicator 7

PERFORMANCE INDICATOR

7

Performance Indicator:

Retention rates for Aboriginal and Torres Strait Islander students.

Target:

Increased retention rates for Aboriginal and Torres Strait Islander students.

Data sources

The apparent retention rate provides an indicative measure of the number of school students who have stayed in school during a designated grade or sequence of years of schooling. It is expressed as a percentage of the respective cohort group relative to the population in that year, based on an expectation that all students will progress each year.

The year ranges reported under this indicator are for retention between Year 7/8 to Year 10 and between Year 7/8 to year 12. As such, this only measures secondary school retention.

The data source used to report on this indicator is ABS Cat. No. 4221.0, NSSC Table 64a: Apparent Retention Rates (ARR) — by state and territory, affiliation, sex, year range and years (1997 to 2013).

Data issues

Care should be taken when interpreting apparent retention rates, as the calculation does not take into account a range of factors including:

- Student progression at a faster or slower than expected rate
- Students changing between full-time or part-time schooling
- Migration (interstate/international) or inter-sector (affiliation) transfer
- Enrolment policies (which contribute to different age/grade structures between states and territories).

The comparability of rates is also affected by:

- Variation in the number of students leaving school to undertake alternative education and training pathways, such as vocational education and training (VET)
- Variation in the minimum workload for full-time students.

Changes are more pronounced among small populations and cohorts, such as for Aboriginal and Torres Strait Islander students.

These factors can result in the apparent retention rates exceeding 100 per cent in some jurisdictions and years.

A more detailed explanation of the data limitations and comparability issues relating to apparent retention rates is available under the Explanatory Notes section for ABS Cat. No. 4221.0 Schools Australia 2013, available on the ABS website.

Presentation of data

Table C13 shows the apparent retention rates for all state and territories from 1997 to 2013 for year range Year 7/8 to Year 10. Table C14 presents the apparent retention rates for all state and territories from 1997 to 2013 for year range Year 7/8 to Year 12. These results are shown in graphic format in the sections that follow.

Table C13 APPARENT RETENTION RATES FOR YEAR 7/8 TO YEAR 10 BETWEEN 1997 AND 2013, ALL SECTORS

Year	NSW		VIC		QLD		SA		WA		TAS		NT		ACT		AUST	
	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig
2013	105.6	100.8	104.3	101.9	100.4	102.1	98.1	104.0	89.8	103.0	102.6	99.2	74.9	91.0	100.9	101.5	98.1	101.7
2012	106.6	100.5	100.2	101.3	97.9	101.7	101.0	103.6	90.9	104.8	101.1	98.5	75.9	94.8	96.3	102.6	98.4	101.4
2011	106.1	100.9	95.0	100.8	97.5	101.6	102.0	103.2	92.4	102.2	115.2	100.3	83.3	92.5	106.7	101.2	98.7	101.3
2010	98.0	99.4	90.7	101.3	99.6	102.0	99.2	103.0	90.7	103.0	110.8	100.0	81.0	95.2	96.4	100.6	95.8	101.0
2009	87.6	97.6	80.4	100.2	97.8	101.7	98.0	103.0	91.2	103.3	107.3	99.2	75.0	97.1	97.4	99.3	90.9	100.1
2008	85.1	97.8	81.7	99.0	97.3	102.1	95.6	101.8	94.5	102.9	103.5	100.1	71.9	96.3	78.4	99.3	89.8	99.9
2007	84.0	97.4	88.3	98.8	95.8	101.4	87.6	101.7	96.2	102.4	99.8	99.6	81.8	91.4	102.4	97.8	90.5	99.4
2006	83.7	96.8	91.1	98.3	96.9	100.9	82.0	100.6	96.6	102.4	100.7	99.8	89.4	90.9	88.9	98.8	91.3	98.9
2005	80.2	96.8	81.2	98.1	91.8	100.4	86.7	99.5	92.8	101.6	103.2	100.0	91.2	95.5	101.2	99.1	88.3	98.6
2004	81.2	97.1	81.1	97.5	90.2	100.9	81.9	98.7	90.2	101.2	107.0	99.1	68.9	93.1	98.5	99.8	85.8	98.5
2003	82.1	97.6	74.8	98.2	94.9	101.1	83.5	98.5	94.0	100.7	105.8	98.5	61.0	93.7	91.2	99.4	87.2	98.9
2002	83.7	97.6	81.5	97.9	93.3	100.8	77.1	95.5	89.8	100.8	108.3	99.7	61.3	84.6	118.3	99.9	86.4	98.5
2001	83.1	97.3	83.4	98.3	91.9	100.5	78.0	95.2	89.7	101.3	105.1	97.7	57.7	90.5	84.1	99.6	85.7	98.4
2000	80.7	96.9	85.2	97.6	92.7	100.6	74.0	95.1	85.8	100.5	95.3	97.0	48.6	91.5	88.1	98.2	83.0	98.0
1999	81.6	97.4	83.0	97.2	88.0	99.5	72.3	95.9	86.5	100.8	115.3	96.7	43.4	91.0	88.1	95.8	82.0	97.9
1998	84.8	97.0	88.9	97.0	89.5	98.7	65.1	94.8	82.0	100.6	106.8	96.7	53.1	88.5	87.7	98.2	83.1	97.5
1997	76.3	97.1	94.7	96.8	89.9	99.4	67.5	94.3	81.0	100.9	108.3	96.3	48.7	92.1	120.0	99.9	80.6	97.6

Source: ABS Cat. No. 4221.0, NSSC Table 64a - Apparent Retention Rates (ARR) - by state and territory, affiliation, sex, year range and years (1997 to 2013)

Table C14 APPARENT RETENTION RATES FOR YEAR 7/8 TO YEAR 12, 1997 AND 2013, ALL SECTORS

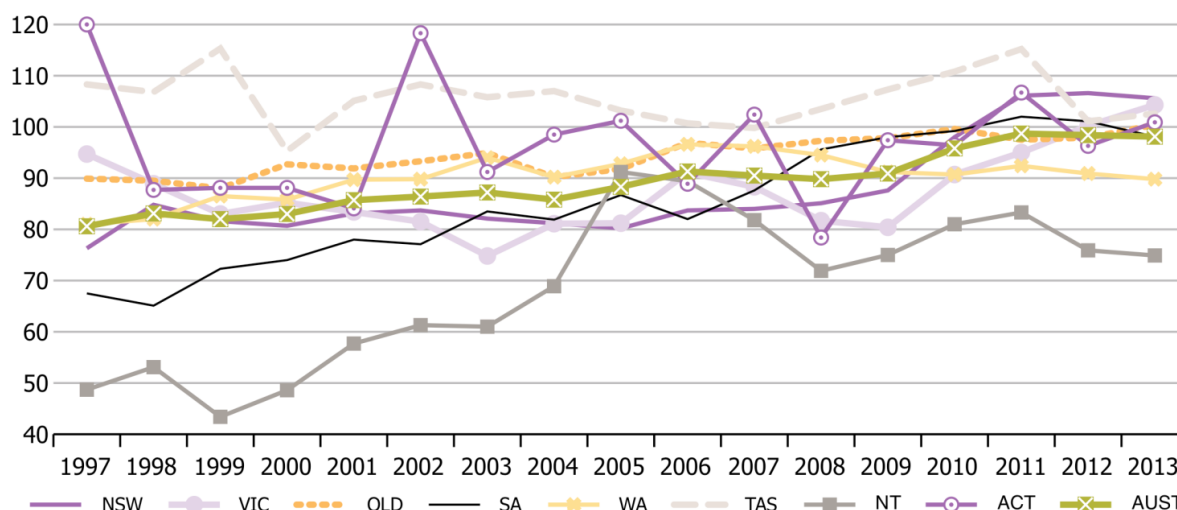
Year	NSW		VIC		QLD		SA		WA		TAS		NT		ACT		AUST	
	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig	Indigen ous	Non- Indig
2013	49.5	77.9	55.1	84.0	65.3	86.6	76.9	91.1	49.5	84.4	54.7	69.6	36.1	69.6	68.5	92.0	55.1	82.9
2012	47.2	76.2	51.1	82.5	62.1	85.2	69.4	89.5	41.2	82.1	45.7	69.2	32.7	71.5	63.1	90.4	51.1	81.3
2011	42.9	75.9	46.9	82.4	60.5	84.5	68.4	86.9	40.3	81.0	44.7	71.6	32.9	71.0	76.3	89.6	48.7	80.7
2010	38.6	73.9	41.8	81.5	62.3	83.8	62.1	82.6	42.9	80.7	43.4	73.0	29.8	69.3	58.8	91.4	47.2	79.4
2009	36.7	72.6	43.4	80.5	58.0	81.0	56.0	79.3	39.7	77.3	39.7	65.4	34.5	66.2	69.5	87.2	45.4	77.3
2008	36.1	70.8	46.4	79.7	61.3	79.1	48.2	75.2	42.7	75.8	36.7	66.8	49.7	64.8	53.1	85.8	47.2	75.6
2007	34.0	70.9	46.1	80.4	56.5	79.8	43.9	73.6	29.5	72.9	45.5	66.7	45.9	68.3	59.8	85.6	42.9	75.6
2006	30.6	71.8	38.4	80.2	54.3	80.2	37.5	72.4	31.3	74.2	40.1	66.3	40.5	66.0	59.1	89.2	40.1	76.0
2005	31.1	72.3	41.4	80.9	54.1	81.3	33.3	71.8	28.8	75.1	47.8	68.2	37.9	66.7	60.3	87.9	39.5	76.6
2004	31.7	72.3	36.5	81.4	56.7	82.4	34.1	69.0	27.0	75.1	59.0	77.3	30.2	69.3	88.3	88.5	39.8	76.9
2003	31.9	71.5	37.1	81.7	55.9	82.8	28.5	68.1	26.3	73.5	55.8	76.0	25.6	67.1	67.1	90.1	39.1	76.5
2002	30.6	70.9	34.8	81.2	55.9	82.5	32.0	67.6	24.9	76.2	56.8	73.5	20.0	65.0	69.5	88.3	38.0	76.3
2001	30.3	69.1	36.5	79.5	52.1	80.2	31.0	67.2	23.3	74.4	47.6	69.6	18.6	62.5	47.5	89.8	35.7	74.5
2000	33.9	68.3	33.7	77.5	52.3	78.4	24.2	66.3	23.1	73.7	44.0	70.8	18.9	59.6	61.4	87.4	36.4	73.3
1999	30.4	68.4	43.7	76.3	50.8	78.6	21.7	68.0	19.9	74.0	44.4	67.6	23.0	62.3	96.7	92.5	34.7	73.2
1998	31.4	67.9	42.6	76.1	50.3	78.4	18.4	67.7	19.8	73.5	35.6	63.2	11.4	60.1	100.0	90.9	32.1	72.7
1997	32.1	67.9	46.6	76.5	47.2	79.1	19.5	67.8	19.7	74.0	48.9	58.8	9.4	62.0	90.3	91.7	30.9	72.9

Source: ABS Cat. No. 4221.0, NSSC Table 64a - Apparent Retention Rates (ARR) - by state and territory, affiliation, sex, year range and years (1997 to 2013)

Retention rates Year 7/8 to Year 10

Figure C3 demonstrates the apparent retention rates for Aboriginal and Torres Strait Islander students between Year 7/8 to Year 10 between 1997 and 2013.

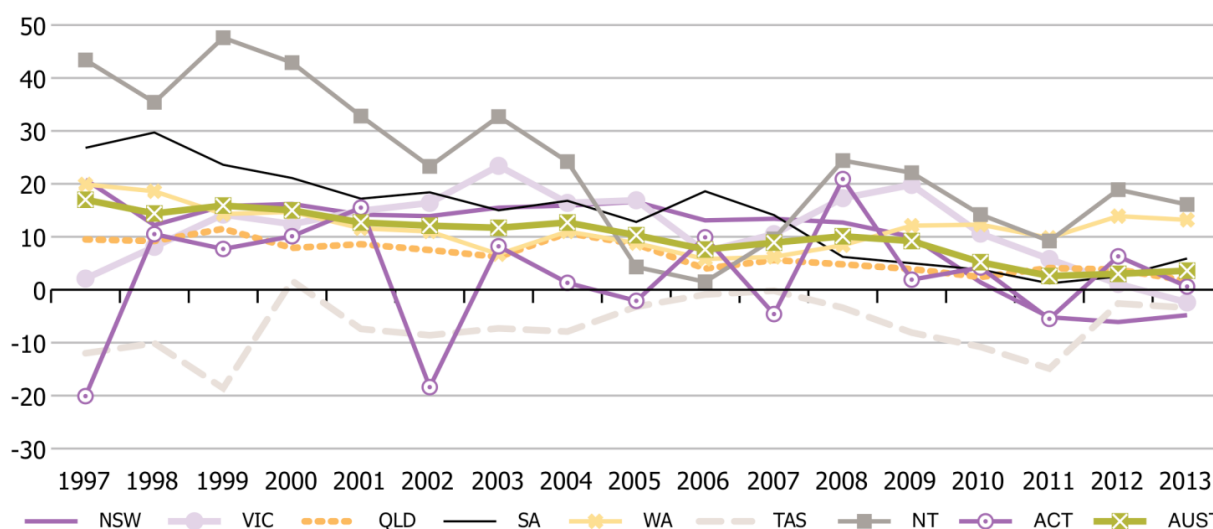
Figure C3 **APPARENT RETENTION RATES OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS – YEAR 7/8 TO YEAR 10, 1997 TO 2013**



Source: ABS Cat. No. 4221.0, NSSC Table 64a - Apparent Retention Rates (ARR) - by States and Territories, Affiliation, Sex, Year Range and years (1997 to 2013)

Figure C4 shows the difference between the apparent retention rates of Year 7/8 to Year 10 for non-Indigenous versus Aboriginal and Torres Strait Islander students over the 1997 to 2013 period. A positive gap indicates that the apparent retention rate for non-Indigenous students exceeds that of Aboriginal and Torres Strait Islander students.

Figure C4 **GAP IN APPARENT RETENTION RATES BETWEEN ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS RELATIVE TO NON-INDIGENOUS STUDENTS – YEAR 7/8 TO YEAR 10, 1997 TO 2013**



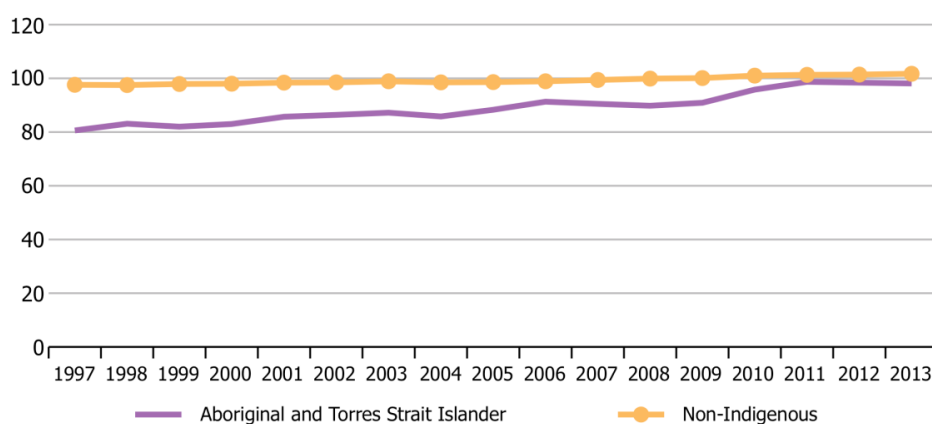
Source: ABS Cat. No. 4221.0, NSSC Table 64a - Apparent Retention Rates (ARR) - by States and Territories, Affiliation, Sex, Year Range and years (1997 to 2013)

The apparent retention rates for non-Indigenous students progressing from Year 7/8 to Year 10 were relatively stable over the 1997 to 2013 period. This reflects very gradual improvements in retention among non-Indigenous students during this period.

In contrast, retention rates for Aboriginal and Torres Strait Islander students increased over the same period, though a slight decrease was observed in 2012. This reflects a more rapid improvement in retention among Aboriginal and Torres Strait Islander students during the 1997 to 2012 period, relative to non-Indigenous students.

As a result, the gap in retention is dropping, as demonstrated by gradual reductions in the Australia-wide gap between Aboriginal and Torres Strait Islander and non-Indigenous students in Figure C4. This is demonstrated further in Figure C5.

Figure C5 **NATIONAL APPARENT RETENTION RATES FOR ABORIGINAL AND TORRES STRAIT ISLANDER AND NON-INDIGENOUS STUDENTS – YEAR 7/8 TO YEAR 10, 1997 TO 2013**

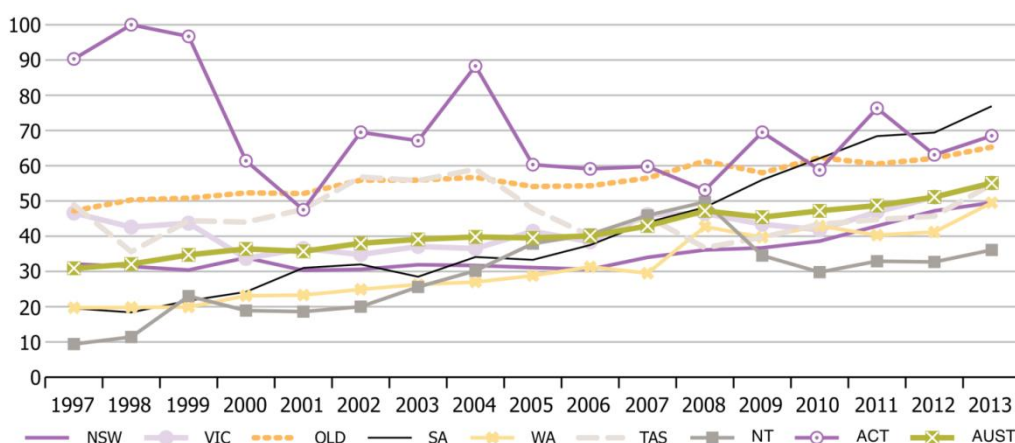


Source: ABS Cat. No. 4221.0, NSSC Table 64a - Apparent Retention Rates (ARR) - by States and Territories, Affiliation, Sex, Year Range and years (1997 to 2013)

Retention rates Year 7/8 to Year 12

Figure C6 shows an increase in the apparent retention rates of Aboriginal and Torres Strait Islander students for Year 7/8 to Year 12 for most states and territories.

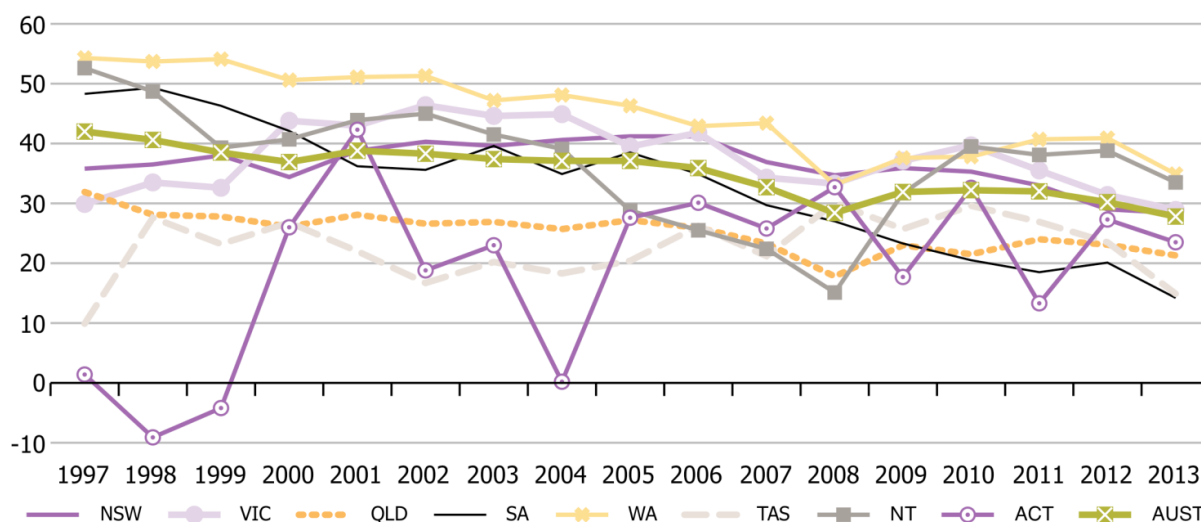
Figure C6 **APPARENT RETENTION RATES OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS – YEAR 7/8 TO YEAR 12, 1997 TO 2013**



Source: ABS Cat. No. 4221.0, NSSC Table 64a - Apparent Retention Rates (ARR) - by States and Territories, Affiliation, Sex, Year Range and years (1997 to 2013)

Figure C7 shows the gap between the retention rates of non-Indigenous students relative to Aboriginal and Torres Strait Islander students moving from Year 7/8 to Year 12 during the 1997 to 2013 period.

Figure C7 GAP IN APPARENT RETENTION RATES BETWEEN ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS RELATIVE TO NON-INDIGENOUS STUDENTS – YEAR 7/8 TO YEAR 12, 1997 TO 2013

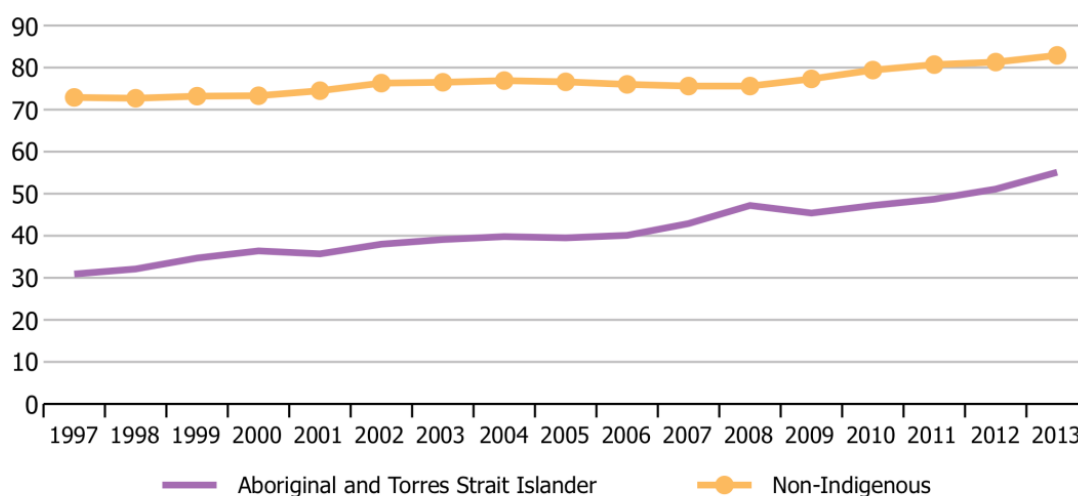


Note: The gap is calculated as the apparent retention rates of non-Indigenous students less the apparent retention rates of Aboriginal and Torres Strait Islander students.

Source: ABS Cat. No. 4221.0, NSSC Table 64a - Apparent Retention Rates (ARR) - by States and Territories, Affiliation, Sex, Year Range and years (1997 to 2013)

At a national level, Figure C8 shows that the apparent retention rates for non-Indigenous students progressing from Year 7/8 to Year 12 have been relatively stable over the 1997 to 2013 period, but that retention rates for Aboriginal and Torres Strait Islander students have been increasing over the same period. This increase has been gradual.

Figure C8 NATIONAL APPARENT RETENTION RATES FOR ABORIGINAL AND TORRES STRAIT ISLANDER AND NON-INDIGENOUS STUDENTS – YEAR 7/8 TO YEAR 12, 1997 TO 2013



Source: ABS Cat. No. 4221.0, NSSC Table 64a - Apparent Retention Rates (ARR) - by States and Territories, Affiliation, Sex, Year Range and years (1997 to 2013)

Key messages

Care should be taken in the interpretation of apparent retention rates, given challenges associated with monitoring retention.

While both sets of retention rates (for Year 7/8 to Year 10 and for Year 7/8 to Year 12) generally demonstrated improvements amongst Aboriginal and Torres Strait Islander students, the real retention rates of Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 were significantly higher than for Year 7/8 to Year 12.

Nonetheless, growth in retention rates of Aboriginal and Torres Strait Islander students over recent years through to Year 12 reflect an increasing level of achievement. In particular, the 2013 dataset shows significant jumps nationally in retention to Year 12 among Aboriginal and Torres Strait Islander students. Notably, retention to Year 12 jumped by 4 percentage points (to a high of 55.1 per cent) from 2012 to 2013. This consolidated on increases of 2.4 percentage points (to 51.1 per cent) between 2011 and 2012.

The 15 year time-series data demonstrate that incremental change is achievable. The gaps in retention rates for Year 7/8 to Year 10 and Year 12 both demonstrated a gradual reduction between Aboriginal and Torres Strait Islander students and non-Indigenous students.

