



ST JOHN BOSCO
COLLEGE
JOY IN LEARNING

ABORIGINAL EDUCATION PLAN

"JOY IN LEARNING"

The College motto “**JOY IN LEARNING**” is strongly exemplified in the person, life and teachings of our patron, St John Bosco.

College Vision:

Creating a flourishing environment in which every student can thrive in a Catholic learning community; where development of the whole person is of utmost importance.

College Mission:

Nurturing our students to become successful learners who can contribute positively to society.

2021 - 2023



RATIONALE

Aboriginal people are the original inhabitants of Australia. Catholic education embraces the richness and diversity, which exists within the Aboriginal nations of Australia. Catholic education is committed to maximising the learning opportunities for Aboriginal people.

Pope John Paul II in his address to the Aboriginal people of Australia said:

The Church of Australia will not be fully the Church that Jesus wants her to be until....(the Aboriginal people of Australia) have made...(their) contribution to her life and until that contribution has been joyfully received by others.¹

The National Catholic Education Commission (NCEC) supports this in its statement:

We call upon the Church— her people, her leaders and her children to listen with new ears, to see with new eyes, what always was and what always will be - to be awakened to Aboriginal and Torres Strait Islander life, ways, cultures and spiritualities.²

The St John Bosco College community has a responsibility to create an understanding and appreciation of Aboriginal people, their histories, cultures and spirituality. St John Bosco College will play an important role in the formation of its students to develop as active and contributing members of Australian society. 'Catholic schools can serve as models for all within Western Australia who seek to create genuine communities. Such communities are always founded upon shared commitment to the common good' (Mandate paragraph 6).

DEFINITIONS

The term **Aboriginal** refers to the original inhabitants of Australia and includes the Torres Strait Islander people.

The term **Aboriginal Education** applies to all areas within the College including learning and teaching, reconciliation, employment, career pathways and community partnerships.

The term **Aboriginal Education Plan** refers to St John Bosco College developing a formalised approach through the development of a strategic action plan to address Aboriginal education in the College.

The term **Aboriginal Nation** refers to Aboriginal society as one that is diverse, complex and sophisticated. Australia is made up of many Aboriginal Nations.

¹ Pope John Paul II: Address to the Aboriginal People of Australia, Alice Springs, 1986.

² NCEC Conference ACT 1996.

PRINCIPLES

- Aboriginal people have a rich history, culture and spirituality that can be shared with all Australians.
- St John Bosco College is committed to increasing knowledge and understanding of the histories, cultures and experience of Aboriginal people as the first peoples of Australia.
- St John Bosco College recognises that parents are the first educators of their children.
- St John Bosco College is committed to collaborative decision-making and capacity building with Aboriginal people, parents, caregivers, families and communities.
- Aboriginal students at St John Bosco College have the right to be provided with educational experiences comparable to all Australians whilst maintaining their cultural identity.

PROCEDURES

- St John Bosco College, in consultation with our communities, shall develop an Aboriginal Education Plan, which is consistent with guidelines provided by national and state agreements.
- St John Bosco College will continue to offer and run the Aboriginal Families as First Educators playgroup, available to all Aboriginal and Torres Strait Islander families in the community, on the College campus.
- St John Bosco College shall integrate Aboriginal education across all areas of curriculum.
- Aboriginal language and cultural education programs for use in the College shall be developed in collaboration with the Aboriginal community which are consistent with relevant documents developed by the Catholic Education Aboriginal Committee (CEAC).
- Ongoing professional learning in Aboriginal understandings shall be provided to all staff working in St John Bosco College. Members of the local Aboriginal community shall be invited to be involved in the delivery of this professional learning.
- St John Bosco College will actively encourage and support Aboriginal people to be represented appropriately on College decision-making committees involving Aboriginal students.
- St John Bosco College is fully involved in the reconciliation process through the recognition, acceptance and celebration of Aboriginal cultural traditions and values by NAIDOC and Sorry Day celebrations.

