

ABSEC 2017 CONFERENCE

Keeping It Real: Empowering Aboriginal Children, Family and Communities



Education



OVERVIEW

- Context – what we've done
- Evidence base – what we've learned
- Important messages
- Next steps

The Connected Communities Strategy

- is a new approach to address the educational and social aspirations of Aboriginal children and young people.
- was implemented from 2013 in 15 schools in 11 communities recognised as some of the most disadvantaged in NSW.
- schools work in authentic partnerships with Aboriginal leaders in their communities to help improve educational outcomes for Aboriginal students and for all students.
- evaluation by the department's Centre for Education Statistics and Evaluation - report will be published in mid 2018.

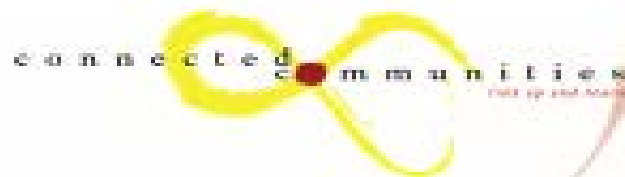
Key Areas of Reform

- Cultural awareness delivered locally for all staff
- Parents, Elders, knowledge-holders as partners in education
- Teaching Aboriginal language and culture in all schools
- Additional school position – Leader Community Engagement
- Local School Reference Group provides advice to the Executive
- Early Years focus – programs with cultural overlay
- Further learning and employment focus
- Schools as hubs for service delivery – interagency framework
- Early intervention and prevention focus
- Healing and Wellbeing model
- Partnerships with universities/TAFE
- Capital works: improvements to the school environment

Healing and Wellbeing Model

- \$8 m over 4 years
- a culturally responsive wellbeing model
- helping to address trauma-related issues in many Aboriginal communities
- tailored approaches to address:
 - **students'** needs (counselling and support staff),
 - empower **staff** (training and pilot counselling service)
 - the **community** (TAFE Youth Work course to increase employability)

Connected Communities: Framework for Schools as Service Hubs



Education

WHOLE OF STUDENT POPULATION

- Premier's priorities
- Literacy and Numeracy Action Plan
- Bump it up strategy
- Quality teaching, successful students
- Supported students, successful students
- Student mobility research

OOHC STUDENT POPULATION

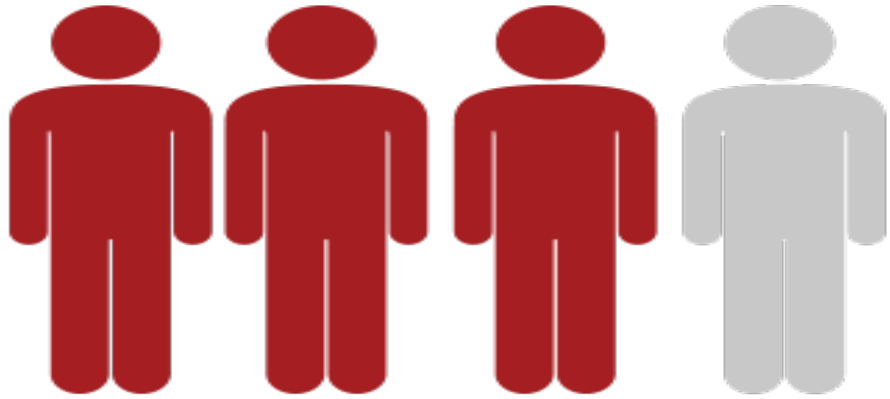
- Their Futures Matter
- NAPLAN/OOHC student data linkage
- Quality Assurance Framework
- Streamlining notifications of entry into care through data linkage
- OOHC program reform - more student-centered education planning and targeted trauma informed practice



1 in 3 of these students are:

- Aboriginal
- in Years 2 to 4

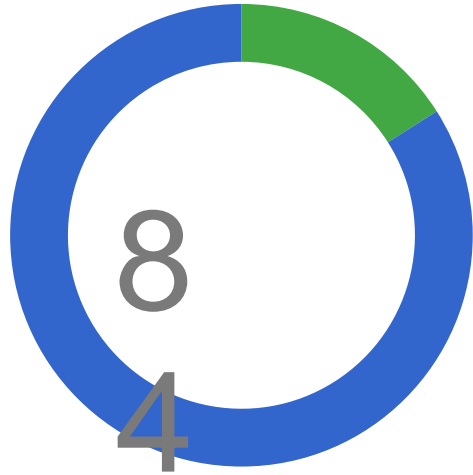
FIRST PRIORITY COHORT – WHAT WE’VE LEARNED



3 in 4 of these students:

