



NEWCASTLE HIGH SCHOOL



Parent Forum

Aboriginal Education Strategy



2021 in Review

JOEL ANDERSON



The Team

- Janene Rosser - Principal
- Joel Anderson - Deputy Principal
- Paul Myers - Aboriginal Education Coordinator
- Aunty Belinda - Aboriginal Education Officer
- Daniel, Brad and Tyler - Clontarf Academy
- Lorretta Swindale – Mentor/Student Support
- Marissa Deaves – Junior AECG/ARCO
- All Staff
- Parents and the community



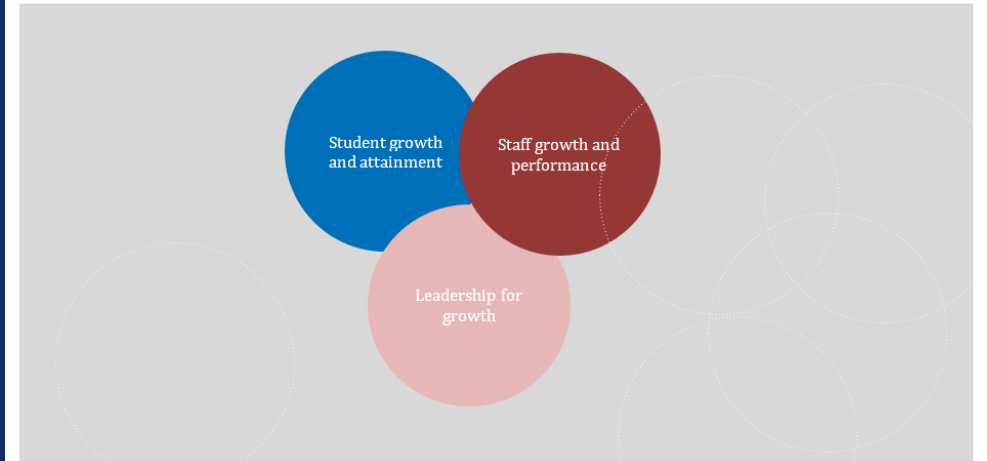


The “Big Rocks”

- Roles and Responsibilities
- Use of Data
- PLP Process
- Cultural Connections
- Learning & Attainment

Aboriginal Education Improvement Plan
2021-2022

Newcastle High School 8509

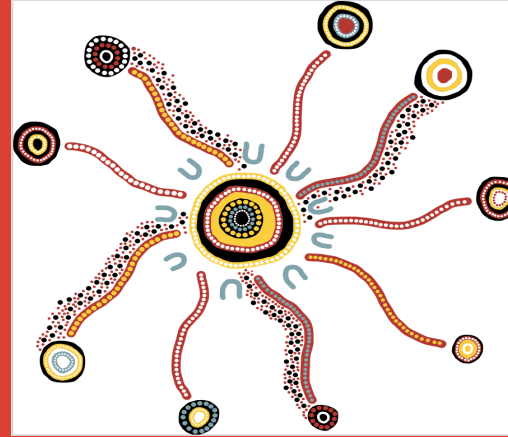




Roles and Responsibilities

Aboriginal Education Mission Statement

The Nakiliko Aboriginal Education Team (NAET) are committed to valuing and acknowledging the cultural identity of our Aboriginal and Torres Strait Islander students at Newcastle High School. We encourage our Aboriginal students to embrace their heritage and provide them with unique leadership opportunities through internal support networks, the development of comprehensive Personalised Learning Pathways, external programs and engaging with our Aboriginal community. Our school is committed to fostering equality for Aboriginal students by providing an environment that encourages student learning, where student learning is celebrated and children are encouraged to reach their potential.



