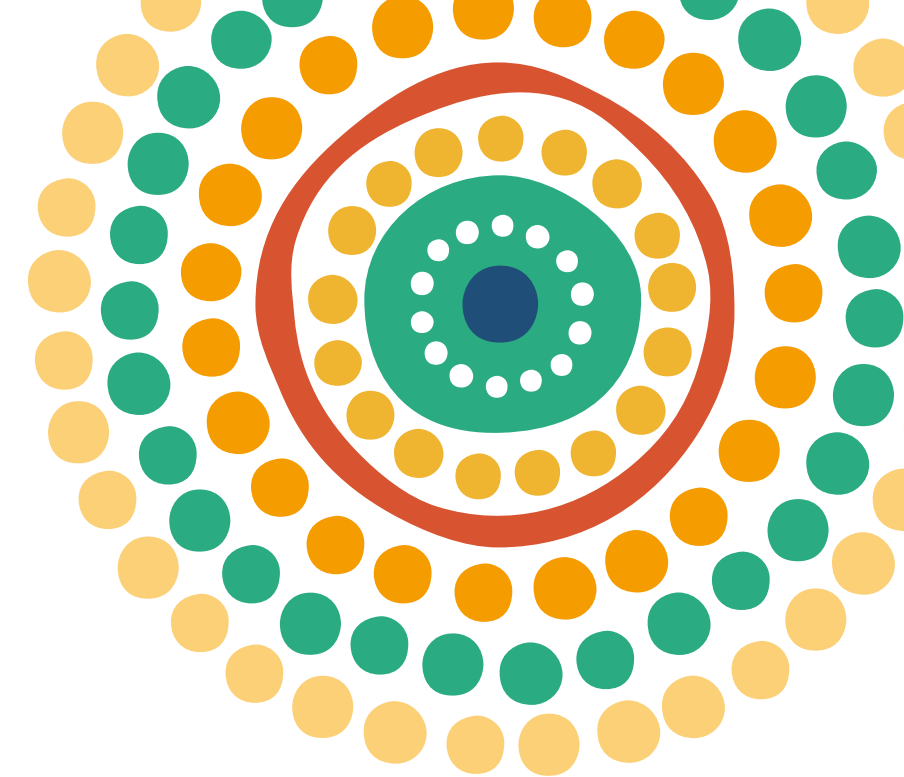
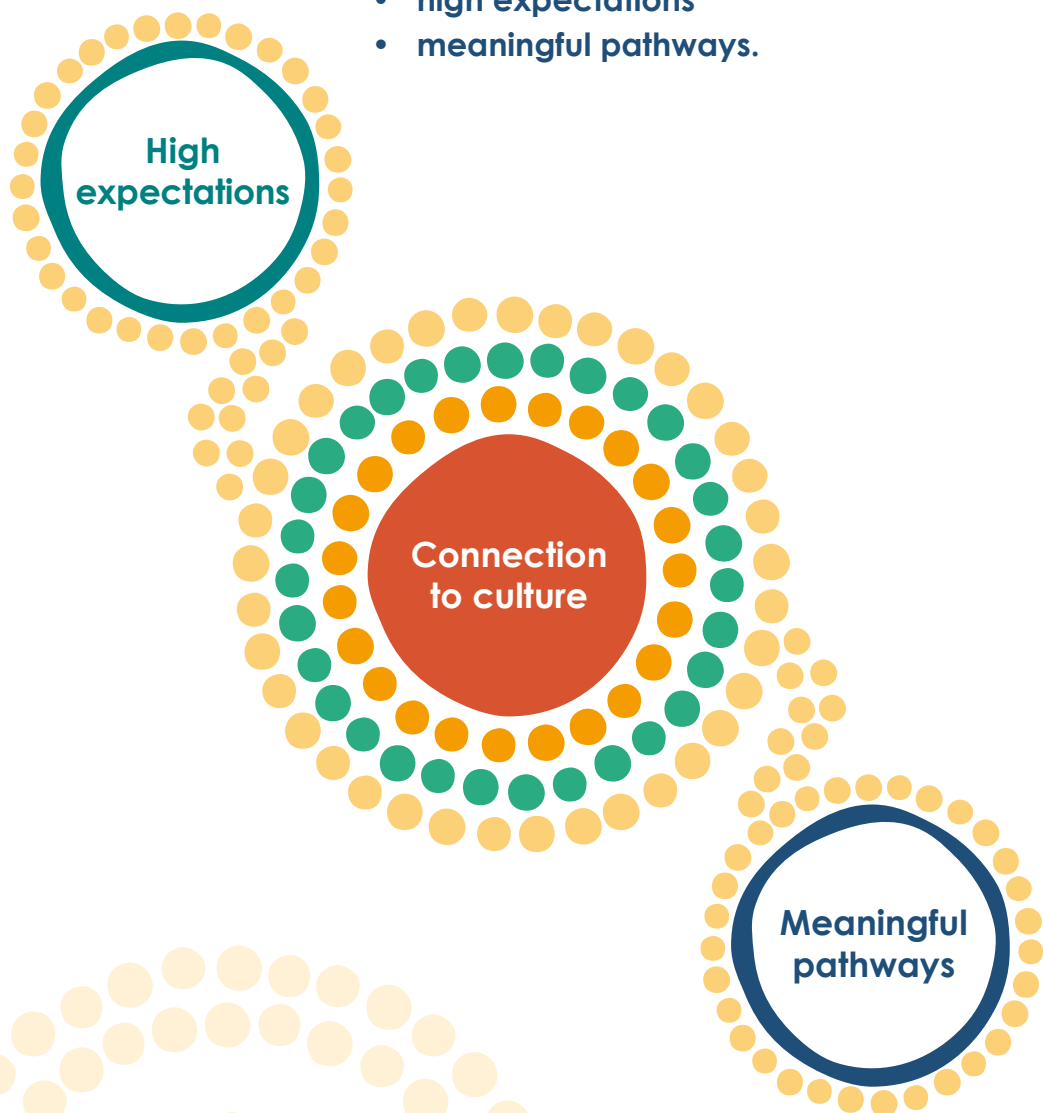


