



Respecting Your Place, Valuing Our Future

SACE Board Aboriginal Education Strategy 2017–2021

A vision across schools, students, and the community for the empowerment, aspiration, and excellence of Aboriginal students in the SACE.

The SACE Board Aboriginal Education Strategy aims to align with the SACE Board's Strategic Plan by positioning Aboriginal students in a global context. It seeks to support Aboriginal students to firmly embrace the culture and language of their home and community, but also to consider their future through a broader world perspective. The South Australian Certificate of Education (SACE) supports young Aboriginal students to develop the essential capabilities for succeeding in an ever-changing world, while maintaining their cultural identity.

The SACE qualification enables young Aboriginal students to progress towards, and access, social, cultural, and economic equality and prosperity. The qualification provides opportunities for pursuing meaningful pathways such as further education, training, and employment, and also leads to the development of essential capabilities such as personal, social, and emotional well-being and enhanced capacity for independent, critical, and creative thinking.

The foundations of this strategy lie in the identified Aboriginal education strategies that build on strengths, acknowledge the value of young Aboriginal people's cultural heritage, and emphasise holistic, collaborative, and proactive approaches to SACE attainment.

Strategic Priorities

1. Empowerment: identity and belonging

Aim: Continue to empower Aboriginal SACE students and their families, through the following initiatives and activities:

- strategically engaging with Aboriginal families to support students' completion of, and achievement in, the SACE
- actively promoting the significance of the SACE to the broader Aboriginal community
- increasing the representation of Aboriginal people in SACE Board publications
- documenting Aboriginal student voices
- celebrating and promoting Aboriginal SACE graduates.

2. Respect: strong commitment and high-expectations relationships

Aim: Enhance the SACE Board's commitment to high-expectations relationships, through the following initiatives and activities:

- embedding cultural respect and safety training for SACE Board staff
- establishing formal channels for parent consultation in relation to SACE policies and procedures
- increasing the representation of Aboriginal people on SACE staff and assessment panels
- supporting the development of an advocates and mentors program.

3. Leadership: people and culture

Aim: Increase the SACE Board's leadership in acknowledging Aboriginal culture and history, through the following initiatives and activities:

- adopting a holistic organisational approach to the respect and acknowledgment of Aboriginal people and culture
- promoting Aboriginal people's participation in the subject renewal project
- developing a SACE Board Reconciliation Action Plan
- developing a SACE Board 'Acknowledgment of Country' protocol
- increasing the public representation of Aboriginal people and culture throughout the SACE Board building.

4. Capacity Building: culturally and contextually responsive curriculum and assessment

Aim: Extend the professional learning provided to schools for supporting the educational outcomes of Aboriginal students in the SACE, through the following initiatives and activities:

- increasing the number of support materials and exemplars containing Aboriginal perspectives
- renewing the Australian Languages subject
- renewing the Aboriginal Studies subject
- increasing the promotion of the flexibilities in the SACE, including vocational education and training (VET)
- highlighting the complementary connection between individual learning plans (ILP) and the Personal Learning Plan (PLP)
- developing targeted professional learning courses for classroom teachers and leaders which align with the emerging strategies that support Aboriginal student success in the SACE.

5. Achievement: excellence, aspiration, and merit

Aim: Continue to support schooling sectors to enhance the success of Aboriginal students from the early years through to the SACE, through the following initiatives and activities:

- promoting the significance of SACE attainment for Aboriginal students
- developing targeted strategies to increase the participation and achievement of identified cohorts of Aboriginal students
- reconceptualising and expanding the SACE Aboriginal Student Pathways Conference
- reviewing the criteria for awarding the Governor of South Australia Commendation — Aboriginal Student SACE Award
- collaborating with schooling sectors to establish an Aboriginal Student Ambassador program
- expanding the distribution of the Aboriginal SACE Completers poster
- tracking the post-SACE pathways of Aboriginal SACE completers.

6. Transparency: data analysis and evaluation

Aim: Continue to undertake extensive analysis and evaluation of Aboriginal students' data, through the following initiatives and activities:

- developing data exchange initiatives for key stakeholders
- comprehensively analysing and evaluating data
- monitoring PLP retention data from Year 10 enrolment to SACE completion
- developing new data reports to be accessed via *Schools Online*
- accurately and systematically capturing the Aboriginal and Torres Strait Islander heritage of staff on SACE Quality Assurance and Assessment Panel registrations, and of students on electronic registration forms.