TERM PLANNER							
WEEK	MON	TUES	WED	THUR	FRI	SAT	SUN
1							
2							
3	Mid Monday Wellness Meeting	Morning Training Health Sector	After School Employment	Morning Training Table Tennis Gym 10:30	Friday Feast Afternoon NAET Run		
4	After School BBQ with Bibby Angel Wellness Meeting	Morning Training	Touch Football				
5	Mid Monday Wellness Meeting	SUPER TRAINING	After School Employment	Morning Training Tug 10:30	Friday Feast		
6	Mid Monday Wellness Meeting	Morning Training NAET Wellness Day	U&L Workshop 9:30am	Swimming - Tug P Friday Carnival			
7	Mid Monday Wellness Meeting	Morning Training	After School Employment	Morning Training Tug 10:30	Friday Feast NAET Run		
8	Mid Monday Wellness Meeting NAET Workshop 10:30	Morning Training	After School Employment	Morning Training			
9							
10	Mid Monday Wellness Meeting	Morning Training					

Nakiliko Aboriginal Education Team (Draft Proposal for Policy, Procedure, Budget and student support for Aboriginal Education in 2021)

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NEWCASTLE HIGH SCHOOL- CLASS/TEACHER MATRIX- Aboriginal Education 2021

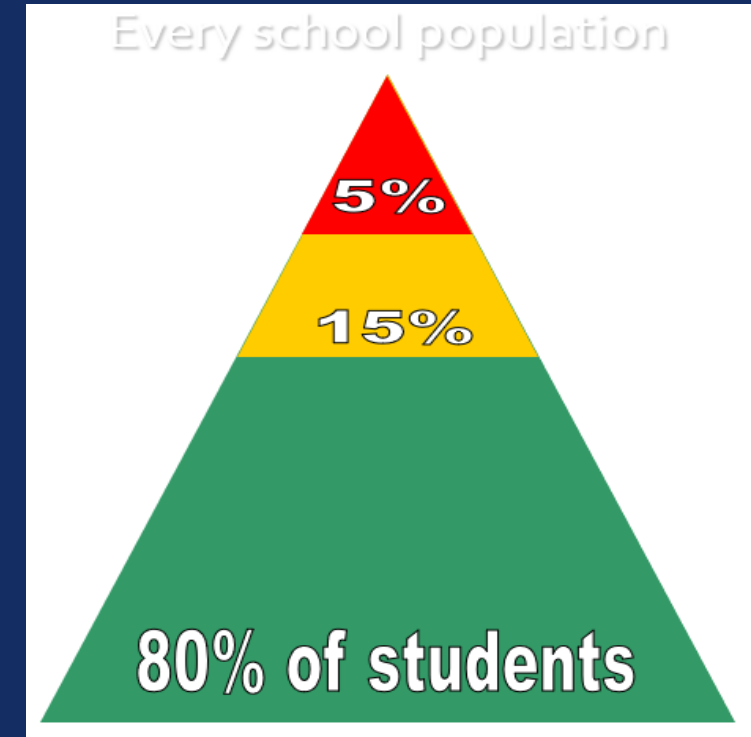
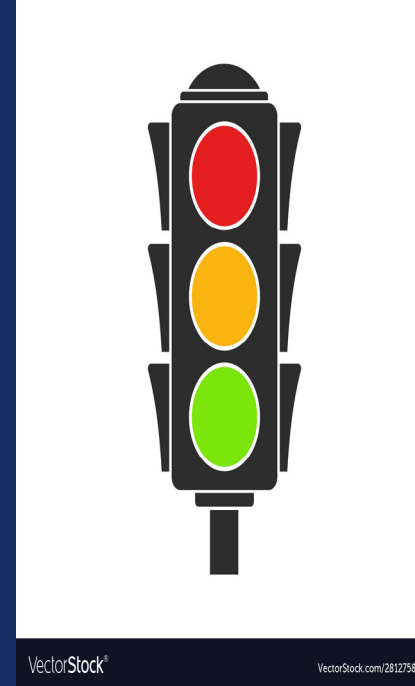
WEEK A