STRATEGIC PLAN 2020–2023



Each Aboriginal and Torres Strait Islander Student succeeding through:

- connection to culture
- high expectations
- meaningful pathways.



Each student succeeding through ...

Our SHARED VISION

We believe that every Aboriginal and Torres Strait Islander student can be successful.

Our COMMITMENT

We are committed to:

- supporting each Aboriginal and Torres Strait Islander student in their learning
- using pedagogies that address the needs of our students and support highly effective teaching and learning
- establishing and maintaining high expectations for our students and staff members
- creating meaningful pathways
- undertaking systematic analysis of data for evidence informed improvement
- building the cultural capabilities of all staff members
- applying our resources in a targeted, equitable and measurable manner
- building sustainable partnerships
- reporting clearly to our school community.

We recognise the importance of acknowledging and promoting culture and supporting students to achieve through to Year 12.

This plan aligns with The Department of Education's 'Advancing Aboriginal and Torres Strait Islander Education: An action plan' and the priorities outlined in 'BrisbaneSDE's Strategic Plan 2020–2023'.

This plan will drive the application of resources in a targeted and equitable manner. It will be actioned through our Annual Implementation Plans and reported on in our Annual Reports.

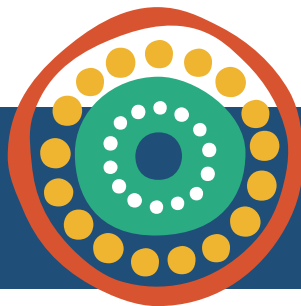
We live in a time of change. We continue to address the needs and aspirations of our students and community. Consequently, this plan is flexible and will be varied in response to feedback, results, emergent needs and issues.

Innovation | Inspiration | Inclusion

We pay our respects to Elders past, present and emerging, especially those of the Yuggera country, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

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Brisbane School of Distance Education

Aboriginal and Torres Strait Islander Strategic Plan 2020–2023

Our PRIORITIES

Successful Learners
Each student engaged in purposeful learning.

Effective Partnerships
Engaging families and global networks.

Quality Teaching
Delivering inspiring teaching through an engaging online environment.

Innovative Curriculum
Embedding 21st Century Learning.

Leadership and Capability
Professional commitment to ongoing learning and collaboration.

Effective and Efficient Operations
Strategic responses to maximising resources.