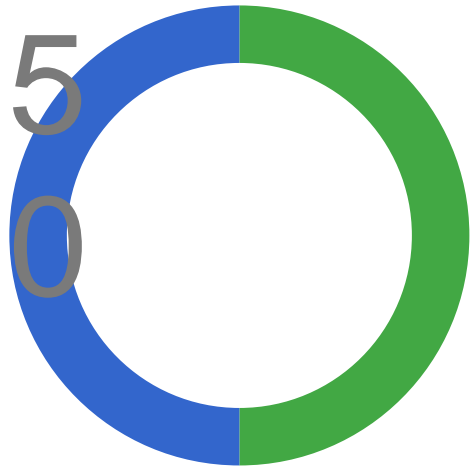
- have significant mental health
- Attend a special school or support class or receive targeted funding support

FIRST PRIORITY COHORT – WHAT WE’VE LEARNED



Average attendance rate for these students in Semester 1 was 84%

FIRST PRIORITY COHORT – WHAT WE’VE LEARNED



High levels of student mobility

FIRST PRIORITY COHORT – WHAT WE’VE LEARNED

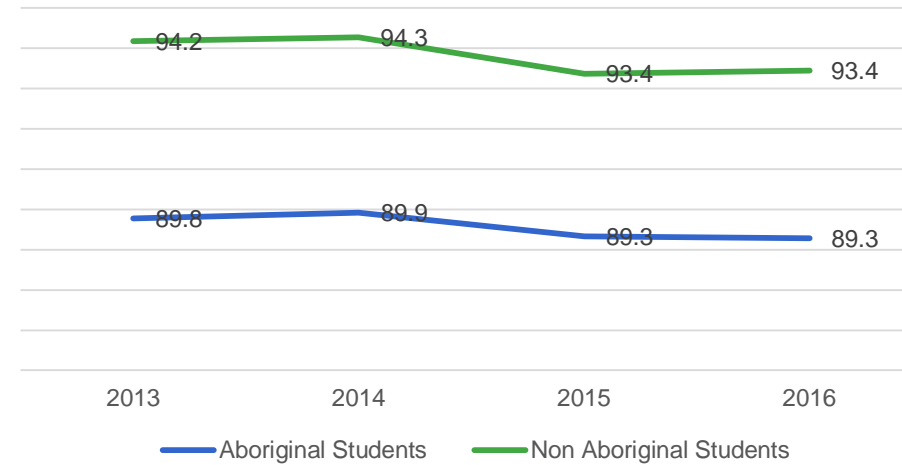
8 missed days
6.25 missed days

Suspension – intense trauma,
gaps in specialist therapy,
mobility, impacts on behaviour
and engagement at school

FIRST PRIORITY COHORT – WHAT WE’VE LEARNED

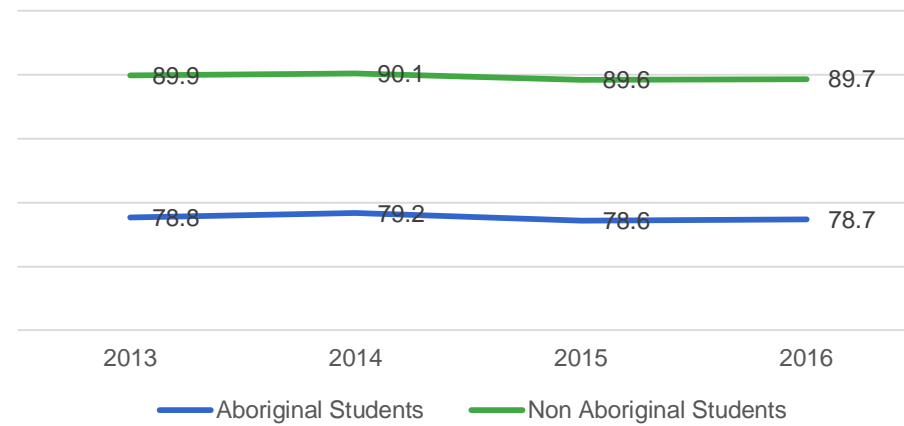
ABORIGINAL ATTENDANCE DATA

Primary Aboriginal Trend Attendance Rates



ABORIGINAL ATTENDANCE DATA

Secondary Aboriginal Trend Attendance Rates





IMPORTANT MESSAGES

- Welcoming School
- Connection
- Healing and Wellbeing
- Engagement
- Attendance

NEXT STEPS

- On-going evaluation of Connected Communities strategy
- Teacher quality and improvement
- OOHC program reform (new model of support)
- Personalised learning and support planning for students in OOHC
- Evaluation and expansion of the Quality Assurance Framework
- Expansion of targeted trauma informed practice
- Review of Attendance policy and program