	Monday					Tuesday					Wednesday					Thursday					Friday				
Period	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P.Myers	7P	7G			10.2		8-2	10.2					7M	8-2			7M		BRO Speak	Y10					
B.Wright																			DANCE						
L.Swindale			8.2	9FFI			9-1	9-4					7-2	8-1	7.0	8.4	9FFI	7-2		SISTA Speak		9-1	9FFI		7-6
Sam											L1	L2	L3	L4	L5										
T.Myers							D I D O G E	L2	L3	L4	L5						L1	L2	L3		BRO Speak				
P.Wright																	L1	L2	L3		DANCE				



Use of Data Learning

Year	Students	High	Mod	Low	LS
7	21	4 (19%)	10 (48%)	4 (19%)	3 (14%)
8	23	4 (17%)	8 (35%)	6 (26%)	5 (22%)
9	24	9 (37.5%)	12 (50%)	1 (4%)	2 (8.5%)
10	20	8 (40%)	7 (35%)	3 (15%)	2 (10%)
11	23	10 (43.5%)	9 (39.5%)	1 (4%)	3 (13%)
12	7	2 (28.5%)	2 (28.5%)	1 (14.5%)	2 (28.5%)
Total	118	37 (31.5%)	48 (40.5%)	16 (13.5%)	17 (14.5%)



Behaviour

Year	Students	Negatives	Neg/Student	High	Mid	Low
7	21	211	10.05	3 (14%)	2 (9.5%)	16 (76.5%)
8	22	158	7.18	2 (9%)	2 (9%)	18 (82%)
9	24	190	7.92	1 (4%)	6 (25%)	17 (71%)
10	22	305	14.77	3 (14%)	7 (32%)	12 (54%)
11	22	78	3.55	0 (0%)	3 (14%)	19 (86%)
12	7	6	0.86	0 (0%)	0 (0%)	7 (100%)
Total	118	948	8.03	9 (8%)	20 (17%)	89 (75%)

Attendance

Year	Students	Average	High	Mod	Low	No
7	21	83%	1 (5%)	5 (24%)	6 (29%)	9 (42%)
8	22	80%	3 (14%)	6 (28%)	4 (18%)	9 (40%)
9	24	78%	3 (12%)	4 (17%)	10 (42%)	7 (29%)
10	22	72%	4 (18%)	5 (23%)	8 (36%)	5 (23%)
11	22	83%	2 (9%)	5 (23%)	7 (32%)	8 (36%)
12	7	81%	1 (14%)	1 (14%)	4 (58%)	1 (14%)
Total	118	80%	14 (12%)	26 (22%)	39 (33%)	39 (33%)



PLP Process



Aboriginal Student Personalised Learning Pathway- Step by step process

Timeframe	Process	Who/coordinators
T1 Wk2	Align mentors with students	Head of AbEd
T1 Wk2	Send letter to Parents/Carers regarding PLP process and invitation to meet with AEO	Head of AbEd
T1 Wk3	PLP day Computer room booked Students, in year groups, to complete initial PLP Use template Upload to Sentral	Head of AbEd AEO Aboriginal SLSOs
T1 Wks 4-5	Completion of missed PLPs	Aboriginal SLSOs
T1 Wks 4-5	Mentor makes informal contact with student <ul style="list-style-type: none"> Explain the process When is the best time to catch up? (at least 1 ten-minute session per term) Document on Sentral 	ATSI Mentors
T1 Wk 4-10	AEO to target families of student in Year 7 and 12 to arrange interviews Document on Sentral	AEO -see attached
T2 Wk1	Completion of missed PLPs	Aboriginal SLSOs
T2 (ongoing)	All new students are to have a PLP completed within 2 weeks of enrolment and an invitation for families to meet with AEO, outside of the enrolment interview	Head of AbEd AEO
T2	Informal catch-up with mentor/mentee Email classroom teachers/Head of AbEd/AEO with brief update of successes, areas of concern, opportunities to increase engagement Document on Sentral	ATSI Mentors
T2	AEO to target families of student in Year 8 to 11 to arrange interviews Document on Sentral	AEO
T3	Informal catch-up with mentor/mentee Email classroom teachers/Head of AbEd/AEO with brief update of successes, areas of concern, opportunities to increase engagement Document on Sentral	ATSI Mentors
T4 Wk2	Formal review of PLPs Planning for 2022	Head of AbEd AEO