Based on 2013 national data:

- 98.1 per cent of Aboriginal and Torres Strait Islander students progressed from Year 7/8 to Year 10, relative to 101.7 per cent of non-Indigenous students. This represents a significant increase from 80.6 per cent of Aboriginal and Torres Strait Islander students and 97.6 per cent of non-Indigenous students in 1997.
- 55.1 per cent of Aboriginal and Torres Strait Islander students progressed from Year 7/8 to Year 12, relative to 82.9 per cent of non-Indigenous students. This represents a marked increase from 30.9 per cent of Aboriginal and Torres Strait Islander students and 72.9 per cent of non-Indigenous students progressing in 1997.

Closer examination of the gap between the retention rates of non-Indigenous and Aboriginal and Torres Strait Islander students indicates that while there remains a gap, it is decreasing. At the national level, a significant improvement in reducing the gap between the retention rates of Year 7/8 to Year 10 has been made between 1997 and 2013. Results demonstrate that the positive gap has closed from 17 per cent in 1997 to 3.5 per cent in 2013 (reduction of 13.5 per cent).

A similar trend is observed in the gap between the retention rates of Year 7/8 to Year 12 non-Indigenous and Aboriginal and Torres Strait Islander students over the same period, where the gap decreased from 42 per cent in 1997 to 27.8 per cent in 2012 (reduction of 14.2 per cent).

A further notable finding is that in 2012 and 2013, the majority of states and territories demonstrated a sharp decrease in the apparent retention rates between Year 7/8 and Year 10 relative to 2011. This may indicate the introduction of adapted counting methodologies.

Progress towards target

Based on historical data, the target is being met.

The data presented demonstrate improvements in apparent retention rates for Aboriginal and Torres Strait Islander students over time, including since the introduction of the Action Plan in 2010, both as a group and relative to non-Indigenous students.

While there have been improvements in the results achieved by both Aboriginal and Torres Strait Islander and non-Indigenous students, improvement among Aboriginal and Torres Strait Islander students has been accelerated, albeit from a lower starting point.

Performance indicator 8

PERFORMANCE
INDICATOR

8

Performance Indicator:

Grade progression ratios for Aboriginal and Torres Strait Islander students.

Target:

Increased grade progression ratios for Aboriginal and Torres Strait Islander students.

Data sources

The data used to report against this indicator are found in ABS Cat. No. 4221.0 NSSC Table 63a Apparent Retention Rates by Single Year (grade) - by states and territories, Affiliation, Sex, Year, Age, Indigenous Status and Years (1997 to 2013).

The grade progression ratios are derived using full-time student counts in ABS Cat. No. 4221.0 NSSC Table 40a Full-time students - by states and territories, Affiliation, Sex, Year, Age, Indigenous Status and Years (1997 to 2013).

Data issues

The grade progression ratios derived from NSSC Table 40a do not track individual students through their final years of secondary schooling. The ratio measures the total number of full-time students in a designated year (e.g. Year 12 in 2013) divided by the total number of full-time students in a previous year (e.g. Year 11 in 2012).

Care should be taken when interpreting the ratios, as the following factors are not taken into account in the calculation:

- Part-time students
- Ungraded students
- Students repeating a year of schooling
- Movements between schools and systems or across states and territories
- Net changes to a school or systems population.

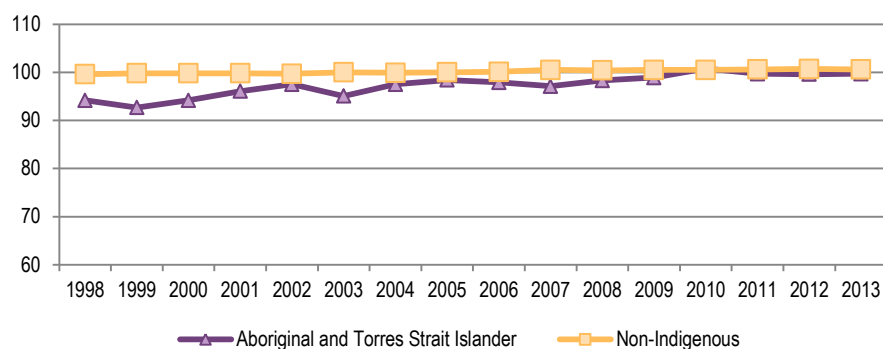
These factors may result in ratios exceeding 100 per cent.

Presentation of data

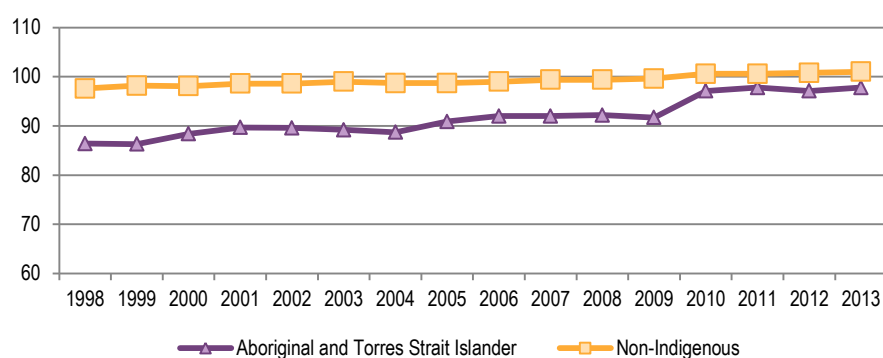
The grade progression ratios over the period 1997 to 2013 for Aboriginal and Torres Strait Islander students and non-Indigenous students for Year 8 to 9, Year 9 to 10, Year 10 to 11 and Year 11 to 12 are presented in Figure C9. Note that the earliest year for which derivation of the ratio can be drawn is 1998, based on data from 1997.

Figure C9 NATIONAL GRADE PROGRESSION RATIOS –1997 TO 2013

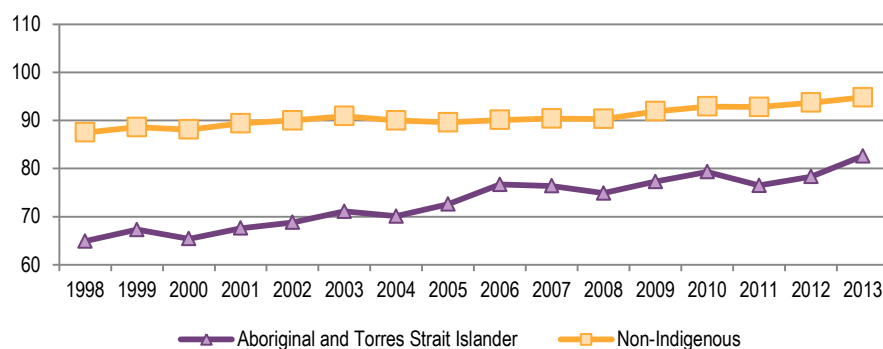
YEAR 8 TO YEAR 9



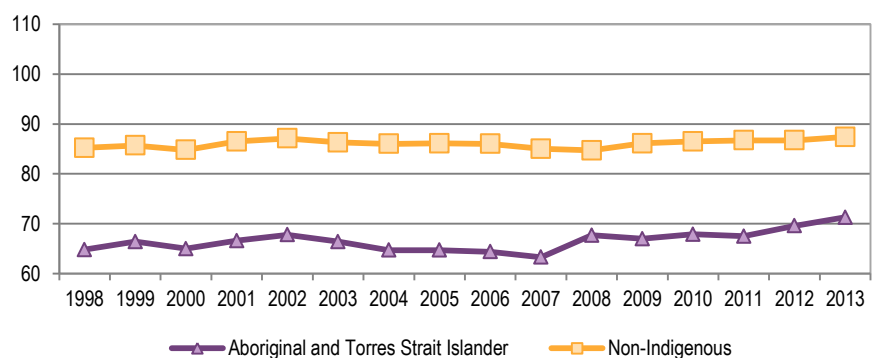
YEAR 9 TO YEAR 10



YEAR 10 TO YEAR 11



YEAR 11 TO YEAR 12



Source: ABS Cat. 4221.0 NSSC Table 40a Full-time students - by States and Territories, Affiliation, Sex, Year, Age, Indigenous Status and Years (1997 to 2013)

Key messages

At a national level the following trends are observed.

- Grade progression between Year 8 and Year 9 has been relatively stable since 2010, with Aboriginal and Torres Strait Islander and non-Indigenous students separated by less than one percentage point. High grade progression ratios in these years suggest that most students make the transition from Year 8 to Year 9.
- Grade progression between Year 9 and Year 10 has been characterised by a closing of the gap between Aboriginal and Torres Strait Islander and non-Indigenous students since 1998. However, the gap has remained consistent since 2010. Outcomes for Aboriginal and Torres Strait Islander students have remained stable at between 97.1 per cent and 97.8 per cent since 2010.
- Grade progression between Year 10 and Year 11 has traditionally been lower for Aboriginal and Torres Strait Islander students than non-Indigenous students. In 1998, this gap reached 22.6 percentage points, with only 65 per cent of Aboriginal and Torres Strait Islander students progressing beyond Year 10. By 2013, Aboriginal and Torres Strait Islander students achieved their highest grade progression rate, with 82.6 per cent retained. This compares to 94.8 among non-Indigenous students.
- Grade progression between Year 11 and Year 12 is showing gradual improvement, albeit from a low base. The gap between Aboriginal and Torres Strait Islander students and non-Indigenous students was relatively constant at 17-19 percentage points between 2008 and 2012. In 2013, this gap decreased to 16.1 per cent, with 71.3 per cent of Aboriginal and Torres Strait Islander students progressed. This compares to a record high of 87.4 for non-Indigenous students.

Progress towards target

While the discussion above focuses on the gap between Aboriginal and Torres Strait Islander and non-Indigenous students, the target seeks to achieve grade progression ratio increases for Aboriginal and Torres Strait Islander students. Based on historical data, the grade progression ratios for Aboriginal and Torres Strait Islander students have been steadily increasing at all levels, demonstrating successful achievement of the target.

The changes between 2010 and 2013 reflect achievements during the period of the Action Plan. Results demonstrate that grade progression ratios for Aboriginal and Torres Strait Islander students changed in the following ways:

- Year 8 to Year 9: decrease in grade progression ratio of 1.1 percentage point from 100.8 per cent in 2010 to 99.7 per cent in 2013
- Year 9 to Year 10: increase in grade progression ratios of 0.7 percentage point from 97.1 per cent in 2010 to 97.8 per cent in 2013
- Year 10 to Year 11: increase in grade progression ratios of 3.3 percentage points from 79.3 per cent in 2010 to 82.6 per cent in 2013
- Year 9 to Year 10: increase in grade progression ratios of 3.4 percentage points from 67.9 per cent in 2010 to 71.3 per cent in 2013.

Most positively, for each transition point, grade progression rates in 2013 exceeded those for 2012 for Aboriginal and Torres Strait Islander students. This shows incremental movement towards closing the gap and achieving greater numbers of Year 12 completions over time.

PERFORMANCE
INDICATOR

9

C.6 Domain Four: Literacy and numeracy

Performance indicator 9

Performance Indicator:

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

Target:

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

Data sources

The data source used to report on this indicator is available from ACARA through the National Assessment Program – Literacy and Numeracy (NAPLAN) webpage. This indicator shows the results for students meeting the national minimum standard in Year levels 3, 5, 7 and 9 in the learning domains of reading, persuasive writing and numeracy, by state and territory, by Aboriginal and Torres Strait Islander status and geo-location (MCEECDYA geographical location classification).

The national minimum standard describes the skills and understandings of students at various years of schooling in a specific subject areas or domain. The national minimum standard is set at band 2 for Year 3, band 4 for Year 5, band 5 for Year 7 and band 6 for Year 9. These standards represent increasingly challenging skills and require increasingly elevated scores on the NAPLAN scale. Students that are exempted from participating in NAPLAN are deemed not to have met the national minimum standard in NAPLAN data compilation.

Students who do not achieve the national minimum standard in any year level may need intervention and support to help them achieve the literacy and numeracy skills they require to progress satisfactorily through their schooling. Students who do meet the national minimum standard may also require additional assistance to maintain their progress in line with minimum standards at higher age groups.

Data issues

Nationally consistent data are available from ACARA. The confidence intervals (reading, persuasive writing and numeracy) and progress points (reading and numeracy) for each state and territory in 2013 across all year levels were sourced from the Department of Education. Due to the change in the nature of the writing test in 2011, new progress points are being developed for persuasive writing but are not available.

Analysis of the data was conducted at the national level. Analysis at the state and territory level will be available in the 2013 state and territory annual reports.

Assessment against the target in the Action Plan is difficult for two reasons:

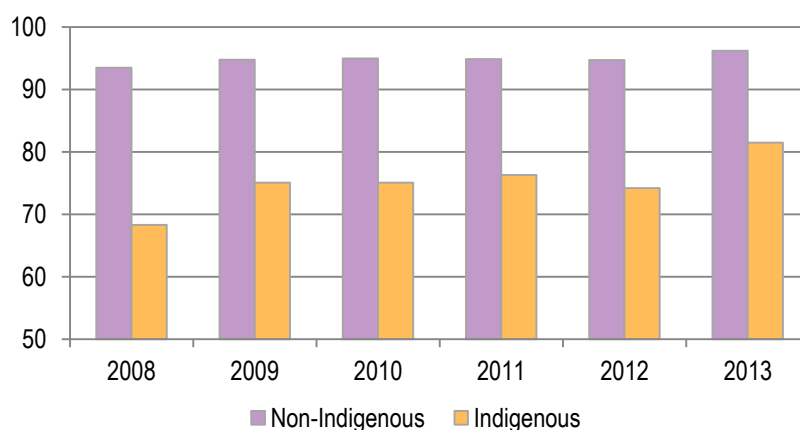
- The base year for comparison of the gap to future years is 2008, which falls outside the Action Plan implementation period.
- The target seeks to halve the gap by 2018, although the Action Plan is being delivered to the end of 2014. It is unclear whether there is an interim goal to be achieved by 2014.

Presentation of data

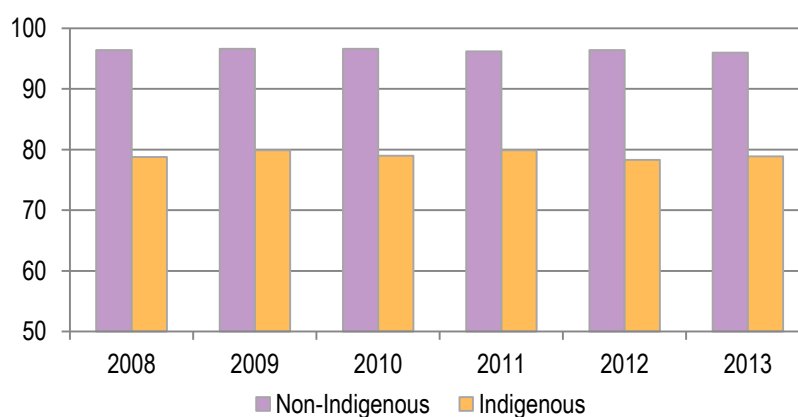
The NAPLAN results show the proportion of Aboriginal and Torres Strait Islander and non-Indigenous students meeting the national minimum standard in reading, persuasive writing and numeracy. Data are presented in Figure C10 for Year 3, Figure C11 for Year 5, Figure C12 for Year 7; and Figure C13 for Year 9.

Figure C10 **PROPORTION OF YEAR 3 ABORIGINAL AND TORRES STRAIT ISLANDER AND NON-INDIGENOUS STUDENTS MEETING THE NATIONAL MINIMUM STANDARD, AUSTRALIA, 2008 TO 2013**

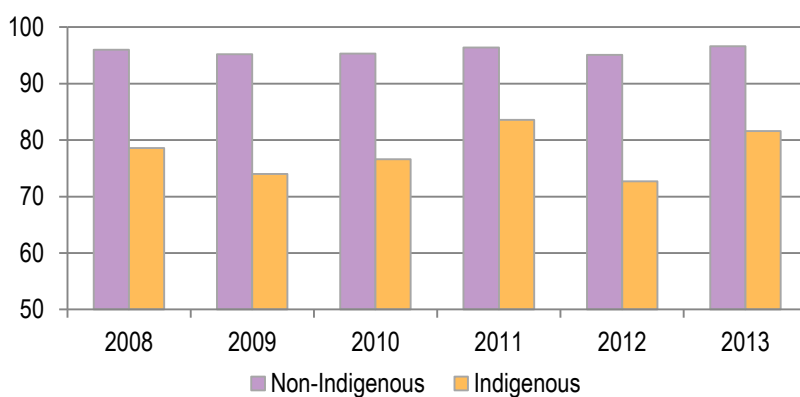
READING



WRITING



NUMERACY



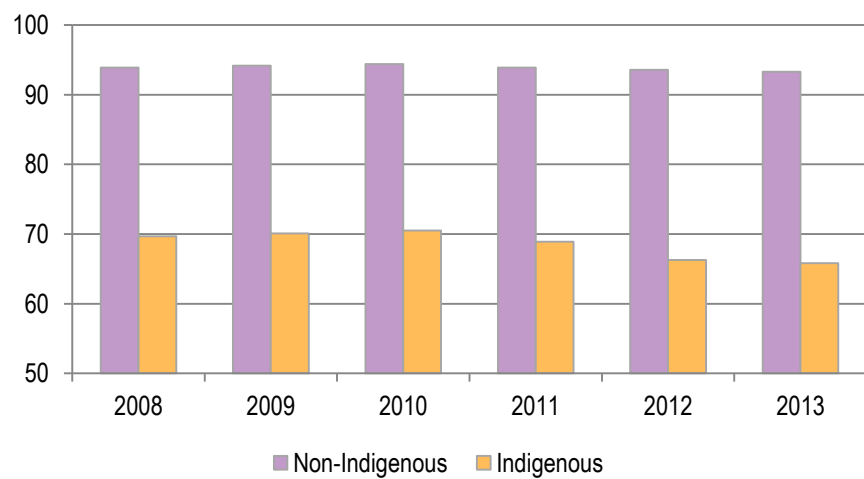
Source: ACARA 2009-2014

Figure C11 **PROPORTION OF YEAR 5 ABORIGINAL AND TORRES STRAIT ISLANDER AND NON-INDIGENOUS STUDENTS MEETING THE NATIONAL MINIMUM STANDARD, AUSTRALIA, 2008 TO 2013**

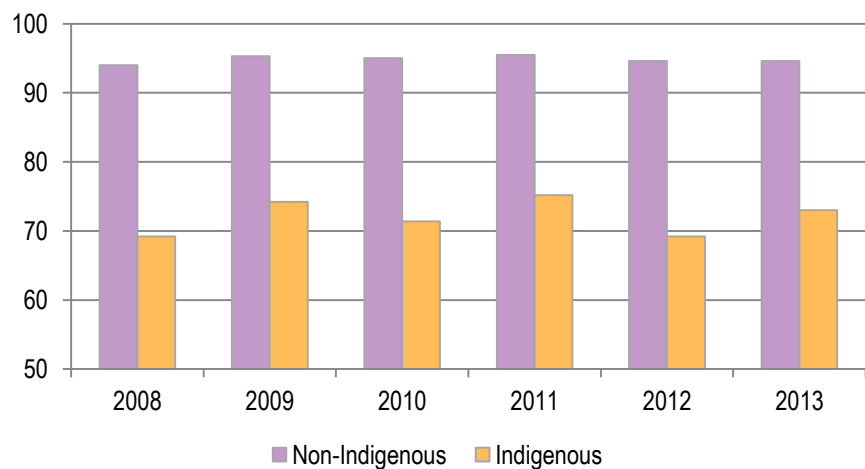
READING



WRITING



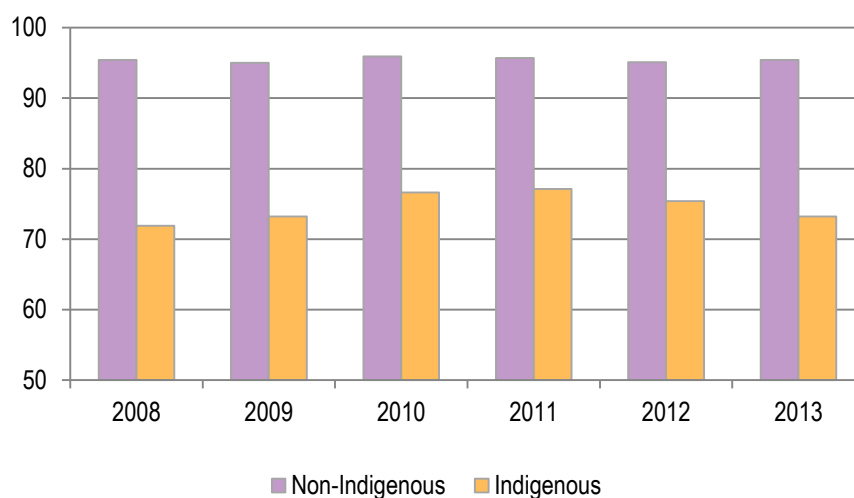
NUMERACY



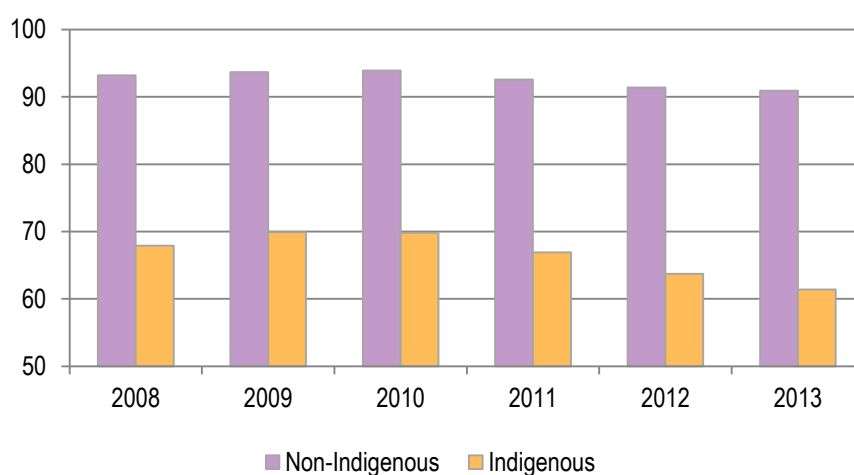
Source: ACARA 2009-2014

Figure C12 **PROPORTION OF YEAR 7 ABORIGINAL AND TORRES STRAIT ISLANDER AND NON-INDIGENOUS STUDENTS MEETING THE NATIONAL MINIMUM STANDARD, AUSTRALIA, 2008 TO 2013**

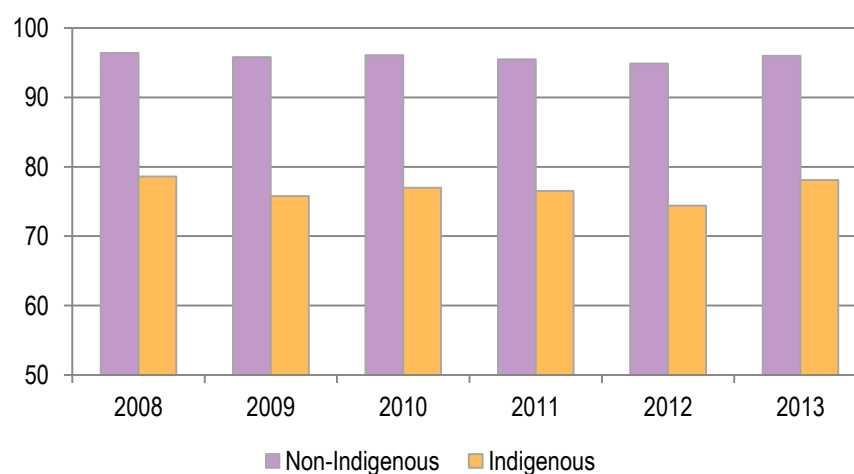
READING



WRITING



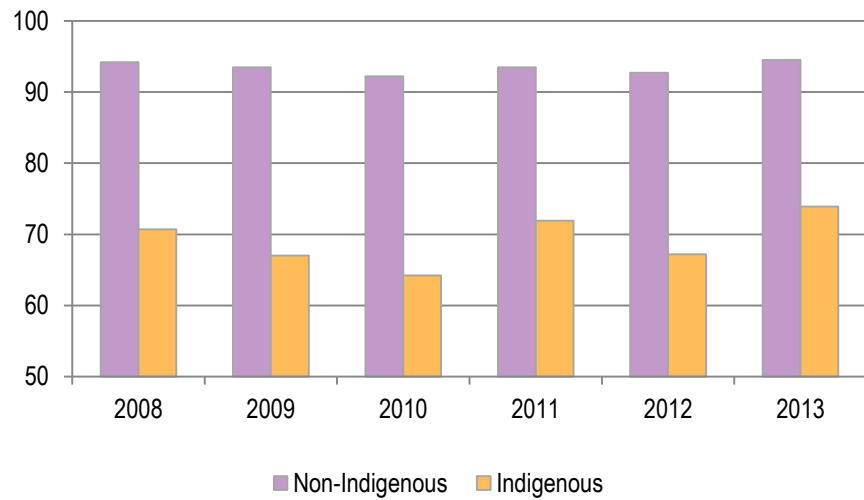
NUMERACY



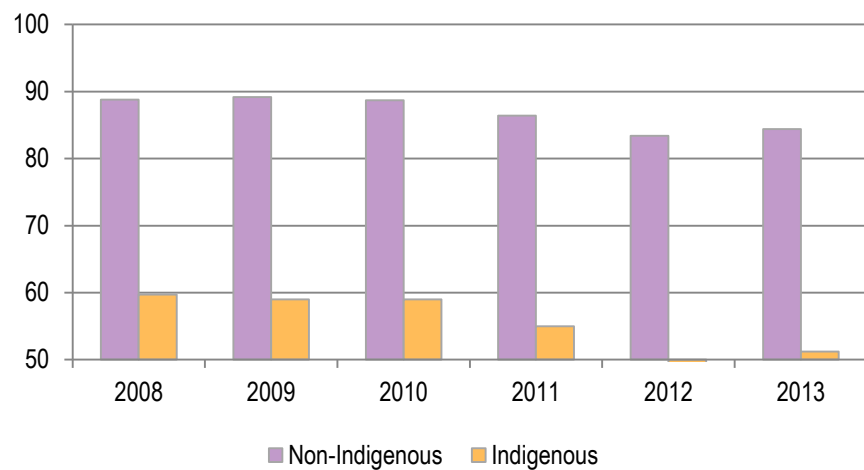
Source: ACARA 2009-2014

Figure C13 **PROPORTION OF YEAR 9 ABORIGINAL AND TORRES STRAIT ISLANDER AND NON-INDIGENOUS STUDENTS MEETING THE NATIONAL MINIMUM STANDARD, AUSTRALIA, 2008 TO 2013**

