

THE PATCH PRIMARY SCHOOL

Indigenous Education

Rationale:

It is recognised that indigenous and non-indigenous students alike benefit significantly from programs that encompass aspects of the contemporary cultural heritage and lifestyle of indigenous people, as well as the history and traditional aspects of indigenous history. Furthermore, indigenous students benefit greatly from culturally inclusive school environments that recognise, respect and support their cultural background and cater for their individual needs.

Aims:

The indigenous education program will support all students in the classroom to: -

- achieve improved educational outcomes;
- to promote, maintain and support the teaching of indigenous studies, cultures and languages to indigenous and non-indigenous students; and to strengthen relationships between indigenous communities and the school.

Implementation:

- Indigenous education within our school will be consistent with and embrace the Wannik strategy and its various initiatives where needed.
- All indigenous students will have an individual education plan.
- Indigenous students experiencing difficulty in literacy or numeracy will receive additional support consistent with their Individual Education Plan needs.
- All indigenous students will be monitored using our Performance Assessment Tool.
- Standards, targets, assessment and reporting will be consistent with school processes.
- The Victorian Curriculum F–10 includes opportunities for students to learn about Aboriginal and Torres Strait Islander histories and cultures. This has a particular and enduring importance and assists students to understand the uniqueness of these cultures and the wisdom and knowledge embedded in them. These opportunities can be found everywhere from the Arts to mathematics and includes
- Humanities Level 3 & 4
 - The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area ([VCHHK072](#))
 - The diversity and longevity of Australia's first peoples and the significant ways.
 - Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives ([VCHHK078](#))
 - Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day ([VCHHK076](#))
- Humanities Level 5 & 6
 - Identify and describe patterns of continuity and change in daily life
 - Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies ([VCHHC085](#)) Including: Missions to Land Rights, MABO
 - Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants ([VCHHC086](#)) Including: Stolen Generation, Reconciliation to Apology.

Evaluation:

This policy was originally formed, and will be reviewed in consultation with all members of the wider community (all staff, parents, students, and interested members of the community) as part of the school's five - year review cycle.

References: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>
<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/koorie.aspx>

Principal



School Council President