Focus area	What this means to us	Strategies	Evidence
Students <ul style="list-style-type: none"> High expectations Meaningful pathways 	<ul style="list-style-type: none"> Each student is engaged in appropriate learning that sees them thrive academically. Each student states they are in a supportive and culturally safe environment. 	<ul style="list-style-type: none"> Each Aboriginal and Torres Strait Islander student is supported through a differentiated learning program. Each student's achievement in each subject is tracked and success plans established. Planned and thoughtful support is provided to each student through appropriate planned actions. Evidence- and data-based decisions are always made. Data observations are made to track students. Information shared by Teacher Aide is included. Critical and creative thinking skills of high achieving students are built to prepare them for tertiary education through recognised programs. An excellence program to extend high achieving students is developed. QATSIF support is increased to include each student in years 10 to 12. Aboriginal and Torres Strait Islander perspectives included in Enrichment Days. 	<ul style="list-style-type: none"> Increased percentage of students achieving in school — less than 10% N rate. Each Aboriginal and Torres Strait Islander student is engaged, challenged and extended — 75% students receive A or B for effort and behaviour, including support for students in programs. Increased percentage of students achieving C or above to 80% by 2022. Increased participation by all students (90% target). Improved school and classroom attendance by all students. Improved Year 12 completion rate. Increased student retention rate from Years 10–12 to 90% by 2022. Increased proportion of students in both General and Applied subjects. 100% students are explicitly taught the literacy and cognitive skills of assessment.
Community Connection <ul style="list-style-type: none"> Connection to culture 	<ul style="list-style-type: none"> We acknowledge the Yuggera People as Traditional Owners in this area. We connect with parents and the community and consult about schooling strategies, student wellbeing and cultural identity. We value the traditions and cultural identity of our students across the state and recognise the significance of Aboriginal and Torres Strait Islander people. 	<ul style="list-style-type: none"> Create a Reconciliation Plan and develop and implement the BrisbaneSDE Reconciliation Action Plan. Develop and implement a Community Engagement and Partnership Plan. Further develop and enhance partnerships with employers/agencies to strengthen quality of support for early school leavers/completers to access learning and employment pathways. Aboriginal and Torres Strait Islander subcommittee meets regularly to focus on identified student and community needs, outline actions and make recommendations. Ensure appropriate commemoration of significant dates, for example, NAIDOC, National Reconciliation Week. Develop bank of culturally appropriate BrisbaneSDE student generated artwork. 	<ul style="list-style-type: none"> Reconciliation plan in place, enacted and reviewed. Community Engagement partnership plan in place. Participants express high level of satisfaction. Increased percentage of early school leavers/completers successfully placed. Aboriginal and Torres Strait Islander subcommittee in place and outcomes and effectiveness reviewed annually. Increased percentage of parents are satisfied their child's wellbeing and learning needs are met.
Staff Capability <ul style="list-style-type: none"> Connection to culture High expectations Meaningful pathways 	<p>Staff members:</p> <ul style="list-style-type: none"> recognise and value the significance of Aboriginal and Torres Strait Islander culture. demonstrate, through their actions and activities, respect for Aboriginal and Torres Strait Islander culture. integrate cross-curricular priorities. embed cultural perspectives in their teaching and learning practices. actively engage students, provide opportunities and lift expectations. engage in significant commemorative events. 	<ul style="list-style-type: none"> Integrate the cross-curricular priorities into classrooms across whole curriculum. Enhance teaching practice in effective delivery of the curriculum. Further develop and enhance coaching/mentoring. Apply resources to targeted teacher capability activities / crossing culture intelligence professional development. Development and sharing of a cultural resource site. Induct all new staff through a cultural capability and awareness training program. Provide opportunities for staff members to engage with Yuggera Elders and the community. Embedding of Aboriginal and Torres Strait Islander culture perspectives offered as an option during TCT. Coaching by Aboriginal and Torres Strait Islander culture teacher available to staff. Inclusion subcommittee promotes awareness of student diversity through advocacy and support strategies. 	<ul style="list-style-type: none"> Improved proportion of staff who strongly agree they are confident in embedding cultural perspectives and learning to 30% by 2022. Clear evidence of cross-curricular priorities in classrooms. Cultural resource site developed and in use by staff members. Raised Aboriginal and Torres Strait Islander awareness — increased percentage of satisfaction of participants. Increased percentage of staff involved in commemorative events. Increased satisfaction rate of staff involved in Aboriginal and Torres Strait Islanders Professional Learning. Increased satisfaction rate of staff involved in induction program.