Personalised Learning Pathway

Name

DOB

Year

Placement

Present:

Apologies:

Essential Information

High Potential/ Gifted

Superlist/LAR

OOHC

Risk Assessment

EALD

Life Skills

Health Care Plan

Behaviour Management Plan

Current Data

Learning

Behaviour

Attendance

Current Interventions and Activities

Class Placement

AEO Support

Clontarf

Pullima

BroSpeak/SistaSpeak

Girls Health & Wellbeing

Mindfulness Intervention

Counselling

Homework Centre

JAEAG

Yidaki

Aboriginal Dance

QuickSmart Literacy

QuickSmart Numeracy

Learning Hub

Suggested Interventions and Activities

Family Information

Who cares for you at home?

Where are you from?

Who is your mob?

What cultural activities are you involved in?

What responsibilities do you have at home?

Do you have access to computer/internet?

School Information

What do you like/dislike about school? Why?

What is your favourite subject? Why?

Who is your favourite teacher? Why?

Do you plan on finishing Year 12? Why?

Possible Mentors:

Hobbies and Interests

Things you enjoy doing:

Areas of strength:

Areas of development:

What would you like teachers to know about you?

GOAL SETTING

Short Term

Long Term

Supports to Achieve Goals

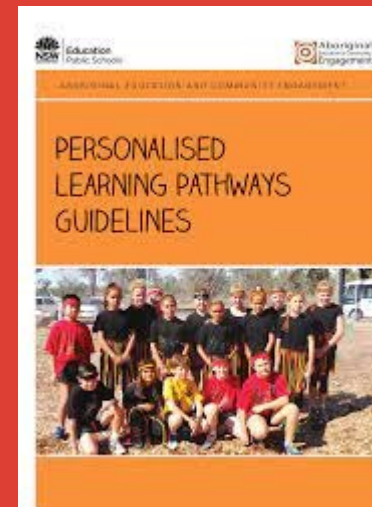
NOTES

Personalised Learning Pathway created with:

Name

Role

Signature



Mentors – Guide to how to add information to Student PLP Profile

SENTRAL – PROFILE – Student name – (Right column will be the 2021 PLP plan)

Add relevant information by pressing 'Edit' and fill in the 'text box'

Add your name to 'Consulted with'