IMPLEMENTATION

In implementing this policy, St John Bosco College will take responsibility for:

- Providing programs that promote a greater knowledge and understanding of our shared history and reconciliation.
- Providing teaching and learning programs that work towards improving educational outcomes for Aboriginal and Torres Strait Islander students.
- Providing programs that recognise, support, value and promote awareness of Aboriginal and Torres Strait Islander cultures.
- Creating a welcoming atmosphere for Aboriginal and Torres Strait Islander students and families.
- Supporting students who identify as Aboriginal and Torres Strait Islander within the College and the wider community.
- Supporting the cultural safety of Aboriginal and Torres Strait Islander students and removing racism through the College Behavioural Management Plan.
- Encouraging involvement and participation of Aboriginal and Torres Strait Islander families and communities in College activities.
- In accordance with Church teaching, St John Bosco College acknowledges that parents are the primary educators of their children.
- Aboriginal and Torres Strait Islander parents desire an atmosphere, which promotes a sense of belonging, caring and sharing in which children have opportunities to develop academically, spiritually, physically and socially.
- Parents and guardians of Aboriginal and Torres Strait Islander students are encouraged to work in partnership with the College to:
 - ✓ Nurture and support their child's education and holistic development.
 - ✓ Participate in classroom, liturgical, cultural and associated activities.
 - ✓ Assist the College to foster discipline and behaviour management strategies that are consistent, not only with the Christian and College values of love, justice, respect, joy and compassion, but also with culturally appropriate and acceptable understanding.

2019 - 2025

CEWA Strategic direction

CATHOLIC IDENTITY

1. Inspiring Christ-Centred Leaders
 - a. Contemporary models of Gospel leadership that are inclusive, flexible and responsive to the increasing requirements of church, governments and society.
 - b. Shared leadership and governance practices that embrace Catholic Social Teaching principles emphasising common good, participation, subsidiarity and co-responsibility.
 - c. Inclusive leadership formation and development reflecting the commitment and diverse talents of staff, students, parents and community members.

EDUCATION

2. Catholic schools of Excellence
 - a. Effective communities developing students as whole Christian persons.
 - b. Catholic schools witnessing effective, contemporary pedagogy and mission-inspired practice and outreach.
 - c. Shared understanding and commitment to a Catholic *Vision for Learning* across all schools.
 - d. Commitment to providing high quality Religious Education.

COMMUNITY

3. Catholic Pastoral Communities
 - a. Inclusive communities welcoming and supporting students with diverse learning and social needs.
 - b. Shared understanding and commitment to the *Transforming Lives: Strategy 2025*.
 - c. Open processes for conversation and engagement with all members of CEWA communities and their local church.
 - d. Services to enhance the safety and well-being of students and staff across all contexts.

STEWARDSHIP

4. Accessible Affordable and Sustainable System of Schools
 - a. Initiatives ensuring the accessibility, affordability, sustainability and growth of schools.
 - b. Transparent and inclusive processes for distributing resources that build equity and co-responsibility across all schools.
 - c. Responsiveness to the diverse needs of students.



Transforming Lives Initiative

Transforming Lives Strategy 2025 is a multifaceted strategy, with a focus on strengthening relationships between schools and their local Aboriginal community.

Catholic Education Western Australia supports school leadership to develop Aboriginal education school improvement, resulting in stronger cultural competencies and increased Aboriginal student enrolments. The strategy sets out Four Bold Goals to reach by 2025:

1. All Catholic schools will be Culturally Competent.
2. Double Aboriginal students' enrolments from 2500 to 5000.
3. Increase Aboriginal Year 12 graduations from 100 to 250.
4. Increase the percentage of Aboriginal students achieving the minimum national literacy and numeracy standard from 75% to 90%.

Transforming Lives Strategy 2025 makes use of CEWA's Aboriginal Education Improvement Map (AEIM) as a multipurpose tool for whole-school improvement through an Aboriginal education lens.

Underpinned by the [Bishops' Mandate](#), the [CECWA Strategic Directions](#) and a cultural competency framework, the AEIM supports schools to identify and map school improvement across stages of cultural competency, guided by Aboriginal Education Team Consultants.