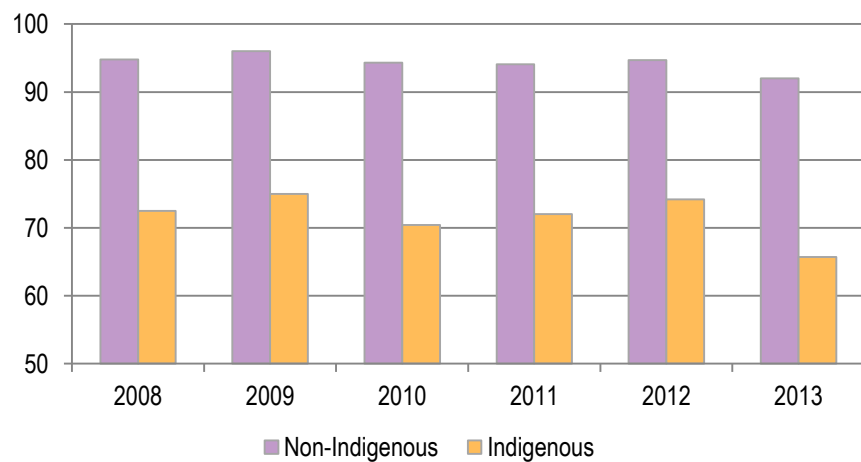
READING



WRITING



NUMERACY



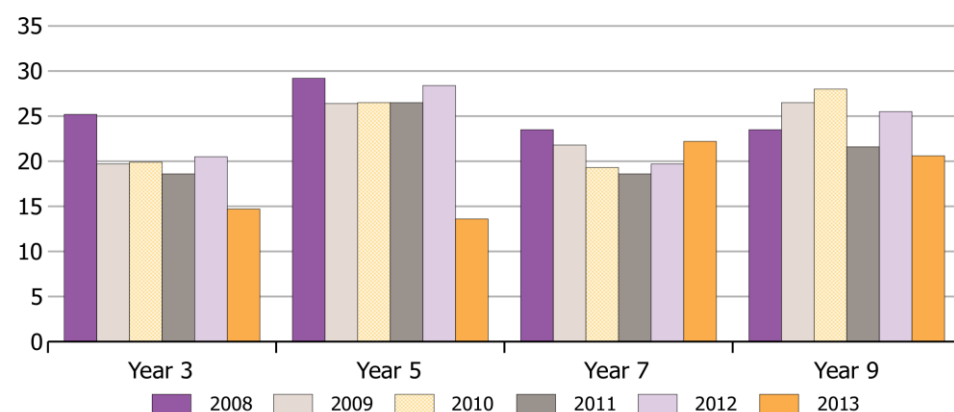
Source: ACARA 2009-2014

Aboriginal and Torres Strait Islander status

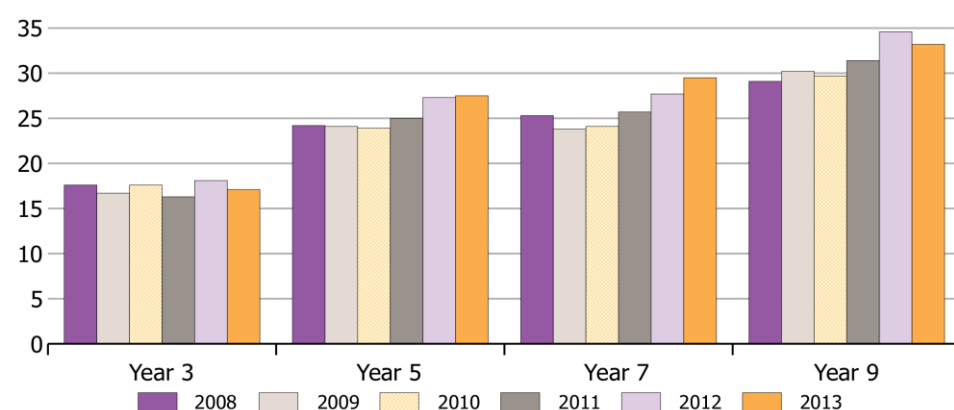
The gaps between the proportion of Aboriginal and Torres Strait Islanders and non-Indigenous students meeting minimum national standards in reading, writing and numeracy from 2008 to 2013 are shown in Figure C14.

Figure C14 **NATIONAL GAP ANALYSIS BETWEEN ABORIGINAL AND TORRES STRAIT ISLANDER AND NON-INDIGENOUS STUDENT ACHIEVEMENT, 2008 TO 2013**

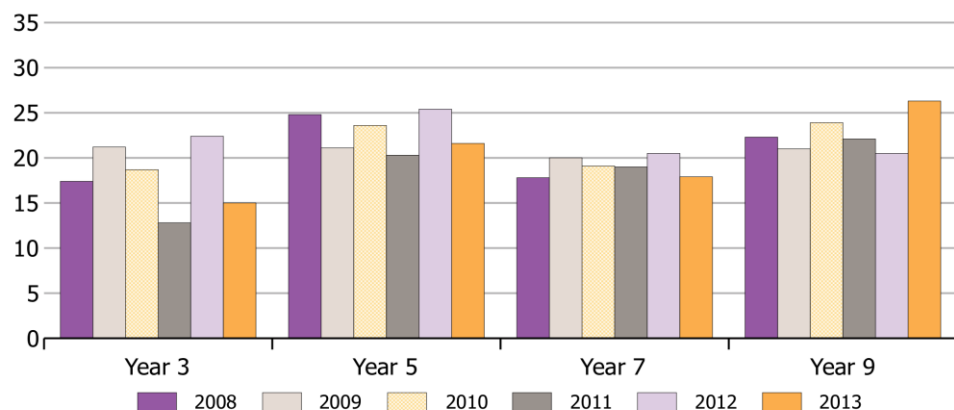
READING



WRITING (NARRATIVE FROM 2008 TO 2010, PERSUASIVE FROM 2011)



NUMERACY



Source: ACARA 2009-2014

Cohort analysis

Cohort analysis was also performed on the dataset, with results presented in Table C15. The analysis compares the difference in the gap between Aboriginal and Torres Strait Islander students and non-Indigenous students as they age. For example, students in Year 3 in 2008 can be monitored in Year 5 in 2010. Similarly, the same group of students in Year 5 in 2010 can be monitored in Year 7 in 2012.

Table C15 **NATIONAL COHORT ANALYSIS OF GAPS**

Cohort	Reading			Writing*			Numeracy		
	Year 3-5	Year 5-7	Year 7-9	Year 3-5	Year 5-7	Year 7-9	Year 3-5	Year 5-7	Year 7-9
Even year cohort									
2008-10	1.3	-9.9	4.5	NA	NA	NA	6.2	-5.7	6.1
2010-12	8.5	-6.8	6.2	NA	NA	NA	6.7	-3.1	1.4
Odd year cohort									
2009-11	6.8	-7.8	-0.2	NA	NA	NA	-0.9	-2.1	2.1
2011-13	-5	-4.3	2	11.2	4.5	7.5	8.8	-2.4	7.3

Purple shading and orange shading indicate cohorts with results across multiple year ranges.

* As the writing test changed from narrative writing to persuasive writing in 2011, cohort analysis of gaps for persuasive writing is only available for 2011-13.

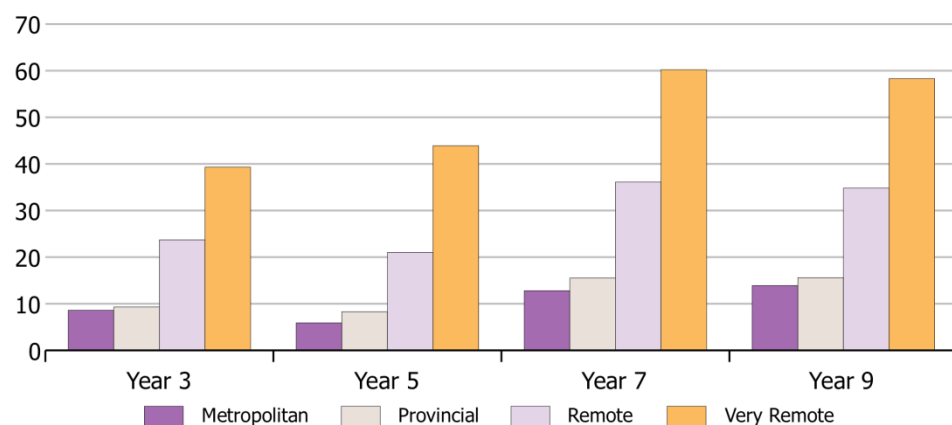
Source: ACIL Allen Consulting 2014

Geo-location

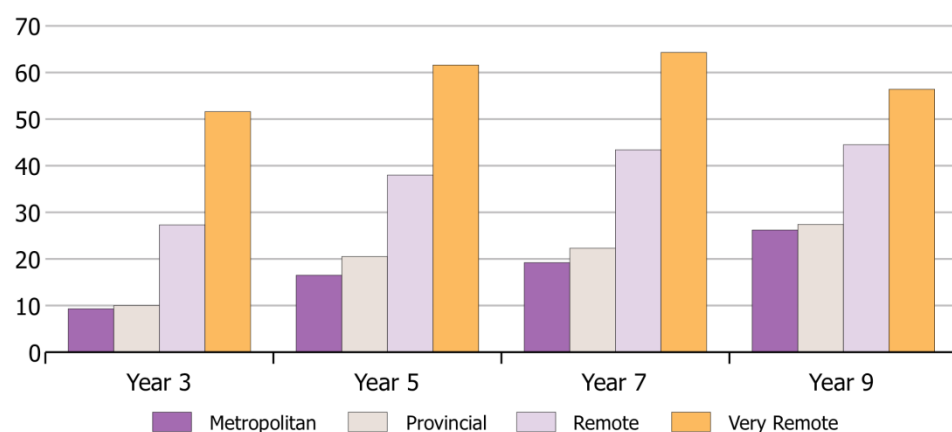
Figure C15 shows the difference in achievement between geo-locations.

Figure C15 **GAP ANALYSIS AT THE NATIONAL LEVEL BY GEO-LOCATION FOR 2013**

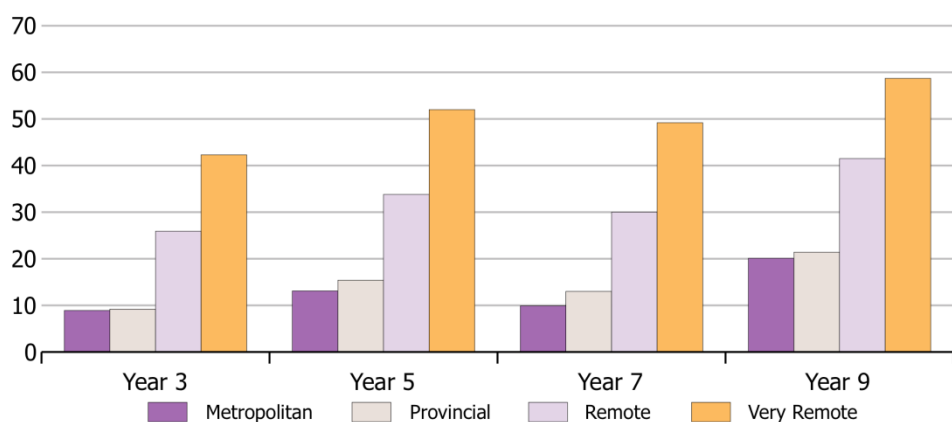
READING



PERSUASIVE WRITING



NUMERACY

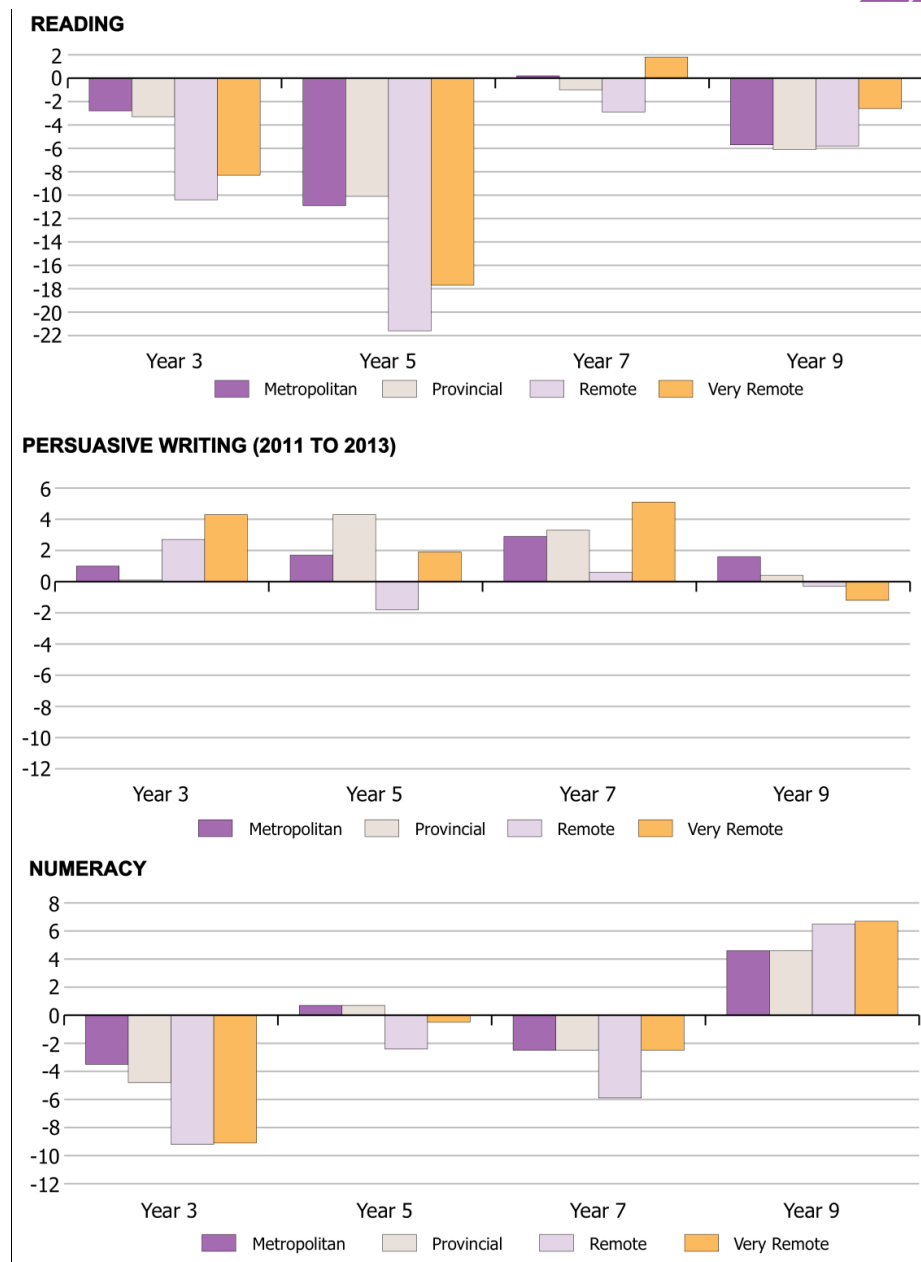


Source: ACARA 2014

Changes in the gap over time

A comparison of the changes in the gap between the three domains is more illustrative of change over time and shows progress towards 'closing the gap'. This is achieved by subtracting the gap observed in 2009 from the gap observed in 2013, with a negative movement indicating a decrease in the gap between the years. For the reading and numeracy domains, a comparison was made between the gap observed in 2009 and that observed in 2013, while for persuasive writing domain, a comparison was made between gaps observed in 2011 and those observed in 2012. The results are presented in Figure C16.

Figure C16 **CHANGE IN THE GAP AT THE NATIONAL LEVEL BY GEO-LOCATION, 2009 TO 2013**



Source: ACARA 2014

2013 Progress Points and 2018 Targets

There are annual progress points that each jurisdiction aims to meet in reaching the 2018 targets to close the gap. A jurisdiction has not met its progress points if its results (including confidence intervals) fall below the stated levels.

A comparison of the proportion of Aboriginal and Torres Strait Islander students meeting the national minimum standard in reading and numeracy in relation to the 2013 Progress Points is shown in Table C16. These present national, rather than jurisdictional, data.

Table C16 **PROPORTION OF ABORIGINAL AND TORRES STRAIT ISLANDER AND NON-INDIGENOUS STUDENTS MEETING THE NATIONAL MINIMUM STANDARD IN READING, WRITING AND NUMERACY IN AUSTRALIA IN 2013, RELATIVE TO THE AUSTRALIAN PROGRESS POINTS FOR 2013 AND THE 2018 AUSTRALIAN TARGETS**

	Reading				Persuasive Writing				Numeracy			
	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9	Yr 3	Yr 5	Yr 7	Yr 9
2018 Target (%)	84.7	82.7	86.0	82.8	n/a	n/a	n/a	n/a	90.5	85.8	89.3	84.1
2013 Progress Points (%)	76.6	69.7	75.8	73.8	n/a	n/a	n/a	n/a	84.7	74.5	81.5	75.4
Aboriginal and Torres Islanders meeting progress points 2013 (%)	81.5	83.3	73.2	73.9	78.9	65.8	61.4	51.2	81.6	73	78.1	65.7
Confidence Intervals 2013 (%)	1.3	1.7	1.7	1.6	1.7	1.9	1.9	1.7	1.5	1.7	1.6	1.6
Relation to 2013 target	Yes	Yes	No	Yes	n/a	n/a	n/a	n/a	No	No	No	No

Source: ACARA and DEEWR (Confidence Intervals, Progress Points and Target)

Key messages

Gap analysis

The gaps between the proportion of Aboriginal and Torres Strait Islanders and non-Indigenous students meeting minimum national standards in reading, writing and numeracy from 2008 to 2013 are presented in Figure C14. Key findings are below.

National cohort analysis

Cohort analysis results (Table C15) monitor changes in gaps between Aboriginal and Torres Strait Islander and non-Indigenous students for a particular cohort as they progress across year levels over time. They show:

- In reading, gaps between Aboriginal and Torres Strait Islander and non-Indigenous decreased for students moving from Year 5 to Year 7 across all four years of analysis. The gap also decreased for the cohort moving from Year 3 to Year 5 but widened for students progressing from Year 7 to Year 9 between 2011 and 2013.
- Two sets of time series data are available for students in the even year cohort, indicating:
 - › Aboriginal and Torres Strait Islander students in Year 3 in 2008 experienced a widening of the gap by 1.3 per cent by Year 5 in 2010, but narrowed the gap by 6.8 per cent between Year 5 and Year 7.
 - › Aboriginal and Torres Strait Islander students in Year 5 in 2008 narrowed the gap by 9.9 per cent by Year 7 in 2010, but the gap then widened by 6.2 per cent between Year 7 and Year 9.

- Two sets of time series data are available for students in the odd year cohort, indicating:
 - › Aboriginal and Torres Strait Islander students in Year 3 in 2009 experienced a widening of the gap by 6.8 per cent by Year 5 in 2011, but narrowed the gap by 4.3 per cent between Year 5 and Year 7.
 - › Aboriginal and Torres Strait Islander students in Year 5 in 2009 narrowed the gap by 7.8 per cent by Year 7 in 2011, but the gap then widened by 2.0 per cent between Year 7 and Year 9.
- In numeracy, the gap generally widened for students moving from Year 3 to Year 5, although the 2009-11 cohort closed the gap during this period. Similarly to reading, the gap narrowed between Year 5 and Year 7, and widened between Year 7 and Year 9 across all four years of analysis.
- Two sets of time series data are available for students in the even year cohort, indicating:
 - › Aboriginal and Torres Strait Islander students in Year 3 in 2008 experienced a widening of the gap by 6.2 per cent by Year 5 in 2010, but narrowed the gap by 3.1 per cent between Year 5 and Year 7.
 - › Aboriginal and Torres Strait Islander students in Year 5 in 2008 narrowed the gap by 5.7 per cent by Year 7 in 2010, but the gap then widened by 1.4 per cent between Year 7 and Year 9.
- Two sets of time series data are available for students in the odd year cohort, indicating:
 - › Aboriginal and Torres Strait Islander students in Year 3 in 2009 experienced a narrowing of the gap by 0.9 per cent by Year 5 in 2011, with further narrowing of the gap by 2.4 per cent between Year 5 and Year 7.
 - › Aboriginal and Torres Strait Islander students in Year 5 in 2009 narrowed the gap by 2.1 per cent by Year 7 in 2011, but the gap then widened by 7.3 per cent between Year 7 and Year 9.
- National cohort gap analysis results are available for the first time in persuasive writing in 2013. The gaps between Aboriginal and Torres Strait Islander and non-Indigenous increased for students moving across all year levels between 2011 and 2013. The gap of 11.2 per cent was largest for students moving from Year 3 to Year 5 followed by students moving from Year 5 to Year 7 by 4.5 per cent and from Year 7 to Year 9 by 7.5 per cent.

Impact of geo-location

Results by geo-location (Figure C15) consistently demonstrate that results for Aboriginal and Torres Strait Islander students are better in metropolitan and provincial areas across all NAPLAN tests (reading, writing and numeracy). Achievement results for Aboriginal and Torres Strait Islander students relative to non-Indigenous students in remote and very remote locations were mixed, with some test categories showing improvement between 2009 and 2013 (notably Y3 and Y5 reading and Y3 numeracy), while the gap extended in other areas (such as persuasive writing and Y9 numeracy)

In 2013, the gap was largest for students in Year 7 very remote areas in persuasive writing, with a gap in results of over 64 per cent. The smallest gap is observed for students in Year 5 in metropolitan areas in reading at 5.9 per cent.

Changes in the gap over time based on geo-location

Results by geo-location provide an indication of changes over time. The difference in the gap between 2009 and 2013 are shown for reading and numeracy, while persuasive writing comparisons consider 2011 relative to 2013 due to the alteration in the testing methodology.

The following trends can be observed.

- In reading, the gaps for students across all year levels and across all geo-locations (except for metropolitan and very remote areas for Year 7) narrowed between 2009 and 2013. The greatest improvements are observed for Year 5 students, particularly in remote areas.
- In persuasive writing, the gaps in 2013 relative to 2011 across all year levels and across all geo-locations (except for remote areas for Year 7 and remote and very remote areas for Year 9) widened.
- In numeracy, the gaps in 2013 relative to 2009 narrowed for students in Year 3 and Year 7 across all geo-locations and for Year 5 students in remote and very remote areas. The gaps increase for Year 9 students across all geo-locations as well as in metropolitan and provincial areas for Year 5 students.

These trends indicate varied results over the available time series.

Progress towards target

The target for this indicator is to halve the gap in reading, writing and numeracy achievement between Aboriginal and Torres Strait Islander students and non-Indigenous students by 2018. The best way to measure achievement is against defined NAPLAN progress points for 2013.

The results in Table C16 illustrate that the progress points (taking into account confidence intervals) are being met in three of the eight reading and numeracy domains. Five domains therefore failed to meet their 2013 progress points, including all year levels in the domain of numeracy and Year 7 reading. The gap between the 2013 results and expected progress was particularly large for Year 9 numeracy, with results falling 8.1 per cent below expected levels of progress.

A comparison of results in relation to progress points from 2011 and 2013 indicates a decline in achievement. The number of progress points met across the three years decreased from six in 2011 to five in 2012 and three in 2013, noting that progress points are increasingly ambitious each year.

PERFORMANCE
INDICATOR

10

Performance indicator 10

Performance Indicator:

Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN for reading, writing, and numeracy (Years 3, 5, 7 and 9).

Target:

Increased Aboriginal and Torres Strait Islander student participation rates in the National Assessment Program – Literacy and Numeracy (NAPLAN).

Data sources

Data regarding participation are available from ACARA.

