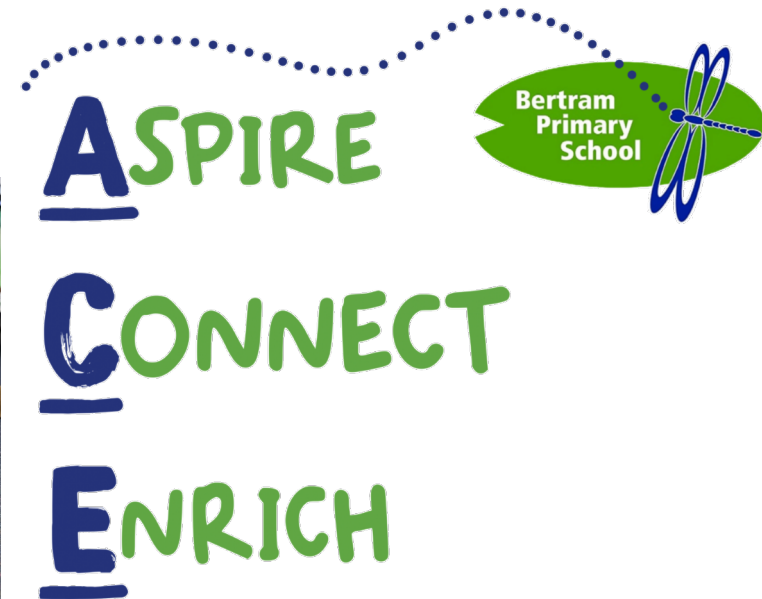




# Bertram Primary School

## Aboriginal Cultural Standards Framework 2022



# 2022



## The Framework

The Aboriginal Cultural Standards Framework sets expected standards for all staff when working with Aboriginal students, their parents and families, and communities. The framework has five cultural standards and a continuum aligned with the Australian Institute for Teaching and School Leadership's Australian Professional Standard for Principals and Australian Professional Standards for Teachers.

The framework supports staff to reflect on their behaviours, attitudes and practices with a view to progressing from cultural awareness to cultural responsiveness so we can maximise learning outcomes for Aboriginal students. All schools are required to seek continuous improvement and account for their performance, and the framework is another aspect of self-reflection to drive improvement.

## Self Reflection

All staff members reflect on Bertram Primary School's practices against the five cultural standards of the framework. This is completed collaboratively by teaching staff EAs, office staff and the leadership group. Focus areas and opportunities for improved action are identified and inform planning for the following year.

## Focus Area - Learning Environment

Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students.

## Focus Area - Leadership

School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families.

## Strategies

Identify and routinely invite local Aboriginal family and community members to school meetings, events and activities to allow for transparency.

Involve students in creating Aboriginal Artwork around the school.

Create a visual physical environment around the school and learning areas. Through signage, artwork and posters.

Appoint a new AEIO.

Collaborate with Aboriginal students and their parents to identify what is required for them to achieve their personal best through phone conversations, seesaw, IEP, Behavioural plans and email.

Collaborate with Aboriginal students and their parents to create a more welcoming environment around the school.

## Relationships

**Developing**

### Current Practice

Staff understand the importance of establishing positive working relationships with Aboriginal students and their parents and families.

Staff seek information from parents and families to support Aboriginal students' learning.

Staff understand the importance of positive interaction with local Aboriginal community members.

Staff have identified, or have liaised with Government agencies and Aboriginal staff to identify, key local Aboriginal community members and organisations.

Staff provide information to Aboriginal students, their parents and families, and the local Aboriginal community about the school's education programs.

Staff have identified, or have liaised with Aboriginal staff to identify, ways of engaging with local Aboriginal community networks.

## Leadership

**Developing**

### Current Practice

School leaders align the school's vision and ethos with the needs and expectations of the local Aboriginal community.

School leaders and staff understand the school's commitment to all students, including Aboriginal students.

School leaders know about Aboriginal histories and have participated in local cultural awareness raising.

School leaders and staff understand that their own beliefs and preconceptions have an impact on the way they engage with Aboriginal students.

School leaders commit to the need to build the capability of staff to teach Aboriginal students effectively.

School leaders discuss with staff ideas and innovative approaches to improve the outcomes of Aboriginal students.

School leaders report to local Aboriginal community members about the school's performance.

## Teaching

**Capable**

### Current Practice

Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students.

Teachers apply Aboriginal perspectives to the content being taught.

Teachers select and use a range of resources to support the learning needs of Aboriginal students.

Teachers set challenging and achievable learning goals for Aboriginal students.

Teachers customise formative and summative assessments to take account of the language proficiency and individual needs of Aboriginal students.

Teachers provide feedback and report progress to Aboriginal students and their parents in a format suitable for the local context.

## Learning Environment

**Capable**

### Current Practice

Staff engage with local Aboriginal community members about how they prefer to see their culture represented in the school.

Staff use Aboriginal students' connection to their community to build the capacity of the school to connect with Aboriginal culture.

Staff consult with Aboriginal students, their parents and families, and the local Aboriginal community to develop an environment which displays and respects their cultural and linguistic heritage.

Staff work with Aboriginal students, their parents and families to monitor student attendance, behaviour and engagement.

Staff monitor events in the local community that may have an impact on Aboriginal student engagement.

Staff take appropriate steps to maintain continuity of learning for students.

Staff make appropriate education adjustments for Aboriginal students at educational risk.

## Resources

**Capable**

### Current Practice

Staff respect the knowledge and expertise that Aboriginal staff bring to the school.

School leaders demonstrate understanding of the need for experience and expertise of staff working with Aboriginal students.

School leaders create opportunities for local Aboriginal people to consider roles at the school.

School leaders incorporate funding allocated to the school for Aboriginal students into targeted plans for Aboriginal student improvement.

Teachers include cultural content in classroom activities to augment Aboriginal student learning.

Staff know the protocols to be observed when using Aboriginal cultural resources.



## Our Vision for Reconciliation

It is important that we, as a country, recognise our true history and past, present and continuing cultures. We strive to ensure that we continue to respectfully embed Aboriginal and Torres Strait Islander cultures in all that we do. We are committed to reaching out to Aboriginal and Torres Strait Islanders people within our community to break down barriers and move forward together. As educators, we understand that a child's learning journey and reconciliation journey begins here at Bertram Primary School.