Cultural Connections



THE
WOLL**O****TUKA**
INSTITUTE



Learning & Attainment

Check-in Assessment
Reading and Numeracy

Years 7, 8 and 9

Surname	Name	Gender M/F	Behaviour Referrals	Attendance Percentage	Learning Grade	Additional Needs Diagnosis/Plans	9 NAPLAN Reading	9 NAPLAN Writing	9 NAPLAN Numeracy	9 NAPLAN Spelling	9 NAPLAN Gram/Punc	7 NAPLAN Reading	7 NAPLAN Writing	7 NAPLAN Numeracy	7 NAPLAN Spelling	7 NAPLAN Gram/Punc	Behaviour Key
	F	11	94	C			7	6	6	5	6	5	5	5	5	5	High (12+)
	F	6	74	D			7	7	n/a	n/a	n/a	6	5	4	6	7	Mid (6-10)
	F	5	61	D			5	6	5	7	6	4	8	3	6	4	Low (1-5)
	M	15	82	C			n/a	n/a	n/a	n/a	n/a	5	6	5	5	5	
	F	0	82	B			9	7	6	9	8	7	6	8	8	7	Attendance Key
	M	3	84	C			n/a	n/a	6	n/a	n/a	6	4	6	5	5	High (0-59)
	F	1	69	D	EALD/NCCD		7	5	6	6	6	6	5	5	n/a	n/a	Mod (60-79)
	M	0	52	D	EALD/NCCD		n/a	n/a	n/a	6	9	6	4	n/a	n/a	n/a	Low (80-89)
	M	1	0	E			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	No (90-100)
	F	2	90	C	NCCD		5	5	6	6	6	5	4	5	5	3	Learning Key
	M	8	85	LS	ED/BEH		n/a	n/a	n/a	n/a	n/a	7	3	6	3	4	High (D-E)
	M	4	96	C			6	7	5	6	5	5	n/a	5	7	5	Mod (C)
	F	3	93	C			8	7	7	7	7	7	6	5	6	7	Low (A-B)
	F	9	93	LS	LS/NCCD/OOHC		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Life Skills (LS)
	M	19	85	D			n/a	n/a	n/a	n/a	n/a	6	2	4	4	4	Yr 7 NAPLAN Key
	M	10	81	D			n/a	5	n/a	n/a	n/a	7	7	6	6	7	High (-5)
	M	1	81	C			6	6	8	7	6	5	5	6	6	6	Mid (6-7)
	F	1	97	C			8	8	8	8	7	8	4	8	7	6	Low (8+)
	M	1	90	D	NCCD		5	4	5	5	4	4	4	4	3	3	Not Attempted (n/a)
	M	16	58	D			4	n/a	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Yr 9 NAPLAN Key
	F	6	80	C			8	9	8	8	8	n/a	n/a	n/a	n/a	n/a	High (-6)
	F	1	88	C	NCCD		5	4	5	4	4	4	3	4	4	5	Mid (7-8)
	M	2	84	C	NCCD		6	5	6	6	6	5	5	5	6	5	Low (9+)
	M	65	76	D			n/a	6	6	6	n/a	n/a	4	5	5	n/a	
		190	78.125														
Student Leavers																	
	M	0	82	C			n/a	6	6	6	6	n/a	n/a	n/a	n/a	n/a	20/7/21 - Heritage Christian School

NEED EXTRA HELP WITH ASSESSMENTS
OR CLASSWORK?

LEARNING HUB

TOP FLOOR - C BLOCK

Every Tuesday P 1&2 and Thursday P 1&2

NEWCASTLE HIGH SCHOOL- CLASS/TEACHER MATRIX- Aboriginal Education 2021

WEEK A

	Monday					Tuesday					Wednesday					Thursday					Friday				
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Sam											L1	L2	L3	L4	L5										
T.Myers						D	L2	L3	L4	L5						L1	L2	L3	BRO Speak						
P.Wright																L1	L2	L3	DANCE						

Learning at Home!





Analysis of 2021

The Wins

- Clear roles and responsibilities for team
- Improved data collection system for beh/att/learning
- New PLP Proforma developed
- Strong cultural programs
- Slight shift towards learning focus (reactive)
- Met Targets for 2021

The lessons

- Increase team, delegate roles and clear communication to whole school staff
- Use data strategically to support student attainment
- PLP quality and access for CT's, plus parent involvement
- Girls program needed
- Links with Literacy, Numeracy, LST, 8 Ways.



Targets for 2021

Winning!!!