For this indicator, participation rates of students at Year levels 3, 5, 7 and 9 are presented in the learning domains of reading, writing and numeracy, by state and territory, and by Aboriginal and Torres Strait Islander status.

Participation rates are calculated as all students who sat the test, excluding students that were exempt, absent or withdrawn, as a percentage of the total number of students in the year level, as reported by schools.

Data issues

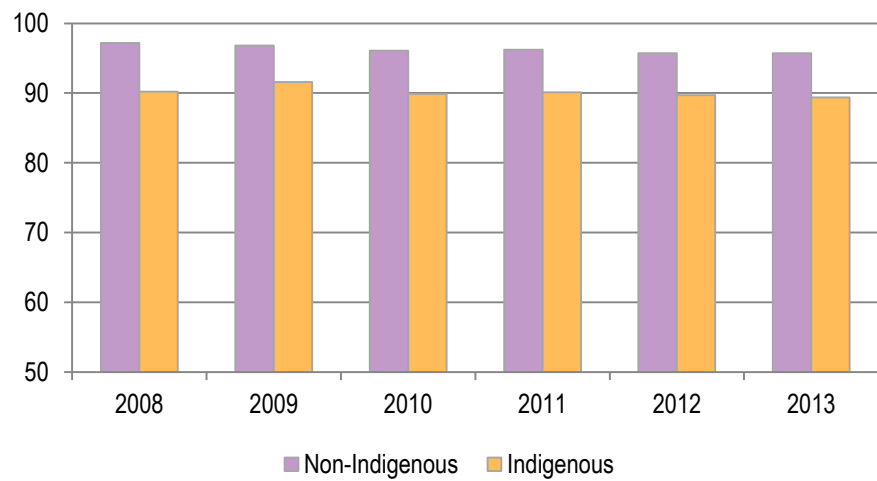
None identified.

Presentation of data

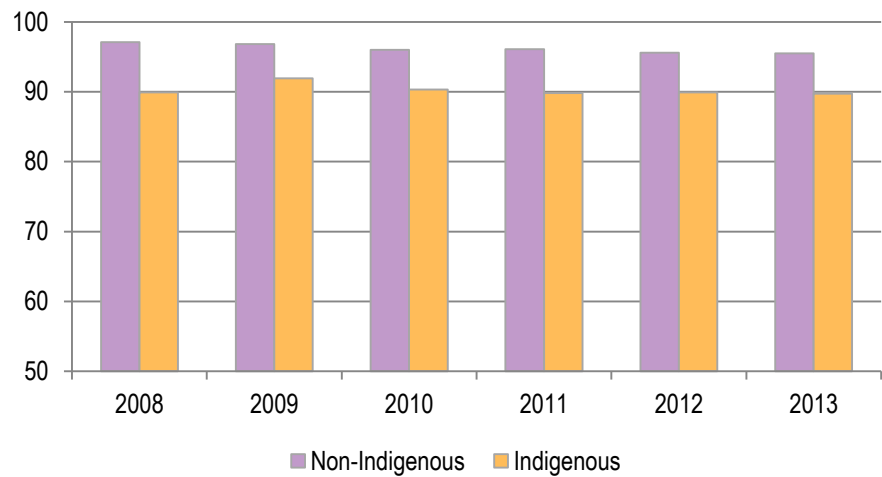
The participation rates of Aboriginal and Torres Strait Islander and non-Indigenous students in the domains of reading, writing and numeracy in 2012 are shown in Figure C17 for Year 3; Figure C18 for Year 5; Figure C19 for Year 7; and Figure C20 for Year 9. Figure C21 then shows the change in participation rates over time.

Figure C17 YEAR 3 PARTICIPATION RATES, 2008 TO 2013 (PERCENTAGE)

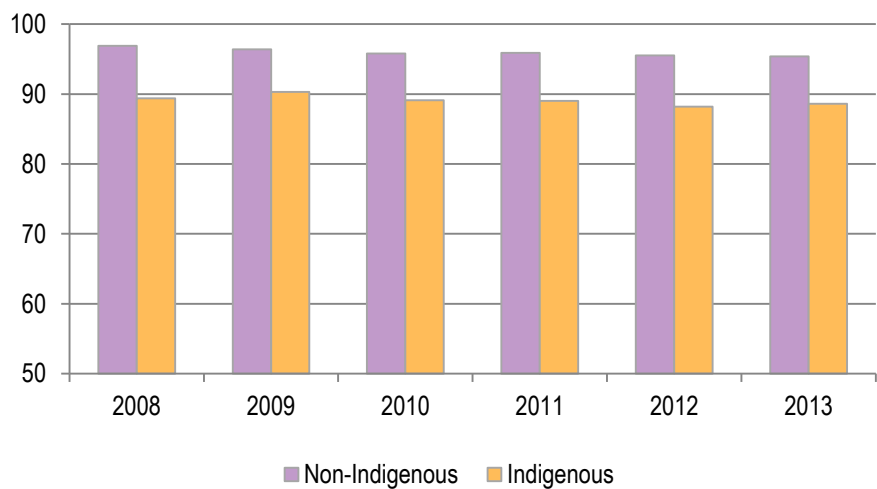
READING



WRITING



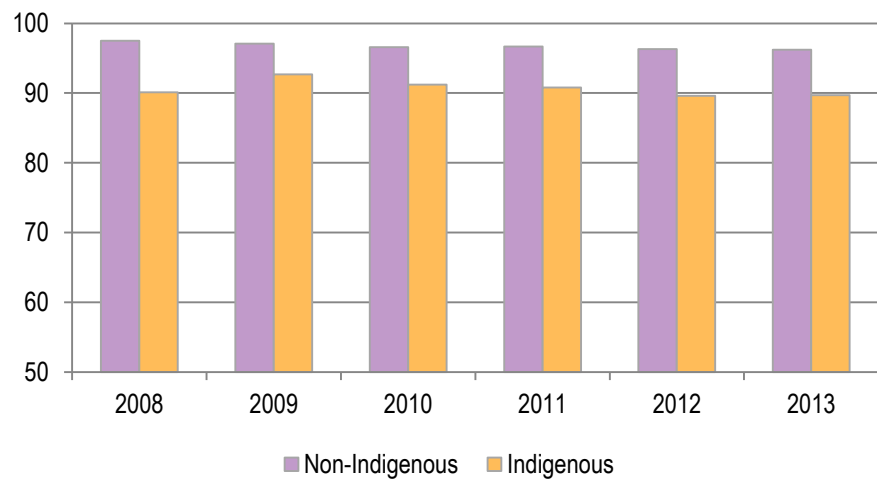
NUMERACY



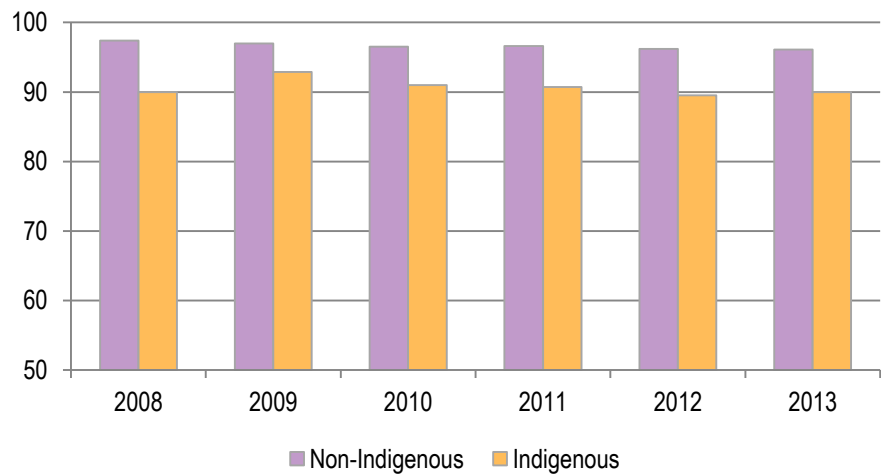
Source: ACARA 2009-2014

Figure C18 YEAR 5 PARTICIPATION RATES, 2008 TO 2013 (PERCENTAGE)

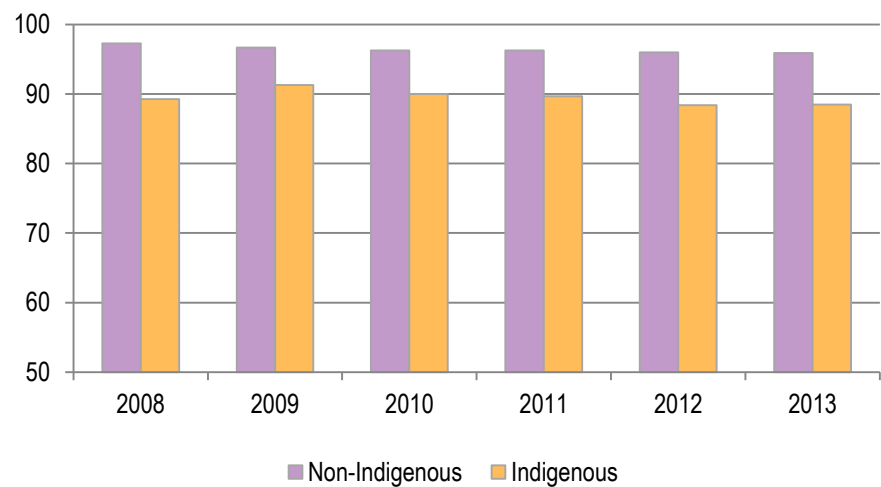
READING



WRITING



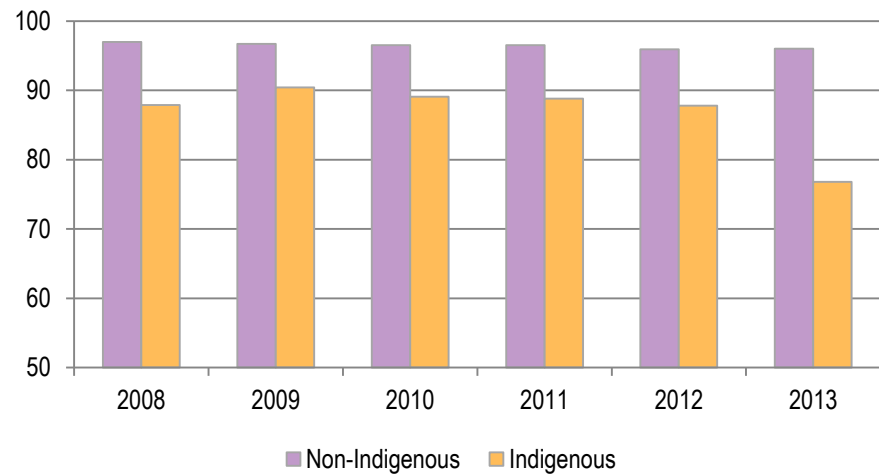
NUMERACY



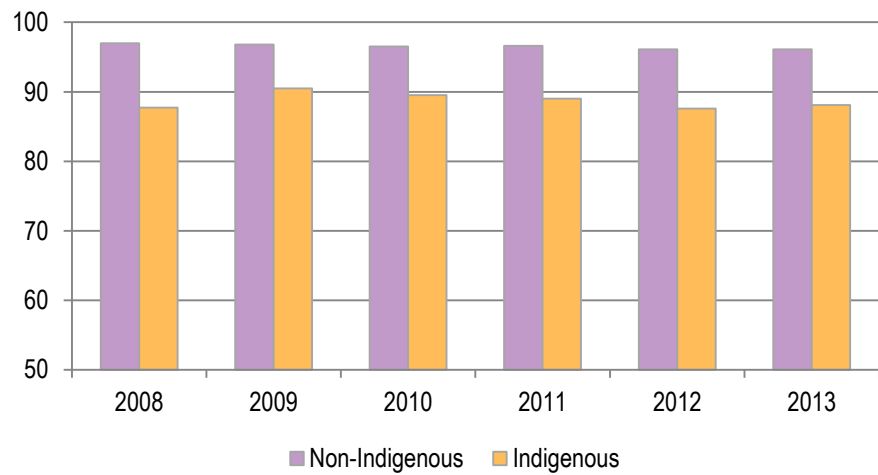
Source: ACARA 2009-2014

Figure C19 YEAR 7 PARTICIPATION RATES, 2008 TO 2013 (PERCENTAGE)

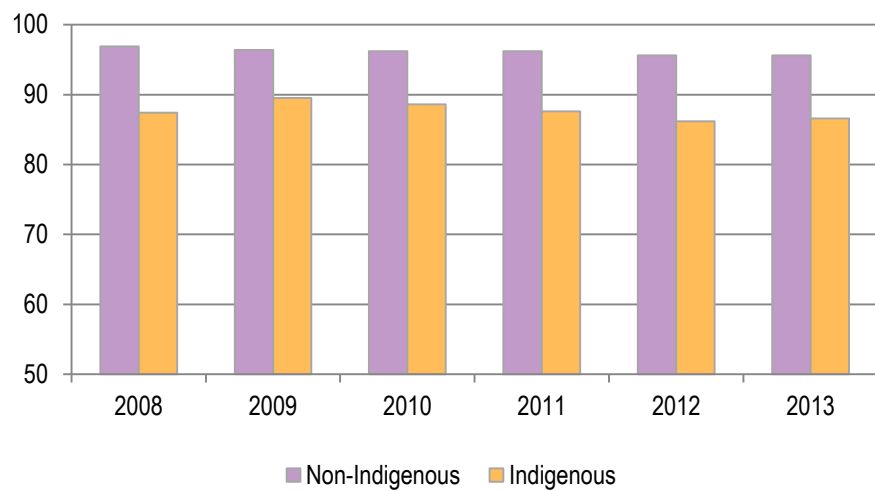
READING



WRITING



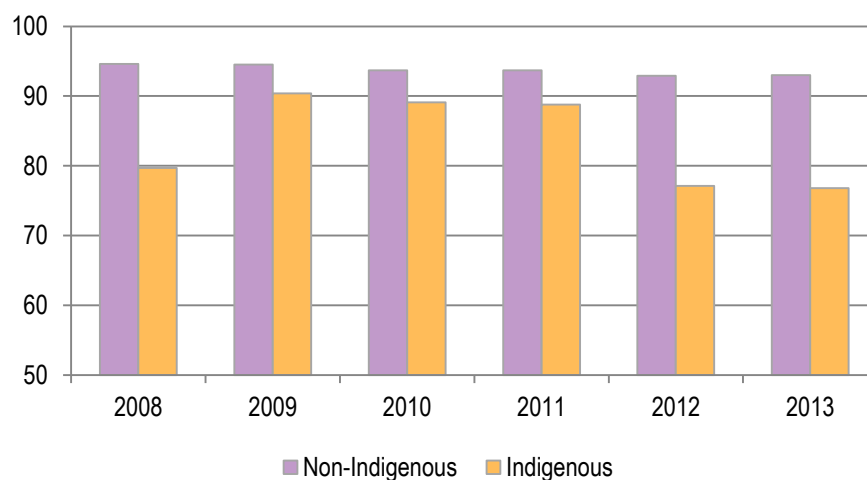
NUMERACY



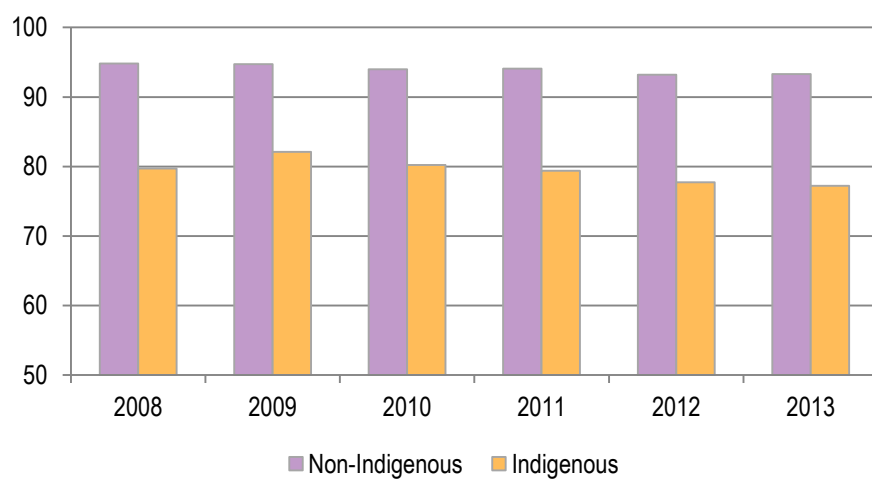
Source: ACARA 2009-2014

Figure C20 YEAR 9 PARTICIPATION RATES, 2008 TO 2013 (PERCENTAGE)

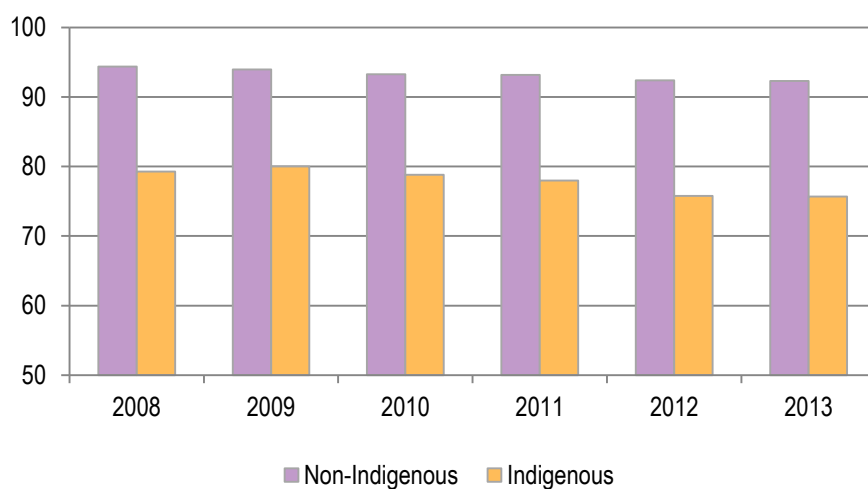
READING



WRITING



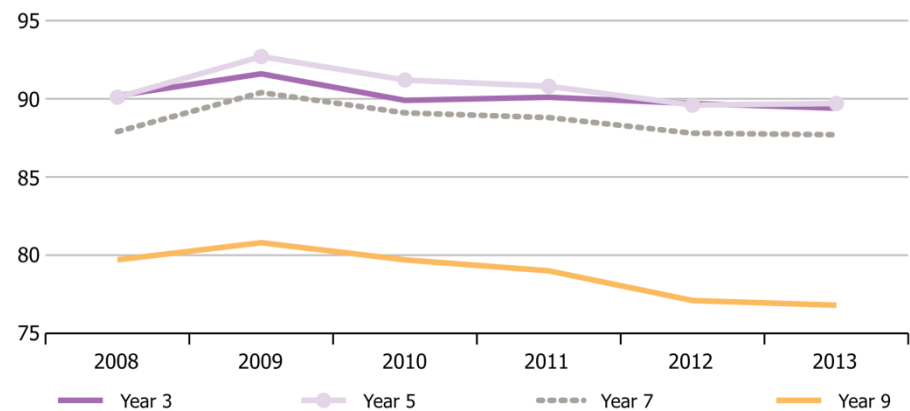
NUMERACY



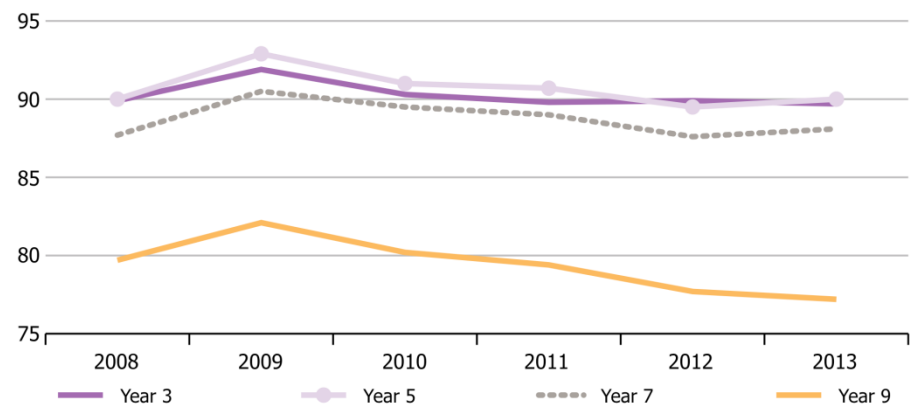
Source: ACARA 2009-2014

Figure C21 **PARTICIPATION RATES OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS, 2008 TO 2013 (PERCENTAGE)**

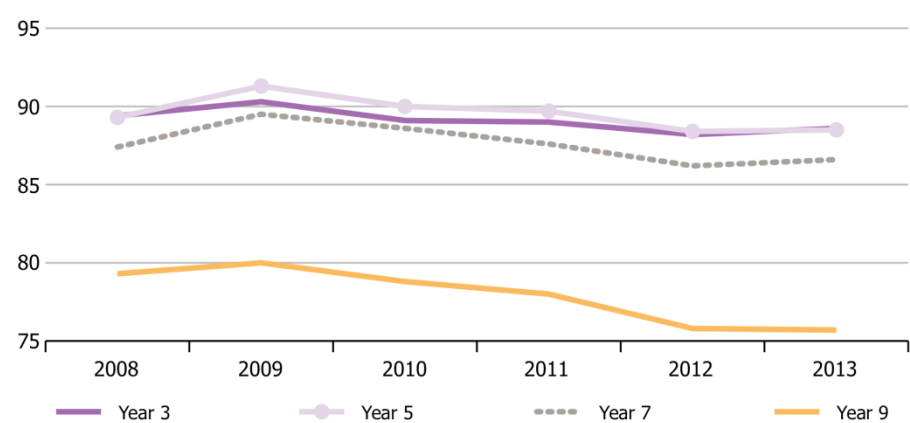
READING



WRITING



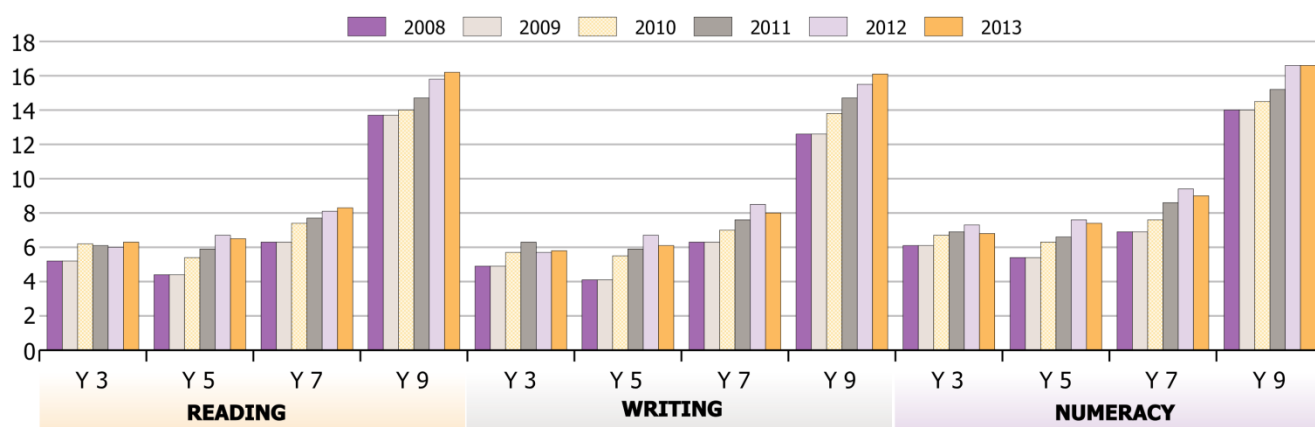
NUMERACY



Source: ACARA 2009-2014

Figure C22 shows the gap in participation rates between Aboriginal and Torres Strait Islander relative to non-Indigenous students for the period 2008 to 2013 across all domains.

Figure C22 **NATIONAL GAP ANALYSIS OF PARTICIPATION RATES BETWEEN ABORIGINAL AND TORRES STRAIT ISLANDER AND NON-INDIGENOUS STUDENTS 2008 TO 2013**



Source: ACARA 2009-2014

Key messages

Participation rates

Figure C21 shows the participation rates of Aboriginal and Torres Strait Islander students in tests for reading, writing and numeracy domains from 2008 to 2013.

The movements in participation rates in 2013 compared to 2012 are mixed across the year levels and domains. In the reading domain, participation rates were generally lower compared to 2012 across all year levels except for Year 5. In the persuasive writing domain, participation rates increased for Year 5 and Year 7 students but decreased for Year 3 and Year 9 students. In the numeracy domain, participation rates generally increased for all year levels other than Year 9.

Participation rates of Aboriginal and Torres Strait Islander students in tests for reading, writing and numeracy domains from 2008 to 2013 show that NAPLAN participation across all domains peaked in 2009. Participation in NAPLAN tended to be highest for Year 5 students (except for Year 3 in the domains of persuasive writing and reading in 2012 and Year 3 in the domain of numeracy in 2013) and lowest for Year 9 students.

Participation rates gaps

In 2013, the highest participation rates gap was observed for Year 9 students in numeracy (16.6 per cent) and the lowest participation rates gap was observed for Year 3 students in persuasive writing (5.8 per cent).