Aboriginal Education Plan

2021 - 2023

CEWA Strategic Intent	CATHOLIC IDENTITY Leadership Formation: Transforming our people to lead outstanding Catholic Communities	EDUCATION Whole college learning and participation: Partnering across communities to provide the best opportunities for our Aboriginal and Torres Strait Islander families	COMMUNITY Health and wellbeing of students and staff: Providing learning environments that are inclusive and address the diverse different learning and social emotional needs, where everyone feels safe and can flourish	STEWARDSHIP Educating at the margins: Engaging and providing opportunities for the most vulnerable and marginalised in our school community. Making Catholic Education accessible and affordable to Aboriginal families.
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Aboriginal Education Improvement Map	Culturally unaware	Culturally Pre-Competent	Culturally Aware	Culturally Competent
College Cultural Competence	CULTURAL COMPETENT STAGE 1	CULTURAL COMPETENT STAGE 2	CULTURAL COMPETENT STAGE 3	CULTURAL COMPETENT STAGE 4
Staff Cultural Competence	CULTURAL COMPETENT STAGE 1	CULTURAL COMPETENT STAGE 2	CULTURAL COMPETENT STAGE 3	CULTURAL COMPETENT STAGE 4

Focus Area	Specific	Achievable	Relevant	Time Bound	Resources	Responsibility	Success Criteria
	Performance & Development goal to be achieved (Stated simply)	What actions will the College take to achieve the goal	How does the goal connect to the College's strategic plan (and/or other plans)?	What are the timeframe milestones? Timeframe within which the goal will be achieved.	Support/resources that will be required to achieve the goal. Key personnel	Who is responsible for the focus strategies?	How will the College know we have been successful?
Focus 1 Develop Staff Cultural Competence and Knowledge	<ul style="list-style-type: none"> Provide continual and ongoing education to staff in regard to Aboriginal Culture and History and how to teach it. Providing Cultural immersion and Cultural education professional development for staff. 	<ul style="list-style-type: none"> The College Leadership team will make a conscious effort to plan, organise and deliver cultural learning experiences for staff – via the Aboriginal Education Team and external Aboriginal organisations and communities to deliver meaningful learning and upskilling on Aboriginal culture and how to teach it. 	<ul style="list-style-type: none"> This connects to the College's vision in which we are developing the whole individual and aligns with CEWA's strategic direction and Transforming Lives strategy by ensuring that Aboriginal and Torres Strait Islander people have access to Quality Catholic education and cultural competence of educators. 	<ul style="list-style-type: none"> 3 years (ongoing) 	<ul style="list-style-type: none"> Catholic Education Aboriginal Education Team Aboriginal Teacher Assistant/Liaison Officer network. WANSLEA Aboriginal Community Directory 	<ul style="list-style-type: none"> All Staff GECKOS co-ordinator 	<ul style="list-style-type: none"> All staff will begin to develop and show their cultural competence within their learning and teaching programs. A focus of meaningful and culturally respectful learning programs and cross curriculum priorities will be developed and used as working documents. The College will understand and complete the appropriate cultural respects and actions (welcome/acknowledgement to country) with a focus on Aboriginal days of respect and commemoration. (Sorry day, Reconciliation week, NAIDOC ETC.)

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Focus 2 Plan, teach and assess culturally respectful learning experiences	<ul style="list-style-type: none"> Staff to collaborate to develop culturally responsive, respectful and meaningful learning experiences addressing the Aboriginal and Torres Strait Islander cross-curriculum priorities. Teaching historically accurate Aboriginal history and culture 	<ul style="list-style-type: none"> Staff to collaborate with external Aboriginal agencies to develop learning programs that are culturally respectful, responsive, meaningful and accurate. 	<ul style="list-style-type: none"> This aligns with the College's mission of developing students who contribute positively to society and are informed citizens. Developing students who are culturally aware and responsive. Aligns with Catholic strategic plan about Education and Community and the Transforming lives strategy of improving Aboriginal education resulting in stronger cultural competencies and increased Aboriginal student enrolments. 	<ul style="list-style-type: none"> 3 years (ongoing) 	<ul style="list-style-type: none"> GECKOS Co-ordinator Catholic Education Aboriginal Education Team Aboriginal Teacher Assistant/Liaison Officer network. WANSLEA Aboriginal Community Directory 	<ul style="list-style-type: none"> All Staff GECKOS co-ordinator 	<ul style="list-style-type: none"> The College will review progress of strategic planning meetings and cyclical reviews to ensure we are continually reviewing learning programs and teaching quality content that is culturally responsive and updated.