17.3% to the 2021 target of 20.10% or above

NAPLAN Reading - Expected Growth:

- Increase the % of students achieving expected growth in reading from the baseline of 59.7% to the 2021 target of 61.5% or above

NAPLAN Numeracy - Top 2 Performance Bands:

- Increase the % of students achieving in the top 2 performance bands NAPLAN numeracy (7-9) from the baseline of 13.5% to the 2021 target of 17.25% or above

NAPLAN Numeracy - Expected Growth:

- Increase the % of students achieving expected growth in numeracy from the baseline of 54.2% to the 2021 target of 57.1% or above

Aboriginal Student HSC Attainment:

- At least 61% (5 students) of 2021 Year 12 students (based on 9 students in Year 11-12 in 2021) attain a HSC in 2021 (2017 school baseline 33.3%) while maintaining their cultural identity. (Newcastle Network Target)

Attendance:

- Increase the proportion of students attending school >90% of the time from the baseline of 51.0% to the 2021 target of 56.0% or above

Wellbeing:

- Increase the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School from the baseline of 62.6% to the 2021 target of 64.85% or above

Positive Behaviour for Learning:

for ATSI students linked to improvement measures. Increase the number of students achieving higher levels of proficiency and maintain high expectations of student engagement in relevant and purposeful learning by creating authentic opportunities for students to engage in rigorous and challenging learning whilst supporting cultural connections.

4. Cultural Connections

Support continuous improvement in student learning outcomes by evaluating the extent to which whole-school policies and pedagogies are embedded effectively into classroom practice. Engage Aboriginal Community, JAECG and AECG to support and value a whole school approach to teaching, learning and providing a strong education in an inclusive, supportive and culturally responsive environment.

in student performance and growth, to help promote consistent and comparable judgement of student learning, attendance and behaviour. monitor student learning progress, and identify skill gaps for improvement.

Clontarf
XXXXX
Myers

NAET

Educational Leadership: NAET plans and initiatives are consultative and collaboratively developed in partnership with parents, carers and community, reflective of the Partnership Agreement between the NSW Aboriginal Education Consultative Group "Walking Together, Working Together" (2020-2030).

Evaluation plan

- What has been the impact of the NAET Draft Action Plan on student connectedness and engagement?
- Has the changes to the PLP process created stronger links to school and community for students?
- Has student attendance improved?
- Is there a decline in Sentral entries?
- Is the NAET raising the profile of Aboriginal perspectives and

- ✓ 7 of the 9 HSC students attained a HSC IN 2021
- ✓ This is 78%, which is 17% above our target
- ✓ All students achieved their HSC Minimum Standards
- ✓ 2 of the 9 HSC students left through an alternate pathway



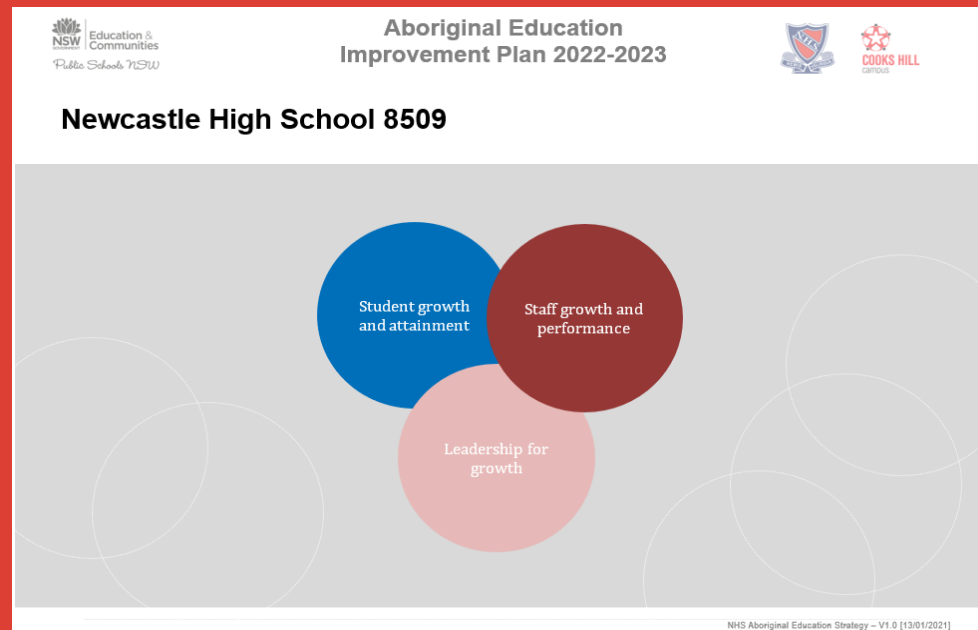
2022 Action Plan

JOEL ANDERSON & SONJA HASLER



Updated “Big Rocks”