The largest increase in participation rates gap in 2013 relative to 2012, was observed for Year 9 students in persuasive writing, where the gap increased by 0.6 per cent while the biggest improvement was observed for Year 5 students in persuasive writing where the gap decreased by 0.6 per cent.

The time series analysis of participation rates reveals that:

- Generally gaps have been on the upward trend from 2008 to 2013 across all domains and year levels with the gaps observed in 2013 higher than those in 2008.
- The largest gaps are observed for Year 9 students followed by Year 7 students across all domains.

Progress towards target

This target seeks increased Aboriginal and Torres Strait Islander participation in the National Assessment Program – Literacy and Numeracy (NAPLAN). Results indicate that participation rates of Aboriginal and Torres Strait Islander students in 2013 relative to 2012 are mixed with increases and decreases observed across different years and domains.

Compared to 2012, the 2013 participation rates in reading were generally lower (except in Year 5) while in numeracy they were generally higher (except in Year 9). In persuasive writing, participation rates were higher for some year levels (Year 5 and Year 7) and lower for others (Year 3 and Year 9).

Though not explicitly an element of the target, it is notable that the gap in NAPLAN participation between Aboriginal and Torres Strait Islander and non-Indigenous students has been steadily growing since 2008. The gaps are larger for later year levels students.

C.7 Domain Five: Leadership, quality teaching and workforce development

Performance indicator 11

PERFORMANCE
INDICATOR

11

Performance Indicator:

Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.

Target:

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

Data sources

There is no nationally consistent data collection process for this indicator, with state and territory reports providing highly varied responses in content and style. Limited data were received from states and territories regarding progress in 2013. Results therefore largely reflect progress in 2012 and 2011, much of which is qualitative in nature.

Data issues

The major data issues are that:

- There is no baseline dataset
- The majority of jurisdictions do not centrally collect data against this performance indicator, so findings are qualitative, rather than quantitative, in nature
- Little data are collected about professional training in the Catholic and independent school sectors
- Data often do not disaggregate results between principals and teachers
- The actual uptake of learning and development opportunities is therefore unclear.

Presentation of data

Table C17 PROFESSIONAL DEVELOPMENT UNDERTAKEN BY PRINCIPALS AND TEACHERS

Jurisdiction	Progress
New South Wales	<p>No data received for 2013.</p> <p>A range of professional development opportunities related to Aboriginal and Torres Strait Islander education and cultural and linguistic training were provided to principals, teachers and Aboriginal Education Officers across school sectors (government, Catholic and independent) in 2012.</p> <p>This included Connecting to Country (completed by staff in targeted Government schools and five Independent schools in 2012), the provision of various regional or diocesan level cultural awareness and cultural competency training workshops and seminars, involvement in the Strong Smarter Leadership Program and the provision of training in culturally inclusive pedagogies.</p> <p>No quantitative data was reported.</p>
Victoria	<p>The Victorian Department of Education and Early Childhood Development and the Catholic Education Commission of Victoria do not collect systemic data on the total number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.</p>
Queensland	<p>No data received for 2013.</p> <p>The Queensland Department of Education, Training and Employment and the Queensland Catholic Education Commission do not collect systemic data on the number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.</p> <p>However, significant investment continues to be made in capacity building to support teachers and schools leaders in improving outcomes for Aboriginal and Torres Strait Islander students.</p> <p>Catholic Schooling Authorities have embraced Professional Development programs for all teachers and staff in their local Dioceses. It has become apparent that School Leadership forums, whole of school professional development and Diocesan team meetings have been advantageous in the Catholic schooling environment. In 2012, the Independent sector provided quality research based professional learning on an on-going basis to teachers and specialist support staff to ensure continuous improvement in teacher understanding of the cultural and linguistic needs of Aboriginal and Torres Strait Islander students. In 2012, Independent Schools Queensland delivered a total of 36 hours of professional development on Aboriginal and Torres Strait Islander education and cultural and linguistic competence.</p>
South Australia	<p>No data received for 2013.</p> <p>In South Australian schools, professional development around Aboriginal and Torres Strait Islander education and cultural linguistic competence is provided to school staff and leaders but is not monitored centrally.</p>
Western Australia	<p>The Department collects data on professional learning undertaken in relation to cultural understandings and cultural competencies through its Student Census. Data collected is only based on school participation in cultural awareness training and staff undertaking cultural awareness training.</p> <p>A total of 386 schools participated in cultural awareness training in the past five years. The proportion of staff undertaking cultural awareness training:</p> <ul style="list-style-type: none"> Between 80-100 per cent of staff in 144 schools Between 50-80 per cent of staff in 188 schools Less than 50 per cent of staff in 54 schools <p>The Catholic Education Office data collection system previously used has been deemed unreliable, and therefore data cannot be reported. Aligned with National Professional Standard for Principals, all seven Catholic Education Focus schools participated in a <i>Dare to Lead School Snapshot</i> in 2011-2012. Leadership teams in Focus schools within the Catholic sector accessed 32 hours of cultural competency training with expert providers from <i>Dare to Lead</i> and <i>Fire and Water</i> consultancies in 2012.</p> <p>All new teachers to the Association of Independent Schools Western Australia (AISWA) focus schools undertook one hour of cultural awareness training before school commenced in 2012. Individual schools continued training as considered appropriate for the context.</p>
Tasmania	<p>No data received for 2013.</p> <p>During 2012, 126 teachers and 24 principals from government schools participated in Cultural Understandings training, totalling 2,500 hours.</p> <p>The department is committed to developing the capacity and quality of leadership of the workforce. The Professional Learning Institute (PLI) provides high quality professional learning to all department staff. The PLI supports in relation to the National Professional Standards for Teaching, specifically Standards 1.4 and 2.4 and the Australian Curriculum.</p> <p>In 2012, Dare to Lead conducted 12 School Snapshots (including one return Snapshot). A total of 33 teachers, leaders and Aboriginal Education Workers participated in Developing Quality Leaders for Aboriginal and Torres Strait Islander Education.</p> <p>AEYLOs, AEWs and AEOs continue to assist schools to build their capacity to provide culturally responsive and inclusive learning environments and actively promote Aboriginal and Torres Strait Islander student and family engagement, attainment and successful transitions, from birth to five years of age and in Years 8–12.</p> <p>No information was provided for the Catholic and Independent school sectors.</p>
Northern Territory	<p>No data received for 2013.</p> <p>In 2012, principals and teachers undertook 18,973 hours of professional development as part of the Centre for</p>

School Leadership, Learning and Development (CSLLD). This is an increase of 2,819 hours from 2011. Courses included: Preparation for School Leadership; Arriving in the Territory Teachers Orientation; Thriving in the Territory Teacher Recall; National Alliance for Remote Indigenous Schools Orientation Conference; and Cultures of Collaboration – one and two day courses.

In 2012, the CSLLD Cultures of Collaboration Program was completed by 142 participants in 2012 with 40 per cent of the participants identifying as Aboriginal or Torres Strait Islander.

In 2012, the Catholic Education Office provided an induction program for all teachers new to Catholic sector focus schools at the start of the school year. The three day program included cultural awareness training and information about their community. Professional learning in literacy and numeracy and special education, particularly hearing and autism, was targeted to the teaching of Indigenous EAL/D students.

In the Independent sector, schools continue to conduct whole school professional development in linguistics with a particular emphasis on language acquisition.

Australian Capital Territory	<p>No data received for 2013.</p> <p>In 2012, the Directorate provided a range of professional development opportunities focusing on Aboriginal and Torres Strait Islander Education and cultural competency for principals and teachers. The Directorate does not currently collect data relating to the total number of professional development hours delivered however, all events were well attended.</p> <p>The Archdiocese of Canberra and Goulburn provided teachers with a range of professional learning experiences that ensured high levels of cultural understanding and competencies. This informed evidence based teaching and learning for the purpose of improving educational outcomes of Aboriginal and Torres Strait Islander students in Catholic schools. The professional learning in 2012 included:</p> <ul style="list-style-type: none"> ▪ A 3 day Cultural Immersion program based around the local Ngannawal Aboriginal Community ▪ School-based Aboriginal Contact teachers were designated in all Australian Capital Territory Catholic schools. A session on implementing, developing an understanding and writing Personal Learning Plans (PLPs) for Aboriginal and Torres Strait Islander students ▪ A workshop regarding embedding Aboriginal perspectives in the curriculum and using appropriate resources ▪ The Aboriginal Education Officer advised and supported principals, deputy principals and the school executive to develop a greater understanding of Aboriginal culture and pedagogy.
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Source: ACIL Allen Consulting, based on State and Territory Reports 2011, 2012 and 2013

Key messages

Most jurisdictions do not record, and are therefore unable to quantify, the number of hours of professional development completed by principals and teachers in topics relating to Aboriginal and Torres Strait Islander education and cultural and linguistic training.

However, through State and Territory Reports, all jurisdictions were able to provide examples of learning and development options available to staff in Aboriginal and Torres Strait Islander education.

Notable findings are that:

- Professional development options appear to be offered to principals and teachers in Aboriginal and Torres Strait Islander education in areas of leadership, culture and linguistic competence.
- Learning and development options between jurisdictions appear to have little overlap.
- Some school systems are in the process of introducing systems to more carefully track professional development activities undertaken by school leaders and teachers.

Given these findings, there may be opportunities for learning and development programs to provide support across jurisdictions.

Progress towards target

The target seeks an increase in professional development hours in Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.

This data is not systemically reported by each state and territory. Reporting was highly varied between government, Catholic and independent sectors. Given there is no clear baseline for the dataset, and that most jurisdictions do not collect quantitative results, a consolidated picture of implementation progress is unable to be drawn.

Performance indicator 12

PERFORMANCE
INDICATOR

12

Performance Indicator:

Number and full-time equivalents (FTEs) of Aboriginal and Torres Strait Islander principals, teaching staff and education workers (AIEWs and equivalents).

Target:

Increase in the number of Aboriginal and Torres Strait Islander teachers, principals and education workers (Aboriginal and Islander Education Workers (AIEWs) and equivalents).

Data sources

There is no nationally consistent data for this indicator. School human resource or workforce data provided in the 2011, 2012 and 2013 State and Territory Reports are reported below.

Data issues

There remain significant differences in data collection methods between jurisdictions, limiting comparability. Some jurisdictions have not shared data for all sectors. The data set provided in the State and Territory Reports is therefore based on available, rather than complete, data.

Presentation of data

Table C18 **FULL TIME EQUIVALENT (FTE) ABORIGINAL AND TORRE STRAIT ISLANDER TEACHERS AND ABORIGINAL OR ISLANDER EDUCATION WORKERS (AIEW) 2011-2013**

State/territory	Principals (FTE)			Teachers (FTE)			AIEWs or equivalent (FTE)		
School sector	2011	2012	2013	2011	2012	2013	2011	2012	2013
New South Wales									
Government	25.2	29.7	35.2	693.7	750.2	827.0	359.9	381.3	469.2
Catholic	0	3	0	40	105	46.6	n/a	100	108.2
Independent	2	2	2	22.1	22.2	29.5	3	7.1	37.1
Victoria									
Government	3	4	6	31.4	44.7	62	93.4	104.6	144
Catholic	n/a	0	n/a	n/a	17	n/a	n/a	8.5	n/a
Queensland									
Government	n/a	25	29	n/a	532	556	n/a	635	690
Catholic	n/a	2	1	n/a	52	56	n/a	135	124
Independent	n/a	1	n/a	n/a	42	n/a	n/a	63	n/a
Data notes	<ul style="list-style-type: none">AIEWs and equivalents in government schools are Aboriginal and Torres Strait Islander employees who are classified as either: Community Education Counsellor, Community Teacher or Teacher Aide, and may not necessarily be engaged to work specifically with Aboriginal and Torres Strait Islander students.AIEWs and equivalents in Catholic and independent schools includes administrative staff.2012 and 2013 data is presented differently to 2011 and cannot be directly compared.								
South Australia									
Government	5	5	5	69	73.6	68.5	206.9	219.6	216.5
Catholic	n/a	0	n/a	n/a	8.5	n/a	n/a	6.4	n/a
Independent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Western Australia									
Government	n/a	9.9	11.0	n/a	133.3	150.0	n/a	338.5	381.3
Catholic	n/a	0	n/a	n/a	24	n/a	n/a	97.5	n/a
Tasmania									
Government	n/a	3	3	n/a	42.8	52.5	n/a	15.4	18.8

State/territory	Principals (FTE)			Teachers (FTE)			AIEWs or equivalent (FTE)		
School sector	2011	2012	2013	2011	2012	2013	2011	2012	2013
Northern Territory									
Government	2	6	3	n/a	358.1	317.1	n/a	257.7	278.1
Catholic	n/a	1.5	0	n/a	62.1	75.4	46.3	55.7	57.4
Independent	n/a	0	0	n/a	8.6	10.6	27.5	42.7	36.3
Australian Capital Territory									
Government	n/a	1	n/a	n/a	24	n/a	n/a	3	n/a
Catholic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10 (part time)	n/a

Source: ACIL Allen Consulting, based on State and Territory Reports on activities and outcomes, 2011-2013

Key messages

Many states and territories provided data for 2013, allowing change over time to be assessed. Major findings by jurisdiction are summarised below, drawing on Table C18:

- *New South Wales*: There has been a steady increase in the number of Aboriginal and Torres Strait Islander principals, teachers and AIEWs or equivalents in NSW schools between 2011 and 2013. Across all sectors, the number of Aboriginal and Torres Strait Islander principals increased by 5.5 FTE, teachers by 25.7 FTE, and AIEWs and equivalent by 126.1 FTE.
- *Victoria*: Gradual increase in the number of Aboriginal and Torres Strait Islander principals, teachers and AIEWs or equivalent between 2011 and 2013. In 2012, there were 17 FTE teaching staff and 8.5 FTE education workers working in Victorian Catholic primary and secondary schools.
- *Queensland*: Increases in the government sector between 2012 and 2013 across all staff types. Catholic sector relatively steady in its staff numbers.
- *South Australia*: 2013 results for the government sector indicate that there are relatively steady rates of employment of Aboriginal and Torres Strait Islander principals, teachers and AIEWs or equivalent across the government sector.
- *Western Australia*: In 2013, mild growth in the number of principals and teachers. Strong growth was recorded in the number of AIEWs or equivalent, based on those staff that self-identified.
- *Tasmania*: Data show growth in the number of teachers (10) between 2012 and 2013 in government schools, along with a small increase in the number of AIEWs or equivalent.
- *Northern Territory*: The government sector experienced a drop in principal and teacher numbers in 2013, relative to 2012, but had an increase in the number of AIEWs or equivalent. The Catholic sector experienced a decrease in Principal numbers, an increase in teachers and small growth in AIEWs or equivalent. Independent schools experienced a small increase in teachers but a drop in AIEWs or equivalent staff.
- *Australian Capital Territory*: Staff numbers were not provided for 2013. Alternate information provided indicates that the total FTE of central office and school-based staff recorded for the ACT Education and Training Directorate was approximately 41.

Progress towards target

Although there is no nationally consistent data, and limited longitudinal data to gauge whether there is an increase, the information presented suggests that the number of Aboriginal and Torres Strait Islander principals, teachers and AIEWs or equivalent is gradually increasing over time in many school sectors and jurisdictions.

PERFORMANCE
INDICATOR

13

Performance indicator 13

Performance Indicator:

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

Target:

Increase retention of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.

Data sources

There is no nationally consistent data for this indicator. Results are based on information provided by states and territories using variable data collection and reporting methods.

Data issues

Major data issues include:

- There are challenges defining 'hard to staff schools' and thresholds for 'high enrolments of Aboriginal and Torres Strait Islander students'
- As a result, jurisdictions use highly variable counting methods
- The information provided in the State and Territory Reports does not allow comparison between jurisdictions
- Some jurisdictions provided for 2013, though many did not.

Drawing on the 2012 State and Territory Reports:

- Victoria and the Australian Capital Territory noted that they were unable to report against the indicator. In other jurisdictions, the reporting of data across education sectors is incomplete.
- Tasmanian measured the total length of service in the education sector, rather than in specific roles or leadership positions, and differs markedly in methodology from other jurisdictions.
- The Northern Territory results do not include teacher or principal tenure prior to June 2004.
- The Western Australian data neither records tenure prior to 1998, nor notes changes in leadership positions within and between schools.
- Only two states-NSW and Western Australia--reported data for the independent school sector. In NSW, large increase in average length of service for both principals and teachers in independent schools sector is not explained, and suggest changes in the method used to measure the data.
- Catholic school sector data was only reported by Western Australia, the Northern Territory and partially by Tasmania, who only reported for principals, but not teachers.

Presentation of data

State and territory data provided in the 2011, 2012 and 2013 State and Territory Reports are presented in Table C19.

Table C19 **AVERAGE LENGTH OF SERVICES OF PRINCIPALS AND TEACHERS IN HARD TO STAFF SCHOOLS WITH HIGH ENROLMENT OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS, 2011 TO 2013**

State/territory	Principals			Teachers		
School sector	2011	2012	2013	2011	2012	2013
New South Wales						
Government	41 months (3.42 years)	45 months (3.75 years)	n/a	85 months (7.08 years)	87 months (7.25 years)	n/a
Independent	30 months (2.5 years)	76.6 months (6.38 years)	n/a	53 months (4.42 years)	74.3 months (6.19 years)	n/a
Findings	<p>No data received for 2013.</p> <p>Based on 2012 data, principals in focus schools in the government system had been employed at their current school for an average of approximately 45 months--a 4 month increase on 2011. Principals in focus schools in the Independent system had been employed at their current school for an average of 77 months, which is more than double the length of the previous 30 month average, suggesting data issues. Teachers in focus schools in the government system had been employed at their current school for an average of approximately 87 months, a two month increase on 2011.</p> <p>Teachers in focus schools in the independent system had been employed at their current school for an average of approximately 74 months, which represents a 21 month increase on the previous 53 month average. The large increase in principal and teacher length of service between 2011 and 2012 suggests that counting methods may have changed. This was not explained in the NSW submission. The reliability of this data is therefore uncertain. Data for the Catholic system was not available.</p>					
Victoria						
Findings	<p>Data provided for 2013 indicates the average length of tenure for schools with high enrolments of Aboriginal and Torres Strait Islander students who reported difficulties in recruitment to provide an indication of retention. These schools have had average retention of: 5.26 years, 5.44 years, 3.06 years, 2.29 years, 5.77 years, and 2 years. In 2012, the Victorian Government did not provide information regarding length of service of principals and teachers for the public and Catholic sectors. No data was provided in 2011.</p>					
Queensland						
Government	n/a	49.2 months (4.1 years)	58.5 (4.9 years)	n/a	67.2 months (5.6 years)	63.1 months (5.3 years)
Findings	<p>Data for 2013 show that principals in government focus schools have been employed for almost five years, relative to just over four years in 2012. The length of tenure of teachers in focus schools decreased in 2013, relative to 2012.</p> <p>Data for the average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students is not collected by the Queensland Catholic Education Commission or Independent Schools Queensland.</p>					
South Australia						
Government	44 months (3.67 years)	51 months (4.25 years)	53 months (4.4 years)	69 months (5.75 years)	70 months (5.83 years)	75 months (6.3 years)
Findings	<p>Principals in focus schools in the government system had been employed at their current school for an average of 53 months, up from 44 months in 2011. Teachers in focus schools in the government system had been employed at their current school for an average of 75 months, up from 69 months in 2011. This demonstrates improved length of service across focus schools during the study period.</p> <p>No data was reported for the Catholic or independent schools sectors.</p> <p><i>Data notes:</i></p> <ul style="list-style-type: none">▪ Profile was taken of Government Focus School staff members who were principals or teachers, as at the last day of Term 4.▪ Only staff members with accumulated service at the site, working as at the last day of Term 4, have been included.▪ Any leave from the site has been ignored, i.e., if an employee took twelve months' leave, this has been included in the total service as a principal or teacher.					
Western Australia						
Government	25.9 months (2.16 years)	31.2 months (2.6 years)	21.2 years*	35.8 months (2.98 years)	47.2 months (3.93 years)	10.9 years*
Catholic	54 months (4.5 years)	34.8 months (2.9 years)	n/a	26.6 months (2.22 years)	68.1 months (5.68 years)	n/a

State/territory	Principals			Teachers		
School sector	2011	2012	2013	2011	2012	2013
Findings	<p>A new counting method resulted in non-comparable figures for 2013, relative to 2011 and 2012. For 2013,</p> <ul style="list-style-type: none">Only schools with Aboriginal and Torres Strait Islander student enrolments in semester 1 are included.Principals and teachers are attached to each school as at 28/8/2014.Service has been calculated from their original hire date until 28/8/2014.'Teachers' does not include principals and school psychologists.'Hard to staff' are schools that are classified as:<ul style="list-style-type: none">... Metro – Difficult to staff (MD)... Country – Difficult to staff (CD)... Remote (RT) <p>In 2012, teachers in Catholic focus schools had been employed on average 68 months, an increase of 41 months on average from 2011. No data was received for 2013.</p> <p>Independent school data was not reported in 2011. The 2012 data will serve as the baseline.</p>					
Tasmania						
Government	24.7 years	25.8 years	n/a	14.8 years	14.5 years	n/a
Catholic	n/a	6 years	n/a	n/a	n/a	n/a
Findings	<p>No data reported for 2013.</p> <p>The figures presented indicate the total length of service in the sector, rather than in specific leadership or teaching roles. No information was provided for Catholic teachers and independent sector principals and teachers.</p> <p>In 2012, principals in focus schools in the government system had been employed in the sector on average for 25.8 years, an increase of 1.1 years on 2011. Teachers in focus schools in the Government system had been employed on average for 14.5 years, a very marginal decrease on 2011.</p>					
Northern Territory						
Government	31.2 months (2.6 years)	36.8 months (3.07 years)	n/a	20.4 months (1.7 years)	34.3 months (2.86 years)	n/a
Catholic	n/a	18.3 months (1.53 years)	n/a	n/a	14.1 months (1.78 years)	n/a
Findings	<p>No data reported for 2013.</p> <p>The NT 2012 report noted that care must be taken when interpreting information as start dates prior to June 2004 are not included in the dataset used for these calculations.</p> <p>The average length of service in Northern Territory Government focus schools in 2012 for teachers was 34.3 months, an increase from 20.4 months on 2011 data. Teachers in the Catholic school system averaged 14.1 months. The NT report did not explain the reason for the large increase in government school sector teacher tenure.</p> <p>The average length of service for principals was 36.8 months in Government focus schools and 18.3 months in the Catholic system.</p> <p>No data was provided for the independent schools sector.</p>					
Australian Capital Territory						
Findings	The Directorate has not collected data about length of service of principals and teachers in Focus schools.					

Source: ACIL Allen Consulting, based on State and Territory Reports on activities and outcomes, 2011-2013

Source: ACIL Allen Consulting, based on State and Territory Reports on activities and outcomes, 2011-2013

Key messages

Findings should be read in the context of the State and Territory data, outlined above, given variable data counting and reporting methods.

Progress towards target

The target seeks to increase retention of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.

However, due to variable understandings of 'hard to staff schools' and 'high enrolments', the data presented by jurisdictions is highly variable. It is also incomplete, restricting the evaluation of progress against the target over time.

C.8 Domain Six: Pathways to real post-school options

PERFORMANCE
INDICATOR

14

Performance indicator 14

Performance Indicator:

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

Revised indicator: State and territory administrative data measuring attainment of Year 12 or equivalent or AQF Certificate II or above by Aboriginal and Torres Strait Islander students.

Target:

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

Data sources

The original performance indicator was unable to be assessed. As a result, AEEYSOC endorsed the inclusion of a revised Performance Indicator — State and territory administrative data measuring attainment of Year 12 or equivalent or AQF Certificate II or above by Aboriginal and Torres Strait Islander students. The target remains the same.

Data issues

There are no nationally consistent data for this indicator. Results reflect the information provided in State and Territory Reports.

State and territory administrative data for Year 12 or equivalent completions is not nationally consistent. Therefore each state and territory is reporting on the revised measure in a different manner. As a result, the data and information provided by states and territories are not comparable or able to be aggregated nationally.

Care needs to be taken in interpreting changes in the real numbers of completions by Aboriginal and Torres Strait Islander students. The following notes were shared in 2012 State and Territory Reports, cautioning interpretation of data provided:

- Victoria notes that significant increases between 2011 and 2012 may in part be due to improved identification of Aboriginal and Torres Strait Islander students in Years 11 and 12
- South Australian notes that care is required in interpreting the 19 year-old persons with Year 12 or equivalent in South Australia data. The estimated residential population that the figures are based on have been updated to reflect new estimates from the ABS after the 2011 Census
- Western Australia identifies reductions in the number of students attempting the WACE in 2012 relative to 2011, which are not reflected in the data
- Some VET data for 2012 is subject to change over time, due to receipt of data beyond the reporting period.

Presentation of data

Data from the 2011, 2012 and 2013 State and Territory Reports are presented in Table C20.