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Focus 3 Pedagogy of Piara Waters area (Aboriginal significance of land and area)	<ul style="list-style-type: none"> Staff to undergo learning of the area of Piara Waters and its cultural/Aboriginal significance. Learn about the land and the cultural significance of the area and its surrounding suburbs/locations. Piara Water's Aboriginal name. 	<ul style="list-style-type: none"> The College will contact elders from the area/locality and they will teach the cultural significance of the area. The stories of the land and place that is Piara Waters. 	<ul style="list-style-type: none"> This aligns with the College's connection to Aboriginal people, place and culture. Aligns CEWA's strategic plan of developing effective communities and ensures the College becomes culturally competent in knowing about the land on which our College is built. 	<ul style="list-style-type: none"> 3 years (ongoing) 	<ul style="list-style-type: none"> GECKOS Co-ordinator Catholic Education Aboriginal Education Team Aboriginal Teacher Assistant/Liaison Officer network. WANSLEA Aboriginal Community Directory Aboriginal elders 	<ul style="list-style-type: none"> Leadership GECKOS co-ordinator 	<ul style="list-style-type: none"> The College will ensure that within teaching and learning program this knowledge becomes intrinsically a part of staff knowledge. During the Faith, Story and Witness session of staff development, where they can incorporate and share this learning with students, families and our wider College community.

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Focus 4 Partnerships (AFAFE)	<ul style="list-style-type: none"> To foster meaningful and ongoing relationships with surrounding Aboriginal organisations and communities. Collaborate and working with recognised Aboriginal schools and colleges where there is leading Aboriginal initiatives and recognition (Clontarf, Trinity College etc.) 	<ul style="list-style-type: none"> To reach out and liaise with surrounding Aboriginal organisations/Schools/Colleges in the area and foster respectful relationships and partnerships where learning and community involvement and engagement is a result. 	<ul style="list-style-type: none"> Aligns with College policy of developing community in lieu, with CEWA's Education, Community and Stewardship strategies and with Transforming lives strategy of developing stronger cultural competency. 	<ul style="list-style-type: none"> 3 years (ongoing) 	<ul style="list-style-type: none"> GECKOS Co-ordinator Catholic Education Aboriginal Education Team Aboriginal Teacher Assistant/Liaison Officer network. WANSLEA Aboriginal Community Directory Aboriginal elders 	<ul style="list-style-type: none"> Leadership GECKOS Co-Ordinator 	<ul style="list-style-type: none"> The college will know it has been successful when there is a greater partnership with outside Aboriginal Organisations and agencies who are invited and welcomed to participate in College events and learning throughout the year.

Appendix 1

SCSA Scope and Sequence – Aboriginal & Torres Strait Islander Cross Curriculum Priorities (K-8) English Scope and Sequence

	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Knowledge and Understanding									
Language	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages	Understand that the pronunciation, spelling and meanings of words have histories and change over time	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English		
Literature								Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	<p>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups</p> <p>Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors</p> <p>Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups</p> <p>Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts</p>

SCSA Scope and Sequence – Aboriginal & Torres Strait Islander Cross Curriculum Priorities (K-8)
HASS Scope and Sequence

	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Knowledge and Understanding									
History				<p>The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community</p> <p>The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems</p>	<p>The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place</p> <p>(e.g. land, sea, waterways, skies) and their pre-contact ways of life</p> <p>The journey(s) of at least one world navigator, explorer or trader up to the late eighteenth century</p> <p>(e.g. Christopher Columbus, Vasco de Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order)</p> <p>The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines)</p>	<p>The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)</p> <p>The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment</p> <p>(e.g. introduced species) and the daily lives of the different inhabitants</p> <p>(e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)</p> <p>The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by 'what if ...?' scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought)</p> <p>The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)</p>	<p>Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament)</p> <p>Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women, and children</p>	<p>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples</p> <p>The significant beliefs, values and practices of the ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs</p> <p>The role of a significant individual in the ancient society's history</p>	
Geography	The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance		The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place	Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories	Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonization		The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia		The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples
Civics & Citizenship					People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity	How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights)	Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship	The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999	The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law
									Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian