

Every Aboriginal and Torres Strait Islander student succeeding

2020 Progress report

In late 2019, the **Every Aboriginal and Torres Strait Islander succeeding** strategy was released following an extensive consultation process. The strategy sets our direction to improve outcomes for Aboriginal and Torres Strait Islander students in Queensland's state schools through three key priorities.



We have:

- Ensured the continuity of learning for all students during the global COVID-19 health pandemic through meaningful partnerships and cross-collaboration
- Developed tools for teachers to differentiate and tailor teaching to meet the needs of Indigenous students for whom English is an additional language or dialect (IEAL/D)
- Built and launched a state-wide IEAL/D EdStudio learning platform to raise the capability of educators to improve students' learning against the achievement standards
- Supported over 200 students in eight remote, discrete communities with multidisciplinary allied health care through the *Be well Learn well* program to address social and developmental needs to improve education and learning outcomes
- Delivered engagement programs to over 4500 students across 59 schools to provide mentoring and extracurricular activities to improve attendance and completion of Year 12.

We have:

- Established the EdStudio learning platform to support the delivery of the Cross-Curriculum Priority – Aboriginal and Torres Strait Islander Histories and Cultures which has been accessed approximately 800 times
- Delivered cultural capability professional development to approximately 100 educators across seven regions
- Supported 75 Aboriginal and Torres Strait Islander language programs in schools to increase awareness of traditional and contemporary languages, valuing tradition and cultural identity
- Co-developed with the Department of Aboriginal and Torres Strait Islander Partnerships (DATSIP) the Queensland Indigenous Language Policy and Action Plan and the Indigenous Language Grants program
- Partnered with DATSIP to offer up to \$200,000 to support the delivery of 31 Indigenous Language programs across Queensland.

We have:

- Supported over 1120 high performing Year 4-6 students to build lifelong skills that support academic achievement across all learning areas of the curriculum through the Solid Pathways STEM program
- Raised the expectations of almost 250 Year 7-9 students to enhance their tertiary education aspirations through the critical and creative thinking Aboriginal and Torres Strait Islander Aspirations Program (ATSIAP)
- Supported 350 students to successfully transition to boarding and to complete the secondary phase of schooling, working with over 30 boarding schools and residential facilities throughout Queensland
- Provided over 1600 Indigenous and non-Indigenous students with access to courses associated with the CATCH program, which bolsters foundational skills in literacy and numeracy and employment prospects by learning in real world contexts, enriching culture and connecting to the local community.

59.5%

Indigenous students achieving C or above in English¹

(60.3% in 2019)

20.5 percentage point improvement to achieve

🎯 80% Target by 2022

23.8%

Educators strongly agree they are confident embedding cultural perspectives in learning²

2.7 percentage point **increase** from 21.1% in 2019

6.2 percentage point improvement to achieve

🎯 30% Target by 2022

64.8%

Student retention rate in years 10 to 12³

(69.7% in 2019)

25.2 percentage point improvement to achieve

🎯 90% Target by 2022

3915

Indigenous students receiving multiple school disciplinary absences⁴

721 **less** than 2019

On track to reduce the number of

🎯 Indigenous students receiving multiple SDAs by 2022

Building on the progress made, our focus for the year ahead is to:

- Enhance and deliver a suite of statewide professional development to build the capability of educators to identify, assess, and meaningfully teach IEAL/D students
- Develop a community-led and co-designed approach to address trauma informed practice in schools that lift high expectations of students and teachers.
- Develop a co-design engagement framework to strengthen school and community relationships to ensure students' wellbeing and cultural identity are nurtured through shared decision making and accountability with Aboriginal and Torres Strait Islander parents, caregivers and community members
- Design, develop, procure and deliver Cultural Capability professional development resources, including for school leaders and classroom teachers, to engage with the Australian Curriculum's Cross Curricular Priority: Aboriginal and Torres Strait Islander Histories and Cultures.
- Identify and deliver strategies that support the transitions of students through school and to further education, training or employment, through the On Track for Success initiative
- Implement consistent accountabilities and measures across Indigenous engagement program providers in state schools to support improved student outcomes.

DoE 40272.14 (2018 baseline)

1. Full-year result.

2. In Term 2, 2020, the Department of Education conducted an online school pulse survey inviting students, parents, caregivers, staff and principals to have their say about schooling and learning during the COVID-19 pandemic. Results in 2020 are not comparable with previous years' surveys.

3. Apparent retention rates are based on DoE August Enrolment Census.

4. Calendar year. The impact of the COVID health emergency effected school disciplinary absences in 2020. Comparisons with previous results must be interpreted with caution.