Table C20 STATE AND TERRITORY ADMINISTRATIVE DATA MEASURING ATTAINMENT OF YEAR 12 OR EQUIVALENT OR AQF CERTIFICATE II OR ABOVE BY ABORIGINAL AND TORRES STRAIT ISLANDER STATUS, 2010 TO 2013

Jurisdiction	Change over time
New South Wales	<p>Higher School Certificate (HSC) completions by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 1,090 2011 - 1,168 2012 - 1,349 2013 - 1,466</p> <p>There were 65,424 non-Indigenous students completing HSC awards in 2013.</p> <p>These data demonstrate a rising trend in the number of Aboriginal and Torres Strait Islander students awarded a HSC in the period 2010-2013.</p> <hr/> <p>Vocational qualification completions at AQF Cert II and above by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 4,080 2011 - 4,698 2012 - 5,312 2013 - 5,051</p> <p>There were 118,802 non-Indigenous students completing AQF Cert II and above qualifications in 2013.</p> <p>There has been an increase in the number of Aboriginal and Torres Strait Islander students awarded a Certificate II or above in the period 2010 to 2013. While there was a decrease in 2013 relative to 2012, it should be noted that the 2013 data is preliminary only and will be revised upwards as further notifications of qualifications completed are processed by the National Centre for Vocational Education Research.</p>
Victoria	<p>No data received for 2013.</p> <p>Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL), or Vocational Education Training completions by Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students:</p> <p>2010 - 257 2011 - 272 2012 - 354</p> <p>The significant increase between 2011 and 2012 may in part be due to improved identification of Aboriginal and Torres Strait Islander students in Years 11 and 12.</p> <p>There were 63,589 non-Indigenous students completing VCE in 2012.</p> <hr/> <p>No data received for 2013.</p> <p>Vocational qualification completions at AQF Cert II and above by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 841 2011 - 1,294 2012 - 1,366</p> <p>There were 174,026 non-Indigenous students completing AQF Cert II and above qualifications in 2012.</p>
Queensland	<p>Queensland Certificates of Education (QCE) completions by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 956 2011 - 1,150 2012 - 1,357 2013 - 1,514</p> <p>There were 40,940 non-Indigenous students completing QCE in 2013. Approximately 73 per cent of Aboriginal and Torres Strait Islander Year 12 students completed the QCE in 2013, relative to 52 per cent in 2010. Approximately 89 per cent of non-Indigenous Year 12 students completed the QCE in 2013, relative to 82 per cent in 2010.</p> <p><i>Data notes:</i></p> <ul style="list-style-type: none"> ▪ <i>Visa students excluded, with data for students completing Year 12 only.</i> ▪ <i>A student's Aboriginal or Torres Strait Islander identification is sourced from the student's school. The Queensland Curriculum and Assessment Authority does not cross-validate or confirm student status.</i>

Jurisdiction	Change over time
	<p>Vocational qualification completions at AQF Cert II and above by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 799</p> <p>2011 - 950</p> <p>2012 - 1,095</p> <p>2013 - 1,186</p> <p>There were 23,045 non-Indigenous students completing AQF Cert II and above qualifications in 2013. Approximately 57 per cent of Aboriginal and Torres Strait Islander Year 12 students completed a Cert II or above in 2013, relative to 43.7 per cent in 2010.</p> <p>Approximately 50 per cent of non-Indigenous Year 12 students completed a Cert II or above in 2013, relative to 42 per cent in 2010.</p> <p>This demonstrates strong growth in achievement of vocational qualifications among Aboriginal and Torres Strait Islander students over the past four years.</p>
South Australia	<p>South Australian Certificate of Education (SACE) completion rates by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 78 per cent</p> <p>2011 - 83 per cent</p> <p>2012 - 85 per cent</p> <p>2013 - 93 per cent</p> <p>In 2013, 93 per cent of non-Indigenous students had completed SACE, the same as the proportion of Aboriginal and Torres Strait Islander students.</p> <p>The gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander people with SACE completion decreased from 12 per cent in 2010, to 9 per cent in 2011, 7 per cent in 2012 to a point of equality in 2013.</p> <p><i>Note: Completion rates are calculated from the number who completed SACE, compared to the number of potential completers. These figures therefore cannot be used for the purpose of cross-state / national comparability as the measures are defined by the SACE Board.</i></p>
Western Australia	<p>No data received for 2013.</p> <p>Number of Western Australian Certificate of Education (WACE) completions by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 423</p> <p>2011 - 432</p> <p>2012 - 407</p> <p>There were 20,877 non-Indigenous students completing WACE in 2012.</p> <p>The reduction in completions between 2011 and 2012 is reportedly due to a decline in the number of Year 12 Aboriginal and Torres Strait Islander students attempting the WACE in 2012.</p> <p>No data received for 2013.</p> <p>Vocational qualification completions at AQF Cert II and above by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 134</p> <p>2011 - 160</p> <p>2012 - 194</p> <p>There were 5,702 non-Indigenous students completing AQF Cert II and above qualifications in 2012.</p>
Tasmania	<p>Number of 15-19 year old Aboriginal and Torres Strait Islander students awarded the Tasmanian Certificate of Education (TCE) (bracketed figure states the percentage of the estimated 18 year old population):</p> <p>2010 - 81 (18 per cent)</p> <p>2011 - 96 (21 per cent)</p> <p>2012 - 99 (22 per cent)</p> <p>2013 - 141 (30 per cent)</p> <p>There were 3,085 non-Indigenous students completing TCE in 2012, representing 48 per cent of the 18 year old population.</p> <p>There was a large increase in the number of Aboriginal and Torres Strait Islander students completing TCE in 2013, relative to 2012.</p> <p>The gap between Aboriginal and Torres Strait Islander and non-Indigenous TCE completions shrank from 27 percentage points in 2012 to 18 percentage points in 2013.</p> <p>Attainment of 20 credit points (equivalent to two years full time) by Aboriginal and Torres Strait Islander students aged 15-19 years olds (bracketed figure states the percentage of the estimated 18 year old population):</p> <p>2010 - 140 (30 per cent)</p> <p>2011 - 168 (37 per cent)</p> <p>2012 - 175 (38 per cent)</p> <p>2013 - 256 (53 per cent)</p> <p>In 2013, 4,765 (75 per cent) of non-Indigenous students completing AQF Cert II and above qualifications. The rapid increases by Aboriginal and Torres Strait Islander students have decreased the gap in attainment between Aboriginal and Torres Strait Islander and non-Indigenous students since 2010.</p>

Jurisdiction	Change over time
Northern Territory	<p>Northern Territory Certificate of Education (NTCE) completions by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 139 2011 - 148 2012 - 134 2013 - 174</p> <p>There were 1,081 non-Indigenous students completing HSC awards in 2012.</p> <hr/> <p>Vocational qualification completions at AQF Cert II and above by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 18 2011 - 62 2012 - 74 2013 - not supplied</p> <p>There were 466 non-Indigenous students completing AQF Cert II and above qualifications in 2012.</p>
Australian Capital Territory	<p>No data received for 2013.</p> <p>Year 12 completions by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - n/a 2011 - 59 2012 - 66</p> <hr/> <p>Vocational qualification completions at AQF Cert II and above by Aboriginal and Torres Strait Islander student status:</p> <p>2010 - 206 2011 - 220 2012 - n/a</p>

Source: ACIL Allen Consulting, based on State and Territory reports on activities and outcomes, 2011, 2012 and 2013

Key messages

State and Territory Reports generally demonstrate increases in the number of Aboriginal and Torres Strait Islander students completing Year 12 in real terms over time. In addition, most jurisdictions exhibit strong growth in Vocational Education and Training (VET) performance at Certificate II or above.

However, the results have not been assessed relative to the estimated population of Aboriginal and Torres Strait Islander people within each year group, so the proportion of students completing Year 12 is unknown.

Progress towards target

The target seeks to halve the gap in Aboriginal and Torres Strait Islander Year 12 attainment or equivalent attainment rates by 2020.

Although the information provided in the State and Territory Reports does not allow for comparison of Aboriginal and Torres Strait Islander achievements relative to non-Indigenous students, there is evidence that many jurisdictions are achieving growth in the number of Aboriginal and Torres Strait Islander students completing Year 12 or equivalent.

Appendix D National Collaborative Actions

This appendix provides a snapshot of progress in implementation of the national collaborative actions, as at March 2013, based on information provided by the Australian Government. It notes that 10 actions are complete, nine require further work, four are on track for completion and four are ongoing.

Table D1 **SNAPSHOT OF NATIONAL COLLABORATIVE ACTIONS, MARCH 2014**

Domain	Description	Status	Progress as at March 2014
Readiness for school	1. SCSEEC will support the development of a National Early Years 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).	Complete	The Early Years Workforce Strategy was released by Ministers on 10 September 2012, including strategies to improve the representation of Aboriginal and Torres Strait Islander people in the early childhood education and childcare workforce. The Strategy builds on Investing in the Early Years—A National Early Childhood Development Strategy, which was endorsed by the Council of Australian Governments (COAG) in July 2009. Further information on the Early Years Workforce Strategy is available at: https://www.education.gov.au/early-years-workforce-strategy
Readiness for school	2. SCSEEC 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.	Complete	Belonging, Being & Becoming - The Early Years Learning Framework for Australia describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school. The Framework is part of the Council of Australian Governments' reform agenda for early childhood education and care. It is a key component of the Australian Government's National Quality Framework for early childhood education and care. It underpins universal access to early childhood education. An Educators' Guide to the Early Years Learning Framework assists early childhood educators to implement the Framework in their service. The Educator's Guide was released in 2011 containing specific chapters on support for Aboriginal and Torres Strait Islander children and their families. Further information on the Framework and the Guide is available at: http://education.gov.au/early-years-learning-framework
Readiness for school	3. SCSEEC 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 <i>Aboriginal and Torres Strait Islander Education Action Plan 2010–14</i> . 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.	Complete	Following Aboriginal and Torres Strait Islander Education Advisory Group (Advisory Group) agreement, all members provided information in relation to: longitudinal studies; relevant research on integrated approaches for children aged 0–8 years; barriers to and enablers of success; curricula and resources. Useful clearinghouses and websites have also been identified. This information is contained on the Standing Council on School Education and Early Childhood (SCSEEC) website: http://www.scseec.edu.au/Aboriginal-and-Torres-Strait-Islander-Education-Action-Plan/Information-and-Resources.aspx
Readiness for school	4. SCSEEC will commission further development of on-entry assessment frameworks and guidelines for their use in particular settings.	Further work required	MCEECDYA has not yet addressed this action - a desktop analysis has been undertaken of current on-entry diagnostic tools utilised by education providers, however there has been no progress to date.

Domain	Description	Status	Progress as at March 2014
Engagement and Connections	9. SCSEEC 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.	Further work required	Officials supporting the Ministerial Councils on health, community services and Indigenous Affairs have met and agreed to map activity within each Standing Council and each jurisdiction in three agreed priorities areas: otitis media (and related speech and language delay issues); supporting young Aboriginal and Torres Strait Islander parents and care givers; and early childhood education connection of services at a local level. The mapping exercise was undertaken by the Australian Health Ministers Advisory Council. The information gathered via this exercise is being used to assist bilateral priorities in the agreed priority areas.
Engagement and Connections	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.	Ongoing	Indigenous Education Consultative Bodies have been maintained and the Prime Minister's Indigenous Advisory Council has been established.
Engagement and Connections	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.	On track	<p>During 2011, the Australian Government commissioned Orima Research to explore strategies for raising the awareness of the importance of attending school every day and increasing positive attitudes of communities towards education, in order to increase school attendance and engagement in Aboriginal and Torres Strait Islander and low socio-economic communities. Orima Research completed the study in April 2012. The research outlined the disconnection between the perceived value of education, and the benefits that flow for individuals who engage with school and stay in the education system. The research shows that the reasons behind poor attendance at school are multiple, and the issue needs to be addressed on a number of levels. This includes: at the student level, at the family level and at the community level. Those students who are engaged in their learning most often report high levels of support from their parents, and high expectations from their communities.</p> <p>The Advisory Group has gathered examples of existing State and Territory attendance strategies/efforts to promote the value of education to Aboriginal and Torres Strait Islander families (e.g. Indigenous Education Ambassadors). The information gathered and the ORIMA Research is being used to inform future policy development around school attendance and engagement and other National Collaborative Actions.</p>
Engagement and Connections	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.	Complete	A National Panel of Experts, separate from the Australian Curriculum, Assessment and Reporting Authority's (ACARA) Aboriginal and Torres Strait Islander Advisory Group, has been established. The ACARA released the draft Australian Curriculum: Languages F-10 Draft Framework for Aboriginal Languages and Torres Strait Islander Languages for public consultation. The consultation period closed on 25 July 2013. ACARA is finalising the draft Framework and is likely to be considered by the ACARA Board in the second half of 2014.
Engagement and Connections	13. SCSEEC'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.	Complete	Refer to National Collaborative Action 12.
Engagement and Connections	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.	Further work required	A sub-group of the Advisory Group has been established to progress activity under this action. A teleconference of the sub-group was held on 4 March 2014, and a mapping exercise undertaken to gather information on the key strategies and activities currently being applied by all jurisdictions 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. Information gathered via the exercise is currently being considered by the sub-group.

Domain	Description	Status	Progress as at March 2014
Attendance	22. SCSEEC will dedicate National Project Funds in 2010 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.	On track	The Australian Institute of Health and Welfare (AIHW) was engaged in December 2011 to progress the project on effective evidence-based attendance strategies. The research outcomes were presented to the Advisory Group for consideration in November 2012. The findings of the research provide insight of a practical nature about effective attendance strategies. In November 2013 Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) agreed to publish the report to the SCSEEC, Australian Government Department of Education, What Works and AIHW internet sites. The final report is being formatted for publication.
Attendance	23. SCSEEC 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.	Further work required	<p>Through 2012, a range of activities took place, contributing to the capability of education sectors to link and track information across students' education. Through the work program of the Learner Identity Management Sub-Committee and the Schools Data Sub-Group, the schools sector discussed and provided feedback on a paper, which outlined the benefits of, and identified options for, achieving a nationally consistent approach to unique identification of school students. In December 2012, the SCSEEC endorsed the development of a National Roadmap on data linkage in the education sector. The outcome of this work is to facilitate the use of linked data to better understand the developmental pathways of children and their families over time and across complex systems of education and care at the population and sub-population levels. In April 2012, the COAG agreed to the introduction of a Unique Student Identifier (USI) for the vocational education and training (VET) sector from 1 January 2014.</p> <p>As agreed through the Learner Identity Management Sub-Committee, a workshop was held in October 2013 to explore the possibilities of tracking students uniquely as they progress through school. The main objectives of the workshop were to share with the schools sector representatives who have responsibility for reporting and measurement policy and those from other education sectors about activities relating to student identity being implemented across education sectors and to discuss the need for unique student identification in the schools sector. The workshop included presentations from representatives from across the school sector and the VET and Higher Education sectors about the importance of tracking students and the use and challenges of tracking students through school using unique identifiers. As a result of the discussion at the workshop, it was agreed that the group would continue to pursue an effective solutions to progress the capability to link data across the entire schools sector.</p>
Attendance	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.	On track	<p>During 2012, the Tri-Border Attendance Strategy continued to effectively track student mobility. A business case was developed to secure continued funding and build on previous outcomes. In November 2012, this investment culminated in the Advisory Group putting forward a submission for continued funding. In March 2013, the AEEYSOC approved funding to continue, refine and enhance the Tri-Border Student mobility project.</p> <p>The Application Transition Plan for the Tri-Border Central Schools System moving to national adoption, hosting and support was presented to, and endorsed by, the AEEYSOC on 16 July, 2013. In the Plan, the Central Schools System will be transferred from the Western Australian Department of Education to Education Services Australia. The desired outcome of this Plan is to establish a national infrastructure platform with the viability of applying a self-sustained system universally across all jurisdictions and sectors. The transfer is expected to be operational by 30 June 2014.</p>

Domain	Description	Status	Progress as at March 2014
Literacy and Numeracy	27. The Australian Curriculum and Reporting Authority will regularly review NAPLAN tests to ensure that they are not culturally biased against Aboriginal and Torres Strait Islander students.	Ongoing	The ACARA employs a range of strategies to ensure that NAPLAN tests are not culturally biased against Aboriginal and Torres Strait Islander students. A number of committees with relevant expertise are in place to review the subject matter of the tests and the test items (questions). The subject matter is carefully selected, so as to be inclusive of all students. Test items are examined to ensure they are free of bias and are culturally appropriate. 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. The ACARA Aboriginal and Torres Strait Islander Advisory Panel also provide advice on test development and tests are regularly reviewed to ensure they are not culturally biased.
Literacy and Numeracy	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.	Complete	Teach Learn Share (TLS) - The National Literacy and Numeracy Evidence Base was launched on 30 June 2012 at www.teachlearnshare.gov.au It houses effective literacy and numeracy strategies and approaches that have been independently assessed against nationally agreed standards of evidence. The Australian Government developed TLS in collaboration with state and territory education authorities. The site provides a large number of evidence-based literacy and numeracy strategies to support the sharing of best practice, including a number of strategies shown to benefit Aboriginal and Torres Strait Islander students. The site will be migrated to Scootle in the near future, to provide access to a wider audience.
Literacy and Numeracy	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.	Further work required	A sub-group of the Advisory Group was convened in July 2013 to progress work under this action. A mapping exercise was conducted during February and March 2014 to identify and gather information on successful family literacy and numeracy initiatives. Information gathered via this exercise is currently being considered by the sub-group.
Leadership, Quality Teaching and Workforce Development	33. SCSEEC 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.	On track	The draft National Aboriginal and Torres Strait Islander Educator Workforce Strategy (NATSIEWS) was presented to the Advisory Group in October 2013. Following the meeting, the Strategy was amended and circulated for consideration in January 2014. The draft Strategy was endorsed by the Advisory Group in February 2014. The More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) is aimed at addressing the low numbers and retention rates of Aboriginal and Torres Strait Islander teachers. The Initiative is seeking to identify the numbers of Aboriginal and Torres Strait Islander people entering and remaining in teaching; identify gaps in the current work being undertaken to address the issue and determine future priorities. The MATSI will run over 2011 to end 2015 and is being managed by the David Unaipon College of Indigenous Education and Research at the University of South Australia. The MATSI has initiated a number of action research projects that are currently being undertaken by education authorities and initial teacher education institutions across Australia
Leadership, Quality Teaching and Workforce Development	34. SCSEEC 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.	Complete	The Australian Curriculum is underpinned by three cross-curriculum priorities including Aboriginal and Torres Strait Islander histories and cultures and the ACARA has continued to expand the Aboriginal and Torres Strait Islander histories and cultures into all learning areas, including the Arts, Geography, and Languages. The ACARA Aboriginal and Torres Strait Islander Advisory Panel also provides advice to the ACARA General Manager, Curriculum. The Australian Government has instigated a review of the Australian Curriculum to evaluate the development and implementation of the curriculum, and consider the robustness, independence and balance of the curriculum. The final report of the panel undertaking the review is due by 31 July 2014.

Domain	Description	Status	Progress as at March 2014
Leadership, Quality Teaching and Workforce Development	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 five year coordinated approach to support sustained improvement in Aboriginal and Torres Strait Islander and non-Indigenous contexts.	Ongoing	<p>The National Alliance for Remote Indigenous Schools – known as NARIS – is a group of more than 170 schools in remote Indigenous communities across the Northern Territory, Western Australia, Queensland, South Australia and New South Wales. It aims to attract, retain and develop exceptional teachers and leaders in these schools. It is managed by the education departments of these states/territories, with overarching support from the Australian Government. The NARIS website, at: http://naris.edu.au/ is providing teachers and leaders in the NARIS schools with newsletters and information about many of the projects, including a numeracy package, community and cultural orientation, and a teacher and leader application process to apply for a placement in a NARIS school.</p> <p>The Australian Government is also providing funding to expand the Teach Remote Programme, an initiative of the NARIS. The Teach Remote Programme is focused on establishing a remote teacher network and standardising professional development for teachers in core subjects relating to the teaching of Aboriginal and Torres Strait Islander students in remote communities. In May 2012 the Australian Government announced a further \$14.3 million to continue and expand Teach Remote Programme until June 2015. Teach Remote Stage 2 aims to support the NARIS to continue its work in attracting and retaining high calibre teachers in remote areas. It will see the implementation of an Experienced Teacher Bonus in Remote Schools Package, and a range of projects to support teachers in all NARIS schools. The Australian Government is also provide additional funding to NARIS to maintain existing streams of work and to undertake new work such as resolving teacher registration and mobility issues.</p>
Leadership, Quality Teaching and Workforce Development	36. SCSEEC 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.	Further work required in the VET and higher education sectors	<p>One of the major reforms under the Smarter Schools-Improving Teacher Quality National Partnership was national consistency in pre-service teacher education course accreditation. The national accreditation of initial teacher education programmes came into effect progressively from 2013, as programme providers became due for re-accreditation. Standards and Procedures for the national approach were developed by the Australian Institute for Teaching and School Leadership (AITSL) and endorsed by MCEECDYA in April 2011.</p> <p>Under the accreditation process all initial teacher education programmes were assessed against agreed National Programme Standards. The Programme Standards ensure all initial teacher education providers demonstrate that their graduates meet the Graduate career stage of the Australian Professional Standards for Teachers, which include Standards 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students and 2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. The Australian Professional Standards for Teachers specify what teachers should know and be able to do in order to teach Aboriginal and Torres Strait Islander students and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture.</p> <p>The AITSL also managed the Improving teaching in Aboriginal and Torres Strait Islander education project. The key priorities of this project were to support new and existing teachers in meeting Standards 1.4 and 2.4 of the Australian Professional Standards for Teachers. Throughout the project key research was undertaken and resources developed to support new and existing teachers.</p>

Domain	Description	Status	Progress as at March 2014
Leadership, Quality Teaching and Workforce Development	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.	Complete	<p>During 2012, a nationally consistent approach to teacher registration was agreed by ministers for education, to be progressively implemented from 2013. Requirements for registration are based on the Australian Professional Standards for Teachers which include Standard 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students and Standard 2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. The Australian Professional Standards for Teachers specify what teachers should know and be able to do in order to teach Aboriginal and Torres Strait Islander students and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture.</p> <p>The AITSL also managed the Improving teaching in Aboriginal and Torres Strait Islander education project. The key priorities of this project were to support new and existing teachers in meeting Standards 1.4 and 2.4 of the Australian Professional Standards for Teachers. Throughout the project key research was undertaken and resources developed to support new and existing teachers.</p>
Leadership, Quality Teaching and Workforce Development	38. SCSEEC 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 Teacher Professional Standards Framework (Standards for Teachers and School Leaders). This requirement will be made at graduate, proficient, highly accomplished and lead teacher levels. The Framework will inform reforms in pre-service education course accreditation and national consistency in teacher registration.	Complete	<p>The Australian Professional Standards for Teachers underpin significant national reforms including the national accreditation of initial teacher education programmes and a nationally consistent approach to teacher registration. In order to become a registered teacher, applicants need to demonstrate that they meet the Graduate level of the Australian Professional Standards for Teachers.</p> <p>The Standards and Procedures for Accreditation for Initial Teacher Education Programmes in Australia were endorsed by Education Ministers in April 2011. The Standards and Procedures were developed by the AITSL. The Accreditation Standard is a national approach to the accreditation of initial teacher education programmes, aimed at improving the quality of teacher training programmes. From 2013, all jurisdictions undertaking the accreditation of initial teacher education programmes have done so using the national approach.</p> <p>Under the accreditation process all initial teacher education programmes were assessed against agreed National Programme Standards. The Programme Standards ensure all initial teacher education providers demonstrate that their graduates meet the Graduate career stage of the Australian Professional Standards for Teachers, which include Standards 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students and 2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.</p> <p>The Australian Professional Standards for Teachers define the work of teachers and explain the elements of high-quality, effective teaching in 21st century schools, which should result in improved educational outcomes for students. The Standards specify what teachers should know and be able to do in order to teach Aboriginal and Torres Strait Islander students and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture. The standards were endorsed in December 2010 by all Education Ministers and are in use in all education systems.</p> <p>The AITSL also managed the Improving teaching in Aboriginal and Torres Strait Islander education project. The key priorities of this project were to support new and existing teachers in meeting Standards 1.4 and 2.4 of the Australian Professional Standards for Teachers. Throughout the project key research was undertaken and resources developed to support new and existing teachers.</p>
Leadership, Quality Teaching and Workforce Development	39. SCSEEC 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.	Further work required	Work has commenced on this action. Western Australia has consulted Advisory Group members and is currently scoping this project and bringing together potential stakeholders.