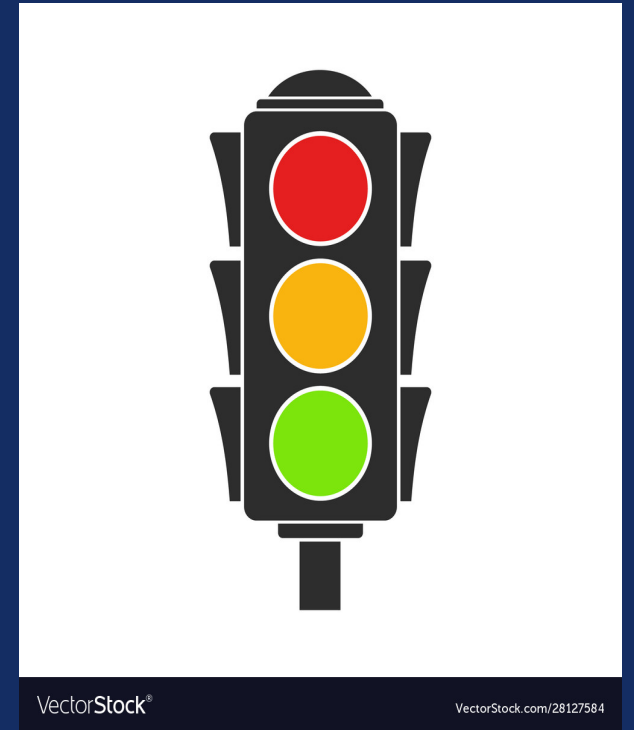
- Strategic Use of Data
- Learning and Attainment
- Engagement and Culture
- PL for Staff
- Procedural Documentation





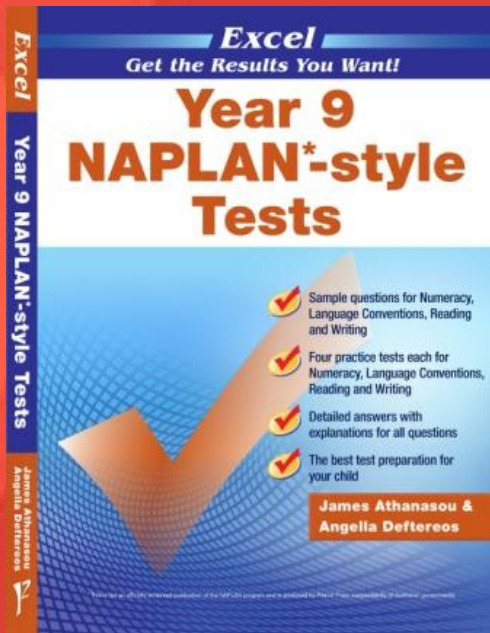
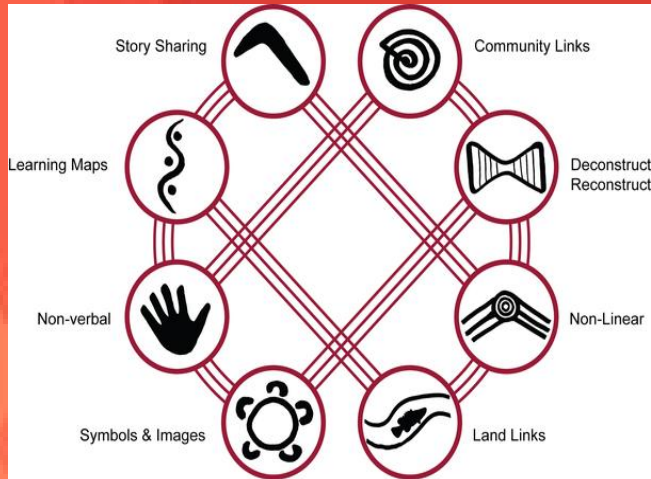
Strategic use of Data