Domain	Description	Status	Progress as at March 2014
Leadership, Quality Teaching and Workforce Development	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. This will include setting up a national entity, the Australian Institute for Teaching and School Leadership, to oversee and facilitate the delivery of national flagship programs.	Complete	<p>SCSEEC ministers endorsed the Australian Charter for the Professional Learning of Teachers and School Leaders (the Charter) on 3 August 2012. The Charter describes what is needed to build an effective professional learning culture in all Australian schools. The Charter promotes the central role of professional learning in improving teachers' and school leaders' knowledge, practices and engagement to improve student outcomes. It also outlines the characteristics and importance of effective professional learning. The Charter and has an integral role to link with the National Professional Standard for Principals.</p> <p>The Australian Professional Standard for Principals is a public statement that sets out what principals are expected to know, understand and do to achieve their work. It recognises the leadership requirements that principals draw upon within their areas of professional practice. This standard was endorsed by Education Ministers in July 2011 and is being used by all education systems. The Standard provides a model against which principals can evaluate their knowledge, qualities, experiences and skills.</p>
Pathways to Real Post-School Options	45. SCSEEC 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.	Ongoing	<p>The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (2012) identified what is needed to increase participation and success in higher education. The review maps comprehensive changes marked by:</p> <ul style="list-style-type: none"> a whole-of-university approach to success for Aboriginal and Torres Strait Islander people in higher education; much stronger engagement of the professions, and communities to ensure better preparation and appropriate course selection in secondary school, and visibility of career pathways from university into professions; and increasing Aboriginal and Torres Strait Islander participation in a wider range of disciplines, particularly Science, Technology, Engineering and Mathematics (STEM) disciplines. <p>Current activity to address the gap in higher education attainment between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander Australians includes supplementary Aboriginal and Torres Strait Islander higher education support programs. These programs share the overall goal of supporting Aboriginal and Torres Strait Islander students in higher education, and individually focus on either bringing students into university (i.e. providing access), or supporting students to continue with, and complete, their qualification (i.e. supporting participation and eventual success).</p>
Pathways to Real Post-School Options	46. SCSEEC 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	Further work required	<p>In August 2012, the Standing Council on Tertiary Education, Skills and Employment (SCOTSE) endorsed the proposed approach to progress National Collaborative Action 46 – the development of an Action Plan for Tertiary Education, Skills and Employment (TESE Action Plan) for Aboriginal and Torres Strait Islander peoples. The TESE Action Plan will map the commitments of all Australian governments, highlight common themes across VET, employment and higher education, and provide recommendations for future action on how pathways for Aboriginal and Torres Strait Islander Peoples can be strengthened across the three sectors. The development of the plan was led by SCOTSE's Access and Participation Principal Committee (APPC). A Project Reference Group, chaired by the National VET Equity Advisory Council (NVEAC) Secretariat, was also installed to oversee the development of the TESE Action Plan. Outpost Consulting has been selected to undertake the coordination and drafting of the Action Plan.</p>
Pathways to Real Post-School Options	47. SCSEEC 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.	Further work required	<p>The Advisory Group has established a sub-group to progress this action. Commonwealth officials representing the Advisory Group have consulted the Australian Information and Communications Technology in Education Committee (AICTEC) to assist in scoping the work. A literature review of ICT approaches and issues was commissioned by Education Queensland. Following the report produced by ACER (Literature Review and Mapping Exercise: Impact of Technologies on Access to Education and Training for Aboriginal and Torres Strait Islander Students - August 2013), the sub-group met on 12 March 2014 and has requested that all jurisdictions compile a summary of the innovative technology being used in each jurisdiction. Jurisdictions are currently gathering information on innovative technology currently being used.</p>

Source: ACIL Allen Consulting, based on information provided by the Australian Government (Department of Education), May 2014

Appendix E Case study findings

A total of 48 case studies were undertaken as part of the evaluation. Phase three involved studies in schools that had been visited in phase one, two or both. The table that follows summarises the major challenges, achievements and lessons from each of the 30 schools involved in phase three case study visits.

Schools have been de-identified in the tables below, in accordance with the agreed evaluation framework, research in schools agreements and commitments given to schools during data collection processes. The compendium of all case studies was provided to the ATSIEAG members, but will not be publicly released.

Table E1 SUMMARY OF LONGITUDINAL SCHOOL CASE STUDY FINDINGS

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
Metropolitan government school Prep-Grade 6 Total enrolments: approx. 450 Aboriginal and Torres Strait Islander students: approx. 40 Visited in phase one and phase three	<p>Key outputs/outcomes</p> <p>The school has made strong progress over a relatively short time to create a welcoming school environment, particularly given recent staff turnover.</p> <p>Between 2012 and 2014, the school has also actively supported literacy and numeracy approaches, through providing universal personalised support to Aboriginal and Torres Strait Islander students and through closely monitoring individual achievement.</p> <p>In 2014, the principal and Aboriginal Education Worker highlighted positive improvements in the readiness for school of Aboriginal and Torres Strait Islander children through increased attendance at Koori pre-school. More children are also attending the school's mainstream pre-school.</p> <p>Issues or barriers to effectiveness</p> <p>Staff interviewed recognised that genuine engagement required ongoing relationships with the school community over a long period of time, building on the foundations laid.</p> <p>Unfortunately, funding has also had an impact on programs the school is able to run, particularly now that focus school funds have been expended. A lack of sustainable funding sources for Aboriginal and Torres Strait Islander focused initiatives has meant that many programs or events can only be run for a one or two year period.</p> <p>The school has been unable to recruit an Aboriginal or Torres Strait Islander educator or classroom support staff member, who could serve as a valuable role model for students.</p> <p>Lessons learnt</p> <p>Rapid progress is possible where there is commitment, will and leadership from the school leaders.</p> <p>The role of the school principal cannot be underestimated in driving the change process.</p> <p>The school has been successful in sharing the change process with other schools and communities.</p> <p>Areas of success appeared to be in engaging parents and the broader community through celebrating culture.</p> <p>Success could be achieved through one-on-one tutelage for literacy and numeracy for all Aboriginal and Torres Strait Islander students. This not only supported lower performing students, but helped high achievers to improve further.</p>
Metropolitan government school Investing in Focus Schools initiative Prep-Grade 6 Total enrolments: approx. 250 Aboriginal and Torres Strait Islander students: approx. 200 Visited in phase one and phase three	<p>Key outputs/outcomes</p> <p>The school has a strong strategic plan in place to improve educational outcomes and support for Aboriginal and Torres Strait Islander children and their families. This was evident in the school's Operational Plans, which included both actions from the Action Plan and the systemic plan.</p> <p>Celebrating and raising awareness of Aboriginal and Torres Strait Islander culture is also a clear focus for the school and teachers. Many teachers expressed enthusiasm to become more informed and aware of Aboriginal and Torres Strait Islander culture and history — so this could be passed on to their students.</p> <p>Levels of engagement with Aboriginal parents and community members have increased in recent years.</p> <p>Issues or barriers to effectiveness</p> <p>No significant barriers were identified in relation to improving the educational outcomes of Aboriginal and Torres Strait Islander students at or in implementing the Action Plan.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ Demonstrates how local actions as part of the Action Plan can be easily incorporated into school plans. ▪ Further improvements lie in continuing to build relationships with parents and the broader Aboriginal and Torres Strait Islander community, and in engaging children and their families early in education.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Provincial government school Low SES National Partnership Kindergarten-Grade 6 Total enrolments: approx. 225 Aboriginal and Torres Strait Islander students: approx. 150</p> <p>Visited in phase one and phase three</p>	<p>Key outputs/outcomes</p> <p>There is a clear desire from the school to connect with the local Aboriginal community and to improve educational outcomes for Aboriginal students within the school.</p> <p>The significance of having Indigenous staff to assist the school in connecting with the Aboriginal community and in providing an Aboriginal presence within the school boundaries cannot be understated. Indigenous staff play many important roles:</p> <ul style="list-style-type: none"> ▪ for Aboriginal students at the school they operate as a role model, mentor and also provide an Aboriginal face which fosters comfort and familiarity ▪ for Aboriginal families they assist to connect parents with the school and provide an Aboriginal presence within the school ▪ for teachers they are an informal source of professional development and a link to Aboriginal families. <p>Localised strategies developed from the ground up make a difference not only to Aboriginal and Torres Strait Islander educational outcomes, but also to the development of students' knowledge and skills necessary to successfully navigate their way through life.</p> <p>Issues or barriers to effectiveness</p> <p>Implementing hands-on programs to lift educational outcomes for Aboriginal students and engaging the Aboriginal community can be a barrier to effectiveness. The level of engagement with the school by the Aboriginal community —due to a variety of issues and concerns — is not as high as the school desires. A potential barrier identified by the school would be the proposed restructure of the AEO positions in government schools. To lose the AEOs would be devastating for similar schools with high populations of Aboriginal students.</p> <p>Sustainable funding and greater involvement of Aboriginal community members is the greatest barrier to the efficiency of locally developed programs.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ The school factors that most impact on Aboriginal and Torres Strait Islander educational outcomes are teacher quality, school culture, school curriculum (including Indigenous perspectives within the curriculum), and high expectations and challenges. ▪ Actions are evident across all six domains relating to these contextual factors which are largely determined by the school itself through a data driven process. ▪ It is important to involve Aboriginal and Torres Strait Islander families and the community in the programs developed by the school to improve Indigenous educational outcomes. ▪ Dynamic and committed leadership and the development of a whole of school approach to ensuring that Aboriginal students will succeed is central to developing quality teachers who are committed to reducing the educational disadvantage experienced by Indigenous students.
<p>Provincial government school Low SES National Partnership Prep-Grade 6 Total enrolments: approx. 325 Aboriginal and Torres Strait Islander students: approx. 50</p> <p>Visited in phase one, two and three</p>	<p>Key outputs/outcomes</p> <p>The links and causality between:</p> <ul style="list-style-type: none"> ▪ high expectations and acknowledging the challenges that are evident regarding the status of learning for Aboriginal students ▪ the desire for high quality teaching in every classroom for every student every day ▪ the development of teaching strategies to achieve these outcomes ▪ the resultant enhancement in school culture. <p>After an initial dip in the NAPLAN results of students while the school's overarching strategic approach was being implemented and embedded, NAPLAN scores for all students—and, importantly Indigenous students—are climbing in 2013 in many cases above the state average.</p> <p>Issues or barriers to effectiveness</p> <p>Family mobility impacts on the continuity of learning and the overall performance of the school. Feedback from the principal and staff indicates that its impact is most pronounced within the Aboriginal community with less than 10 per cent of the Aboriginal cohort originating from the local area. For the more highly mobile families, it is the level of absence from school in association with this mobility that compounds the disconnection from learning.</p> <p>The school generally finds it difficult to form a close working relationship with the Aboriginal families. There remains a sense of frustration within the school about the lack of interaction, particularly around parents engaging more fully with the PLP process.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ Advanced whole-of-school approach to literacy and numeracy. There is tangible evidence of improving NAPLAN data. ▪ With all children's position on the learning continuum on display, common understandings and shared language about students and their learning pervade the school. ▪ School strengths in multiple points of engagement and potential success to students via sport, music and other creative arts and recreational pursuits. ▪ Guiding principles for success embedded in day-to-day practice, including: data driven instruction; observation and feedback; planning; professional development; student culture; staff culture; and team focus on instructional improvement.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Metropolitan independent school</p> <p>Investing in Focus Schools initiative</p> <p>Prep-Year 12</p> <p>Total enrolments: approx. 200</p> <p>Aboriginal and Torres Strait Islander students: approx. 190</p> <p>Visited in phase two and phase three</p>	<p>Key outputs/outcomes</p> <p>The school recognises that contextual factors (i.e. family stability, mobility income health etc.) have an impact on students' ability to learn, hence its focus is on creating a safe, caring and inclusive learning environment.</p> <p>With a predominantly Indigenous student cohort, and a high proportion of Indigenous staff at the school, it has managed to create a warm and supportive environment where students feel at home.</p> <p>Student health and wellbeing are a central focus of the school's ethos, and it has developed extensive, long term creative partnerships with health providers and universities to support students in their social, emotional and physical health.</p> <p>Engagement and connections with families is an area of renewed focus. Progress has been made in bringing parents and families into the school to participate in a range of activities.</p> <p>The school is achieving good academic outcomes for primary students.</p> <p>The school continues to innovate and improve student access to health and wellbeing services. For example, weekly case conferences, involving teaching and health professionals are a core part of the student support system.</p> <p>Issues or barriers to effectiveness</p> <p>The retention of students in the secondary school and developing a clear vision for the secondary school are challenges. Unlike the primary school, the secondary cohort includes many students for whom the school is a last resort for learning.</p> <p>Barriers exist in parents attending the school, which will no doubt make finalisation of PLPs for some students difficult, but the school is committed to bringing parents to the school to discuss PLPs, where necessary.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ The Action Plan had some impact (though small) on school practices to support Indigenous students. The Action Plan served as a checklist or organising framework for existing and future strategies and actions and provided impetus for the development of a whole school literacy and numeracy strategy. ▪ The funding received as a focus school supported the development and implementation of a student information management system. ▪ There is a need for future action planning and policies to look at ways schools can work differently with parents, and to support parents in areas of education and employment. ▪ Some of the children attending the school have no permanent place of residence, moving from family to family and in and out of short-term youth accommodation facilities. There is a need for short term emergency accommodation and support facilities for Indigenous youth. ▪ The school has developed critical partnerships to provide access to important health support networks for some of the most disadvantaged students. This whole of child focus is essential for students to be capable of fully engaging in school life and learning.
<p>Metropolitan government school</p> <p>Prep-Year 7</p> <p>Total enrolments: approx. 380</p> <p>Aboriginal and Torres Strait Islander students: approx. 50</p> <p>Visited in phase two and phase three</p>	<p>Key outputs/outcomes</p> <p>The principal and other school leaders have worked with staff to end the denial over the longer-term trend of poor overall school student outcomes.</p> <p>While a school improvement agenda had been initiated with clear aims and systematic processes for reforming practice and staff had seen the improvement possibilities emerging from an explicit teaching approach, this implementation had been derailed by a need to halt an increase in serious behaviour incidents.</p> <p>Embedding appropriate Indigenous perspectives across curriculum units and supporting Indigenous students with knowledge and identity issues have greatly enhanced both the quality of student learning and the school's engagement with its community.</p> <p>School staff appear more ready to engage with a more demanding and longer-term school improvement agenda.</p> <p>Issues or barriers to effectiveness</p> <p>The current low performance base on NAPLAN test scores will take some time to shift and then to sustain the gains.</p> <p>Experienced teachers need to more openly embrace the reforms and embed them in daily classroom practices.</p> <p>Succession planning needs to be undertaken for leaders of the school improvement agenda to ensure that it moves from the principal throughout the staff group.</p> <p>Some expressions of envy and jealousy regarding the staffing and relative resourcing of Indigenous education at the school may still need to be addressed, even though these have lessened in their overt impact.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ Serious change happens slowly in older established schools, particularly where staff have been able to operate from a default position that they were already doing the best they could and where behaviour management issues can derail reform for some time. ▪ Improvement in making the school welcome to Indigenous people has been significant and the implementation of Indigenous perspectives across the curriculum has been exemplary.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
Provincial government school Low SES National Partnership Prep-Year 7 Total enrolments: approx. 150 Aboriginal and Torres Strait Islander students: approx. 60 Visited in phase one, two and three	<p>Key outputs/outcomes</p> <p>It is also very likely that classroom pedagogy and student engagement may be contributing to student non-attendance, particularly in the upper years classroom. The school's attendance rates and targets for gains by non-Indigenous students appear achievable, though probably not using current procedures and strategies.</p> <p>Levels of literacy and numeracy need to continue to improve for all students, Indigenous and non-Indigenous alike.</p> <p>Plans and targets, though clearly based on the available data, appear to be very ambitious in the current staff environment. The school needs to find further innovative ways to maximise the value of its experienced staff and to reduce the turnover of less experienced teachers.</p> <p>Issues or barriers to effectiveness</p> <p>The school is well placed to reconceptualise its educational vision and reinvent itself: for example, as a 'community centre for early learning' with child care, kindergarten, maternal health and associated services co located for family convenience and maximum bureaucratic efficiency. It has the space, spare buildings and facilities, and the experienced staff to do so.</p> <p>It may be able to de-couple itself, from the long-term cycle of inexperienced teacher turnover. However, for these changes to occur there needs to be a collegial effort and determined partnerships enacted.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> While some positive plans are evident across the six domains, the impetus for action is largely driven from within the school and much less so from links with the community. Stronger community partnerships need to be addressed as a priority over the next 1-2 years. The school has much to gain from closer networking with schools of a similar size and community demographic composition, especially those locally, in the region and elsewhere. The impending acceleration of the school's enrolment decline needs to be accompanied by clear, strategic consideration of more specific visions of what the school might reinvent itself into in order to secure its longer-term future.
Remote government school Low SES National Partnership Prep-Year 12 Total enrolments: approx. 125 Aboriginal and Torres Strait Islander students: approx. 100 Visited in phase one and phase three	<p>Key outputs/outcomes</p> <p>Two broad outcomes are beginning to have a positive effect on student learning and engagement:</p> <ul style="list-style-type: none"> a commitment to improving outcomes through a consistent pedagogy, committed staff and accessing specialised resources the key initiative taken to work towards addressing tensions in the community around a shared Indigenous identity through the formation of the Community Reference Group. <p>Issues or barriers to effectiveness</p> <p>The school must confront a wide range of challenges to improve student learning:</p> <ul style="list-style-type: none"> issues surrounding the collective identity of the Indigenous community and instances of family dysfunction a lack of consistent curriculum leadership, especially through the changes in the deputy principal role limited access to external professional development opportunities for staff limited involvement of external community members with specific skills and experiences to assist the school difficulties in developing meaningful partnerships with parents and families and the broader Indigenous community a lack of employment of recent 'graduates' from the school <p>The school is often in the situation where every few years a significant portion of its teaching staff move on, to be replaced by, predominately, graduate teachers. With the importance of relationships documented throughout research on Indigenous education, changeability of teaching staff is detrimental to student engagement and attendance.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> Remote schools require additional resourcing and funding beyond normal school funding formulas The placement of targeted, high quality teaching staff on longer term contracts would also be of benefit by diversifying the staffing mix and demonstrating commitment and stability to parents and families To assist in community development through the education of Indigenous youth may require a concerted joint effort from all agencies, where resources are linked and coordinated toward common goals.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Metropolitan government school</p> <p>Low SES National Partnership Literacy and Numeracy National Partnership</p> <p>Prep-Year 7</p> <p>Total enrolments: approx. 500</p> <p>Aboriginal and Torres Strait Islander students: approx. 50</p> <p>Visited in phase one and phase three</p>	<p>Key outputs/outcomes</p> <p>The school is in a predominantly low income, welfare dependent community where the basic needs of students are not always adequately met. However, over the last three years, the school's academic results have seen steady growth, consistent with state averages profile and well beyond schools with a similar profile.</p> <p>The success of the school is built around such factors as inclusiveness, high expectations, a welcoming environment, and a focus on individual student needs.</p> <p>High quality teaching staff are the essential element of the school's success to educate a wide range of students with very different learning needs.</p> <p>Issues or barriers to effectiveness</p> <p>There are low levels of community involvement in the school. The community appreciates what the school is achieving for their children, yet remains reluctant to become directly involved in supporting the classroom activities.</p> <p>Many Indigenous parents and families have had negative experiences with the education system and are not comfortable within the school environment.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> Indigenous students, given the right learning conditions, can progress equally as well as within the general population of students. Teachers that are well-trained and skilled in the use of diagnostic data to enable them to select the learning experiences to match individual learning needs are important to student improvement. High expectations is a key tenet of its operations, enforced and developed throughout the school. Staff have a strong belief that high expectations in this context make a difference to student learning outcomes.
<p>Provincial government school</p> <p>Low SES National Partnership</p> <p>Prep-Year 7</p> <p>Total enrolments: approx. 350</p> <p>Aboriginal and Torres Strait Islander students: approx. 50</p> <p>Visited in phase two and phase three</p>	<p>Key outputs/outcomes</p> <p>The school has some clear challenges to improve student learning outcomes. Three observations suggest that the school will improve its results over the next three years:</p> <ul style="list-style-type: none"> stability and expertise brought by the current principal, with a commitment to improving outcomes through consistent pedagogy, committed staff and accessing key resources to provide specialised and informed planning and delivery in key learning programs initiative taken to work with support agencies in supporting families in need, including those from the Indigenous community the appointment and priority actions being taken by the deputy principal, which have broadened the leadership base, widened administrative expertise and provided more ongoing, in-school guidance and support to teaching and support staff. <p>Issues or barriers to effectiveness</p> <p>Two key issues impact on the school's ability to improve learning outcomes of all students, which in part includes improving the sense of worth and improved self-esteem of the Indigenous students:</p> <ul style="list-style-type: none"> the changing nature of its student population with both increasing overall numbers as well as increasing numbers of welfare dependent students the continuing absence of a constructive partnership with the local Indigenous community. <p>Lessons learnt</p> <ul style="list-style-type: none"> Rather than focusing solely on class and school aggregated data, there are benefits to analysing and tracking the gains made by individuals and smaller groups of students as a formative process to inform planning for improvements and personalised interventions Working with external agencies can address community and social welfare issues concurrently with efforts to improve learning at the school level Connecting with all relevant agencies in a concerted joint effort may improve the educational outcomes for Indigenous students There is a need for ongoing strategic review of data on student attendance and performance to ensure that the most appropriate priorities are being pursued with specific student groups and year levels.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Metropolitan government school</p> <p>Investing in Focus Schools initiative</p> <p>Low SES National Partnership Reception - Year 11</p> <p>Total enrolments: approx. 75</p> <p>Aboriginal and Torres Strait Islander students: approx. 70</p> <p>Visited in phase one, two and three</p>	<p>Key outputs/outcomes</p> <p>Over recent years, student behaviour has been poor, curriculum delivery was unfocused and there was a general acceptance of low expectations and mediocrity. However, the process of renewal has led to a revitalised focus on improving the educational outcomes for students. The</p> <p>The school reform process has not been without its problems. For example, some staff have not been comfortable with intense scrutiny on performance and have subsequently left the school. Equally, some families have not been enamoured with the new direction of the school and have also sought other alternatives.</p> <p>The teaching staff at the school believed that family engagement was on the rise once more and staff sustainability had risen. Staff interviewed unanimously feel that the school is now on the right path.</p> <p>Issues or barriers to effectiveness</p> <p>While the resources associated with the Smarter Schools National Partnership are welcomed by the school, compliance and reporting requirements, when combined with existing accountabilities, they place significant demands on the school's capacity to deliver on the targets that have been established.</p> <p>With a new trade training centre on site, the school finds it difficult to match the necessary human resources with the physical asset. As a result, third party providers are engaged to support part of the VET program delivery at an additional cost to the school.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ The key lesson learned centres on the impact of an external 'circuit breaker' or catalyst that has provided the impetus for reform. ▪ Without the issues of school performance and firm direction being established through an external review, it is questionable as to whether the systemic education plan or the Action Plan would have had the desired impact in improving educational outcomes for the students.
<p>Provincial government school</p> <p>Focus Schools Next Steps Initiative</p> <p>Low SES National Partnership Prep-Grade 6</p> <p>Total enrolments: approx. 550</p> <p>Aboriginal and Torres Strait Islander students: approx. 175</p> <p>Visited in phase two and phase three</p>	<p>Key outputs/outcomes</p> <p>Refurbishment of the school's physical infrastructure – its classrooms and facilities – is mirrored by an equivalent impetus of refurbishment in the 'infrastructure' related to teaching and learning that is encapsulated in its directions statement.</p> <p>The point in time snapshot of the school provided by the first site visit would suggest that 'all the pieces of the jigsaw are in place' and a momentum for lasting improvement is underway. More improvement should be seen in the future given the apparent sense of alignment across leadership, staff, parents and students, combined with the equally apparent rigour related to monitoring and improving attendance and literacy and numeracy learning.</p> <p>Data collected and analysed in this report shows obvious improvements against attendance, literacy and numeracy and post-school outcomes for 2013. While still relatively incremental, early data from 2014 indicated more substantial improvement again.</p> <p>Issues or barriers to effectiveness</p> <p>The school has experienced a significant amount of physical and operational changes and the benefits of this are yet to be fully achieved. New programs and policies have been implemented and are innovative. However, the school needs further time to realise the benefits and it is important to enable the staff to now concentrate on teaching and learning to fully achieve those benefits.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ The school had opportunities presented through upheaval - a 2010 diagnostic review that identified a history of underperformance; and the reorganisation of its campus structure. ▪ Good leadership accompanied the changes and developed a vision for the school and community, shared responsibility including across community, and established inclusive approaches to Aboriginal and Torres Strait Islander students. ▪ With stable leadership, satisfied staff, and consistent, rational organisation structures and processes in place, the school has succeeded in removing many of the previous day-to-day barriers and challenges to teaching at the school. This has freed teaching staff to concentrate on teaching and learning. As a result, innovation is evident in relation to developing teacher quality and improving pedagogy.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Metropolitan government school</p> <p>Investing in Focus Schools initiative</p> <p>Low SES National Partnership Year 8 - Year 12</p> <p>Total enrolments: approx. 50</p> <p>Aboriginal and Torres Strait Islander students: approx. 50</p> <p>Visited in phase one and phase three</p>	<p>Key outputs/outcomes</p> <p>The school has a comprehensive approach to support students through to a 'real' and viable post school destination. There is a clear commitment to do 'whatever it takes' to ensure students attend school and remain engaged in learning.</p> <p>The school has enabled students in successive years to achieve Year 12 completions, enter into apprenticeships or engage in other employment opportunities.</p> <p>Issues or barriers to effectiveness</p> <p>In acknowledging the school's key outputs and outcomes, it must be noted that they are not universal. Despite the extraordinary efforts of staff and the school's highly structured and consistent approach to regular attendance for some students, there remains a significant gap between the ideal and reality. The school is highly conscious of the close relationship between strong patterns of attendance and learning outcomes. At the same time, staff are also highly aware of the turmoil and trauma in the lives of some students and they therefore strive to ensure that the school remains a safe and supportive environment at all times.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ The level of effort that is required to re-engage and sustain engagement for Aboriginal students who have not experienced success in mainstream settings is significant ▪ The benefits of teamwork with Aboriginal and Torres Strait Islander and non-Indigenous staff working together with a shared commitment to make a difference for all students who attend the school are high ▪ The overarching importance of leadership to provide a vision for all to work towards is critical in driving school reform and outcomes for Indigenous students.
<p>Metropolitan government school</p> <p>Focus Schools Next Steps Initiative</p> <p>Kindergarten-Year 10</p> <p>Total enrolments: approx. 750</p> <p>Aboriginal and Torres Strait Islander students: approx. 80</p> <p>Visited in phase one, two and three</p>	<p>Key outputs/outcomes</p> <p>A Dare to Lead school snapshot conducted prior to the introduction of the Action Plan had a significant impact on raising awareness of Aboriginal challenges across the school. It resulted in a school-wide change over the past three years to reorient the way the school understands and approaches Aboriginal and Torres Strait Islander teaching, learning and cultural celebration.</p> <p>The school plays a central role in the community as a knowledge centre for the Aboriginal history of the area. In doing so, the school has become a change driver across the community, which has resulted in trusting relationships being formed with key local Aboriginal Elders and community members to drive change across the school.</p> <p>Parents are highly satisfied with the role played by the school in welcoming and supporting their children. While improvements in academic outcomes are likely to require additional time to be realised, the starting point is to upskill the teacher workforce and to promote Aboriginal identity and culture.</p> <p>Issues or barriers to effectiveness</p> <p>The PLP concept has been embraced by the school. These PLPs are intended to be updated annually. Over time, the school is seeking for all students to have personalised learning plans in place. For students transitioning into the school, there was not a great deal of transition activity provided by feeder schools prior to commencement. It was noted that there could be greater sharing of PLPs or similar information, where these have been developed in advance by the feeder schools.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ Change can be achieved in a relatively short period with advanced leadership across the school and high levels of teacher engagement. The school has actively developed staff knowledge, school plans, visible infrastructure, teaching approaches and other support processes that acknowledge and celebrate Indigenous student perspectives. ▪ Funding for the Focus Schools Next Steps initiative provided a fillip for the school's activities. ▪ There is some early evidence of positive change in literacy and numeracy outcomes at the primary level, but there are also signs of regression beyond primary school levels. ▪ Leadership and teaching staff had been heavily involved in driving the change process. The personal and school-wide change process had been "incredibly rewarding" and had helped build knowledge and personal relationships across the community.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
Provincial Catholic school Prep-Year 10 Total enrolments: approx. 250 Aboriginal and Torres Strait Islander students: approx. 80 Visited in phase one and phase three	<p>Key outputs/outcomes</p> <p>The school has focused on raising teacher awareness of Aboriginal and Torres Strait Islander cultures as a key priority during the course of the Action Plan. This has, in turn, helped to make the school a welcoming place for students, where culture is celebrated. The school grounds were decorated with Aboriginal mosaics, which students played a large part in developing.</p> <p>The levels of engagement with the Aboriginal and Torres Strait Islander community had increased over recent years. Parents had many opportunities to engage in school life.</p> <p>Issues or barriers to effectiveness</p> <p>Many Indigenous students have limited knowledge about their history and culture.</p> <p>There was a desire across the school to build greater knowledge of Aboriginal and Torres Strait Islander culture, so that teachers could incorporate these perspectives in classroom settings. As a result of Tasmania's recent colonial history, there are challenges associated with piecing together holistic cultural understandings. In relation to professional development, there may be options for training to be provided on the school campus or in blocks of two to three days offsite to support teacher participation.</p> <p>Post-school transitions are an area for the school to continue its focus over time to draw greater links with other educational institutions, whether through colleges, TAFEs or universities.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ The school is a positive example of what can be achieved over a three year period with good leadership, high levels of teacher engagement and an open approach to learning. ▪ The impact of the Action Plan was largely to confirm current practices promoted through the Dare to Lead School Snapshot, and to support ongoing school-community engagement activities, including PLPs. ▪ While student outcomes in literacy and numeracy are not yet evident, in-class practice remains a key area for attention and focus over time. The PLP process may lend assistance to better gauge student goals and learning styles.
Provincial government school Low SES National Partnership Prep-Grade 6 Total enrolments: approx. 250 Aboriginal and Torres Strait Islander students: approx. 75 Visited in phase one, two and three	<p>Key outputs/outcomes</p> <p>The school strives to be inclusive of all cultures within the school. The school strongly supports and promotes the provision of education to the wider community to increase the awareness of both Indigenous culture and the Indigenous community. The commitment to developing a cultural program for the benefit of all students and the wider community was strong.</p> <p>Within the school there is a genuine commitment to improving the learning outcomes for all students, but most particularly in addressing the disparity in learning outcomes experienced by some Indigenous students in comparison with their peers.</p> <p>Although demonstrable action is evident across the six Action Plan domains, the motivation for action is largely driven from within the school and in response to the systemic education initiative.</p> <p>Issues or barriers to effectiveness</p> <p>The short-term funding of intervention programs for literacy, numeracy and attendance were frustration for teacher staff. Before sufficient quantitative data can be gathered to demonstrate the impact of the program, the funding is withdrawn. This situation is unsustainable as it creates a perpetual cycle of intervention programs that are never adequately funded to their natural completion, which is detrimental to improving outcomes for Indigenous students.</p> <p>There are also challenges to attract and retain qualified Indigenous staff.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ A strong and dedicated leadership and a willingness to engage, consult and build relationships with the Indigenous community are necessary characteristics for schools seeking to redress educational disadvantage for Indigenous students in Australia. ▪ By involving Indigenous families in the shaping of new programs and by recognising that the change process begins with relationship building, there is now a sense that the school's Indigenous parents are beginning to "find their voice" and are more comfortable in engaging in conversation with the school concerning the education of their children.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Metropolitan government school</p> <p>Prep-Grade 6</p> <p>Total enrolments: approx. 350</p> <p>Aboriginal and Torres Strait Islander students: approx. 25</p> <p>Visited in phase one and phase three</p>	<p>Key outputs/outcomes</p> <p>Enhanced interaction between the Indigenous community and the school has boosted family engagement through breaking down possible inhibitions about the education system and the establishment of a more inclusive and less threatening environment. In turn, teaching staff believe this has impacted positively on attendance to the point where truancy is no longer an issue.</p> <p>This personalised approach to learning has resulted in teachers at the school delivering a greater level of personal care for Indigenous students, which has required greater engagement by teachers with Indigenous cultures and with individual families.</p> <p>Issues or barriers to effectiveness</p> <p>The Indigenous workforce restructure that has occurred under the state education strategy has resulted in the loss of an Indigenous educator and has impacted on the connections between the school and Indigenous families. The removal Indigenous staff member has also had an effect on the Indigenous community, who felt as if they had lost an important resource.</p> <p>To sustain momentum, the school is planning to include an Indigenous focus in its strategic plan next year to ensure that the continuation of the cultural shifts that have started.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> While the domain structure mirrors education priorities and language of schools and school systems and the majority of domains fit within what could be described as the school's 'core business', the domain relating to connections with community is different. This domain is the most problematic to enact and the most difficult to put in practice. The suggestion was made that some practical material on how to address this domain would be welcomed. For a school without an Indigenous educator it is important to have teachers who are passionate and committed to improving educational outcomes for Aboriginal and Torres Strait Islander students. Identification of the skills required to adequately undertake a role such as 'Indigenous Liaison Officer' could be a valuable resource for schools to draw upon for their professional development and planning. Building relationships with the local Aboriginal community to remove the anxiety some may feel towards the education system is necessary to engage families in education.
<p>Provincial government school</p> <p>Focus Schools Next Steps initiative</p> <p>Low SES National Partnership</p> <p>Prep-Year 6</p> <p>Total enrolments: approx. 300</p> <p>Aboriginal and Torres Strait Islander students: approx. 100</p> <p>Visited in phase two and phase three</p>	<p>Key outputs/outcomes</p> <p>The school has made significant improvement in literacy and numeracy results on NAPLAN as well as in detailed school assessment data on each student, which provides further evidence of the student focused approach developed at the school.</p> <p>The school's use of data, is exemplary. Particularly the approach of collecting student data every five weeks to develop ILPs, combat student and family mobility, and develop class programs.</p> <p>The strong links to the community are enhanced by partnerships with Indigenous community groups and mainstream service agencies. The involvement of 12 staff in the Stronger Smarter training in 2013 has further enhanced the school's capacity to engage with the community.</p> <p>Issues or barriers to effectiveness</p> <p>Mobility of students (20 to 40 per cent each year) provides challenges for the school in ensuring each student's needs are catered for in class programs. School processes ensure that the needs of incoming students are quickly assessed and learning plans are developed early.</p> <p>There is a need for a higher profile for the Action Plan in the school environment. The commitment of leaders to the plan is unquestioned, but the public profile amongst staff and parents can be raised.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> The strength of the leadership in the school is evident in the consistency of approaches across the school. The principal clearly articulates a focus on each child's right to learn and that all staff within the school have high expectations for students. The school has an Aboriginal principal, which had significance for communities. Student mobility of 40 per cent is acknowledged and planned for within the school. The assessment and individual learning plan process negates some of the effects of mobility, but remains a challenge to class teachers. The school's focus on literacy and numeracy is seen as the key to improving student outcomes. It is also seen as the key to improved attitude, behaviour and confidence. This does not mean that student wellbeing and cultural programs are not important, but the improvement in literacy and numeracy is the core work of the school.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Provincial government school Low SES National Partnership Prep-Year 12 Total enrolments: approx. 450 Aboriginal and Torres Strait Islander students: approx. 100</p> <p>Visited in phase one, two and three</p>	<p>Key outputs/outcomes</p> <p>The school has embarked on an ambitious strategy to turn around the entrenched sense of 'underperformance' in relation to Indigenous students. The school is also seeking to improve its overall performance by investing in resources for the professional learning of staff. The new buildings and new structure of the school are being matched by a renewed focus on teaching and learning that has at its heart differentiated pedagogy, meticulous use of data to inform practice and genuinely high expectations for all students enrolled at the school.</p> <p>In particular:</p> <ul style="list-style-type: none"> the take-up/establishment of the Clontarf Academy and Flexible Learning Options (FLO) program as interconnected strategies around engagement, attendance and improving learning the use of ILPs to plan and monitor learning for individual students Tutoring to scaffold learning for Indigenous students within the classroom environment (though this has been discontinued above grade four). <p>Issues or barriers to effectiveness</p> <p>Another issue the facing the school that was raised by teaching staff in 2014 relates to a negative perception of the school in the community and a current stigmatism of being a 'black school' due to the high proportion of Indigenous and Tongan students. Teachers feel this has resulted in a 'white flight' with non-Indigenous students leaving the school.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> The process of change in terms of pedagogy and student outcomes from where the school is now to where it wants to be is incremental The school has made significant inroads into enhancing student engagement via the Clontarf Academy and FLO Program Although incremental gains in attendance are evident, the reorganisation of the school is yet to deliver sustained changes to student literacy and numeracy results, student retention and post-school outcomes. Should the school continue with its rigorous program of professional development around teaching and learning and teaching practices, it is reasonable to expect that in three or four years' time, sustainable gains in student achievement—not just for Indigenous students but all students—will be obvious for all to see.
<p>Metropolitan government school Focus Schools Next Steps initiative Prep-Year 6 Total enrolments: approx. 325 Aboriginal and Torres Strait Islander students: approx. 50</p> <p>Visited in phase one and phase three</p>	<p>Key outputs/outcomes</p> <p>There is a high level of tangible evidence of the school's inclusive practices. It strives to be 'culturally safe for indigenous students' and is delivering on this ideal whilst at the same time being 'culturally empathic' to children from all cultures and backgrounds.</p> <p>The symbolism of cultural inclusiveness is backed up by a genuine commitment to improving the learning outcomes for all students, but most particularly in addressing the disparity in learning outcomes experienced by some Indigenous students in comparison with their peers.</p> <p>Employing a numeracy coach has been critical to the school—both in terms of providing an illustration of the high expectations culture the school is trying to embed and in giving confidence to teaching staff to tackle numeracy in a targeted and direct way.</p> <p>Issues or barriers to effectiveness</p> <p>A key barrier identified by the school centres on resourcing and continuity for the Aboriginal educator position. With a highly valued role in the delivery of the Indigenous Studies Program, supporting students and staff and in establishing linkages within the broader community, funding the actual position 'significantly stretches' the school budget.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> While demonstrable action is evident across the six domains, the impetus for action is largely driven from within the school The school is in the process of embedding a cultural change among staff, students and families of high expectations Data on attendance and literacy and numeracy show some improvement Dynamic and committed leadership is an essential ingredient in the recipe for action to redress educational disadvantage for Indigenous students in Australian schools.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Remote government school Low SES National Partnership Prep-Year 12 Total enrolments: approx. 225 Aboriginal and Torres Strait Islander students: approx. 200</p> <p>Visited in phase one and phase three</p>	<p>Key outputs/outcomes</p> <p>The school has a united understanding of local challenges and a belief that they can make a difference. This is evidenced in the array of initiatives across the school in trying to address many areas of need, by the school and in partnership with the community and neighbouring schools.</p> <p>Systemic and external support aids the school with initiatives addressing absenteeism, leadership, student tracking, cultural orientation, literacy blocks, and collaborative partnerships across schools. External support is highly valued by the whole school community.</p> <p>It is seen as a positive step to combine local services with responsibilities in addressing local needs without duplication or reliance on any one service provider.</p> <p>Issues or barriers to effectiveness</p> <p>Foetal alcohol syndrome disorder is a challenge to emotional and personal wellbeing and is perceived to impact upon social and mental dysfunction and subsequently on learning, attendance and life outcomes. The challenge for the school is to balance needs for wellbeing and academic outcomes.</p> <p>Attendance rates continue to be a major school challenge, particularly retention and participation rates beyond middle school. The school suffers from a highly mobile population.</p> <p>The school provides secondary education to surrounding communities each with varying languages and cultural norms. The issue is how to engage all communities in the school and in the education of their children.</p> <p>Sustainability is another key factor in longitudinal educational development. This is particularly so in terms of staff movement, with repeated turnover after 3-4 years. Replacement staff, many of whom are graduates, are underprepared and require mentoring support, orientation and professional development to help them cope with new and unfamiliar demands.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> There are benefits associated with collaborative approaches with other service providers The promotion of local cultural awareness, recognition and involvement in school life is looked upon positively in terms of self-worth and motivation for learning The school has shown an unwavering determination for school improvement. It focuses on readiness, wellbeing, attendance, engagement, outcomes, transition and community. Strategic decisions on directions and initiatives are made with integrity, utilising evidence of data both within the school and the community A significant influence has been the stability of school leadership. The current principal has been at the school for several years and has mapped a strategic direction which has remained constant While there are no direct school documentation links to the Action Plan, the six core domains are embedded within the varied strategies and programs across the whole school
<p>Remote government school Focus Schools Next Steps initiative Low SES National Partnership Prep-Year 6 Total enrolments: approx. 125 Aboriginal and Torres Strait Islander students: approx. 100</p> <p>Visited in phase one, two and three</p>	<p>Key outputs/outcomes</p> <p>Local culture is integrated with learning programs, both as a scaffolding strategy to maximise understanding cultural perspectives and also as a source of motivation and affirmation of community heritage.</p> <p>Funding from the Next Steps Initiative has enabled the appointment of staff to run programs and implement strategies to address a range of needs.</p> <p>While there is still a long way to go, the benefit of stable leadership has already made its mark.</p> <p>Issues or barriers to effectiveness</p> <p>There is a difference between Aboriginal English Dialect and Standard Australian English used at school. Language has potential to alienate children from learning in English and regularly causes misunderstandings and dysfunction in the classroom. It also impacts on the effectiveness of communication with parents and the extent to which staff are able to interact with cultural sensitivity with parents and other community members.</p> <p>Challenges are exacerbated by the turnover of school leadership and teaching staff. The gains from the strategies been implemented over time are compromised as each cycle of inexperienced graduates who arrive at the school have to be trained and re-trained.</p> <p>Regular and ongoing community engagement is difficult to sustain.</p> <p>A major concern is an expected funding drop of over twenty percent in 2014 due to the expiry of National Partnership and Next Steps Initiative funding.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> The school is adopting strategies and programs which are consistent to intentions of the six domains within the Action Plan. Assistance from the school system has supported action. The integration of local culture and dialect in learning programs and two way strategies impacts positively on learning engagement and outcomes, particularly in structured timetabled blocks as with literacy and English. Collaborative networking amongst schools in the region is welcomed to share strategies and professional support as they work together in addressing similar needs. The significance of substantive longer term leadership to stimulate school development for the whole school community cannot be underestimated.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Remote government school Low SES National Partnership Prep-Year 10 Total enrolments: approx. 150 Aboriginal and Torres Strait Islander students: approx. 150</p> <p>Visited in phase one and phase three</p>	<p>Key outputs/outcomes</p> <p>Teaching of language and culture is integral to student engagement at school and for improving outcomes in literacy and numeracy.</p> <p>Family involvement and community engagement are also critical for the school and the community to grow stronger, together. The current process of strengthening the school community through consultation, planning, agreement, action and evaluation, is an important avenue to embed school-community relationships, connections and engagement into the future and to lay the foundations for improving outcomes for students and their families.</p> <p>Issues or barriers to effectiveness</p> <p>The wellbeing of staff working in a remote location is an ongoing issue in that staff often become stressed and risk burnout. To combat this issue the school places importance on staff wellbeing and staff support. Recruiting and retaining staff in this remote location is a great challenge. Staff shortages impact directly on the quality of education delivered.</p> <p>Related to the above issues is the shortage of accommodation in the area. Because of this, some staff share accommodation and can experience the negative impacts of living and working closely together.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ A planned approach to school improvement involving community is a rigorous and at times challenging process, yet one that is beginning to have a positive impact on developing a stronger school culture. ▪ in expanding its secondary education provision in recent years, the school has been consistent in its focus on keeping cultural considerations integral to decision making. ▪ The involvement of families and young children in pre-preschool programs such as families as first teachers is critical for children becoming more confident, capable and ambitious learners in future years.
<p>Remote independent school Low SES National Partnership Prep-Year 10 Total enrolments: approx. 150 Aboriginal and Torres Strait Islander students: approx. 150</p> <p>Visited in phase one, two and three</p>	<p>Key outputs/outcomes</p> <p>The school recognises that Indigenous knowledge, language and cultural practices are paramount to students' engagement and development. The school's focus on meshing language and culture with literacy and numeracy is driven by the belief that students have the skills to move in 'both worlds'.</p> <p>Issues or barriers to effectiveness</p> <p>A key barrier identified by the school is the financial barrier. As an independent school catering for students from remote communities, there is no real income from school fees as is the case with other independent schools. The school finds constantly seeking government funding, having funding applications rejected, or seeing current funding levels reduced a significant challenge.</p> <p>Many students experience significant family dysfunction and trauma in their lives, which has impacted on their learning and development and poses challenges for staff without specialist expertise in this area.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ The delivery of education in a remote location through a bilingual and bicultural approach involving language and culture forms an integral part of every student's day at school. ▪ The school actively supports education and training for Indigenous staff to create a strong learning culture and greater expertise and leadership within a school. An additional benefit of this approach has been greater retention of Indigenous staff evident over the course of this evaluation, which is considered critical for achieving better outcomes for Indigenous students.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Remote government school Focus Schools Next Steps initiative Low SES National Partnership Prep -Year 12 Total enrolments: approx. 150 Aboriginal and Torres Strait Islander students: approx. 150</p> <p>Visited in phase one, two and three</p>	<p>Key outputs/outcomes</p> <p>There is a commitment to education through personalised learning plans for every student, and a determination to improve teaching practice and student pathways to post school options.</p> <p>There is a history of community involvement in the school, and this is seen as the key to ongoing improvement in educational outcomes for students. The school is responsive to supporting and working with other agencies on local community issues.</p> <p>There is a wealth of initiatives evident in relation to the six domains, however the Action Plan is not the 'driver'. The school has a planned whole school community approach to ongoing improvement, with the impetus coming from its Site Improvement Plan 2012-2014. Staff have mapped areas of focus to the six domains of the Action Plan, all of which are included in the School Improvement Plan.</p> <p>Issues or barriers to effectiveness</p> <p>Firstly, attendance issues within the community are extremely complex, and the impact of attendance rates on student outcomes is significant. Despite a number of strategies, there has been no major increase in attendance rates.</p> <p>Secondly, although there has been great effort invested in retaining students at school through to secondary education, including engagement in VET programs to prepare students to be work ready, the great concern is the limited work opportunity at a local community level and lack of a viable economy.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ The school focuses on strong expectations to achieve the best possible outcomes for students and the community. ▪ The school is investing significant effort in its strategies and initiatives to meet these expectations so that Indigenous students are ready for school, attending regularly and engaged in their learning. ▪ The community has a big say in education and plays an important role in the governance of the school. At the core of this governance system is active Indigenous participation in education policy, planning and decision making. ▪ The school is a comfortably resourced school staffed by a positive and dedicated group of teachers and support workers who are well led by school leadership.
<p>Provincial Catholic school Focus Schools Next Steps initiative Literacy and Numeracy National Partnership Low SES National Partnership Prep-Year 7 Total enrolments: approx. 150 Aboriginal and Torres Strait Islander students: approx. 50</p> <p>Visited in phase one and phase three</p>	<p>Key outputs/outcomes</p> <p>While there are no direct documented references to the Action Plan, there is ample evidence that the six domains are embedded within programs, planning and strategies.</p> <p>The stability of the principal and several staff has enabled the development of appropriate programs that are continually refined and improved. This has provided longitudinal growth and sustainability which in turn has promoted improvement and school and community relationships.</p> <p>There is an observable common unity within the school which recognises and promotes cultural significance within the school and community.</p> <p>Decision making in addressing student needs, with particular emphasis on Aboriginal students, is well founded in evidence based data. The school uses data to evaluate outcomes and initiatives, both on a macro and micro level.</p> <p>Issues or barriers to effectiveness</p> <p>One of the school's ongoing challenges is a historical barrier arising from the diversity of local community groups. Subsequently, attempts to bring groups together are not always successful. In turn there is an impact on school programs and goals.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> ▪ The Action Plan domains are regarded as critical elements for education and offer a sound reference for planning. ▪ The National Partnership Program has the most significant impact on Aboriginal and Torres Strait Islander student learning. After attempts to target improvement across the board, the school has narrowed its focus on the early years, as the foundation to future success. ▪ Resources have been invested to enable provision of an extra teacher in each pair of classes during structured morning group work.

School	Outputs/outcomes, issues or barriers to effectiveness and lessons learnt
<p>Remote Catholic school Literacy and Numeracy National Partnership Low SES National Partnership Kindergarten - Year 12 Total enrolments: approx. 550 Aboriginal and Torres Strait Islander students: approx. 250</p> <p>Visited in phase one, two and three</p>	<p>Key outputs/outcomes</p> <p>The deliberately tailored school structure that caters for transitional needs as students progress through the College</p> <p>The variety of partnerships between the school, industry and other organisations enable support for targeted programs that address issues of engagement, attendance, learning outcomes, wellbeing and life opportunities in the future.</p> <p>The Residential College accommodates children from outer communities, not only for basic needs, but also to mentor them and provide support in their new environment, both living and going to the school</p> <p>The school is experiencing success with its efforts to improve the pathways and destinations of Aboriginal students beyond Year 12.</p> <p>Issues or barriers to effectiveness</p> <p>A series of previous leadership changes is perceived to have impacted on the short-term continuity of some programs. Coupled with an annual turnover of staff (around 30 per cent), staff indicate there has been an impact on areas such as the whole school approach to absenteeism; incentives strategies; the need for ongoing professional development needs; and sustainable cohesion.</p> <p>While teachers emphasise the value of Aboriginal Teaching Assistants, they also have a perception that this resource has diminished over time.</p> <p>There is a diversity of community movement, both in and out of the region and the school. This is especially so for secondary students who come from outer communities to a strange College environment. It is this group which is mostly at risk in terms of engagement, attendance and transition to secondary school.</p> <p>Lessons learnt</p> <ul style="list-style-type: none"> Aspirational programs are a successful school feature engaging students through their love of sport, through Indigenous role models, opportunities for camps, exchange awards, post school opportunities and personal goal setting. Over three years of consistent school leadership has significantly helped stabilise school development, reducing staff turnover and promoted strategic longitudinal planning and programs for school improvement. The Action Plan has served as a positive reference and affirmation of local initiatives. The evaluation itself provided opportunity to share and identify the many local activities undertaken.

Source: ACIL Allen Consulting, 2014