- New tracking system for Behaviour, Attendance and Learning data collection/distribution for all staff
- Targeted Interventions: In class support (green), targeted group programs (amber), individualised learning support (red)
- Use of PLP's and surveys to identify student pathways – HSC or Alternate pathways
- Targets focused (14/23 61% in 2022)
- Aboriginal Mentors





Learning & Attainment

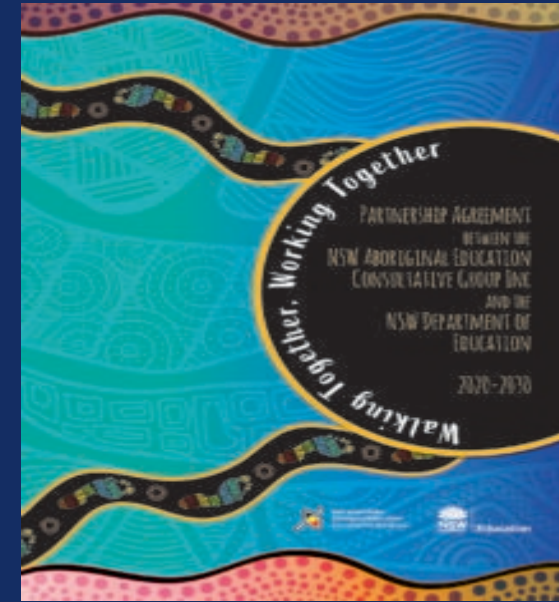


- Strategic use of Data (CAT Lists, DP Data, PLP's)
- In class support (AEO/SLSO's/CT's)
- Targeted focus groups (lit/num/assess)
- Intensive NAPLAN Skills Resources/Progs
- Investigating a Homework Centre
- Focus on key transition points (6-7, 10-11 & 12-post school)
- 8 Ways of Learning
- Grow/support Stage 5 Elective



Engagement and Culture

- Enhance JAECG, link to NHS Leadership program and local AECG
- Continue successful programs – Didge, Dance, Bro/Sista Speak and Clontarf
- Girls Program being investigated
- Enhance community links – NAIDOC, Transition, cultural competence
- Refine PLP Process – document, communicate to staff and use





PL for Staff



Five Elements of Cultural Competence INDIVIDUAL LEVEL

- 1 acknowledge cultural differences
- 2 understand your own culture
- 3 engage in self-assessment
- 4 acquire cultural knowledge & skills
- 5 view behavior within a cultural context

- Mandatory Training – Cultural Competence, Anti Racism, etc
- On Country at Murrook plus lead up activity
- Masterclasses – Access/Use of PLP's and how to use student data to support learning
- Training in Brospeak, sistaspeak, connecting to country and stronger smarter
- Girls Program/ Mentors Training
- Emails/readings on culture through Exec Meetings



Procedural Documents

- New Aboriginal Education Coordinator – Sonja Hasler
- Build a larger team – Plenty of interest
- Regular meetings and clear communication to staff, parents and students via Exec
- Develop clear role statements and timelines for all staff
- Calendar of events published
- Procedural documents created for NAIDOC, PLP's, JAECG, etc.

Junior AECG Procedures **DRAFT**

NEWCASTLE HIGH SCHOOL



Education

Personalised Learning Pathways (PLP's) Procedures **DRAFT**

NEWCASTLE HIGH SCHOOL



Education



Questions?



Thank You
for attending