



Aboriginal Education Plan

Implemented 2013
Review 2016

Overview

Sacred Heart School Highgate strives to embed specific teaching and learning opportunities that will assist students to develop an understanding of Aboriginal and Torres Strait Islander community cultures, values and traditions. The **Australian Curriculum** outlines three interconnected elements to be addressed in the teaching of Aboriginal and Torres Strait Islander histories and cultures - Country / place, Culture and People.

Each of these elements has three main organizing ideas, and it is these ideas that this Aboriginal Education Plan aims to address.



Code	Organising ideas
Country/Place	
OI.1	Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
OI.3	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
Culture	
OI.4	Aboriginal and Torres Strait Islander societies have many Language Groups.
OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
OI.6	Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.
People	
OI.7	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

OI.8 Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.

OI.9 Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

Curriculum Integration

The aims of this Aboriginal Education plan can be met by addressing the cross-curriculum priorities that are embedded in the Australian Curriculum. This is done both on a whole-school basis and within the regular teaching and learning activities planned by teaching and other support staff at Sacred Heart.

English and Aboriginal and Torres Strait Islander histories and cultures

Through English students can:

- **develop an awareness and appreciation** of, and respect for the **literature** of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature.
- be taught to **develop respectful critical understandings** of the social, historical and cultural contexts associated with different uses of language and textual features
- **be exposed to several of the many languages and dialects** spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy

(Based on Australian Curriculum Cross-Curriculum Priorities for English)

Mathematics and Aboriginal and Torres Strait Islander histories and cultures

Through Mathematics, students can:

- **explore connections** between representations of **number and pattern** and how they relate to aspects of Aboriginal and Torres Strait Islander cultures
- **investigate time, place, relationships** and **measurement concepts** in Aboriginal and Torres Strait Islander contexts
- **deepen their understanding** of the lives of Aboriginal and Torres Strait Islander Peoples through the application and evaluation of statistical data

(Based on Australian Curriculum Cross-Curriculum Priorities for Mathematics)

Science and Aboriginal and Torres Strait Islander histories and cultures

Through Science students can:

- **develop an appreciation** for Aboriginal and Torres Strait Islander Peoples' use of **observation using all the senses**; their **methods of prediction** and **hypothesis**; as well as **their use of trial and error** to make **generalizations** within specific contexts
- **develop an understanding** that Aboriginal and Torres Strait Islander Peoples continue to be innovative in providing significant contributions to development in science
- **investigate examples** of the complementary relationship between **traditional knowledge** and western **scientific knowledge**

(Based on Australian Curriculum Cross Curriculum Priorities for Science)

History and Aboriginal and Torres Strait Islander histories and cultures

Through History students can:

- **examine historical perspectives** from an Aboriginal and Torres Strait Islander viewpoint
- **learn about** Aboriginal and Torres Strait Islander Peoples **prior to colonization** by the British
- **explore** the **nature of this contact** and **its impacts**
- **examine key policies** and political movements over the last two centuries
- **develop an awareness** of the **significant roles** of Aboriginal and Torres Strait islander people in Australian society

(Based on Australian Curriculum Cross Curriculum Priorities for History)

Whole School Actions

Aim	Current Actions	Proposals for development
Acknowledging and celebrating Aboriginal and Torres Strait Islander Australia	<ul style="list-style-type: none"> • Acknowledge Country at Gathering/ Assemblies and school events • Aboriginal materials available in the library • Celebrating NAIDOC Week e.g. through selling awareness wristbands to students • Final mass of Term 2 has a NAIDOC theme • Teachers focus on specific lessons during NAIDOC Week • Incursions promoting Aboriginal culture through dance and music 	<ul style="list-style-type: none"> • NAIDOC Week needs to be focused on more consistently • Invite Elders to school events and storytellers • Provide opportunities for Aboriginal artists (visual) to visit • Possibly display Aboriginal artefacts/artwork etc. • Flying the Aboriginal flag
Building and sustaining	<ul style="list-style-type: none"> • Look at developing a relationship with a regional school with high aboriginal 	<ul style="list-style-type: none"> • Investigate how school can be involved with a sister school.

community school partnerships	population	
Promoting cultural understanding	<ul style="list-style-type: none"> Acknowledge in Newsletter Reconciliation Week 	<ul style="list-style-type: none"> Investigate the traditional land on which the school is built Students to study units on local history that have an Aboriginal perspective Invite Elders to talk to staff and students about local history and cultures Increased focus on activities promoting Reconciliation Week

Scope and Sequence

The following scope and sequence consists of activity descriptions **based on** the Australian Curriculum outcome statements for each of the listed Key Learning Areas. The relevant curriculum outcome is listed in brackets. Although an attempt has been made to provide at least one activity per year level, it is **not** an exhaustive list. Teachers can use the filters on each page of the Australian Curriculum to find outcomes with links to the Aboriginal and Torres Straits cultures.

The screenshot shows the Australian Curriculum website interface. The 'Filters' section is expanded to show 'Cross-curriculum priorities'. A red circle highlights the checkbox for 'Aboriginal and Torres Strait Islander histories and cultures', which is checked. Other visible filters include 'General capabilities', 'Sustainability', and 'Asia and Australia's engagement with Asia'. The page content below shows the 'Year 1' level description for English.

	Religious Education	English	Mathematics	Science	History
Pre-Primary		Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)	Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)	Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)	Look at different ways that stories of families and the past are communicated. E.g. through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)
Yr 1		Listen to, recite and perform poems, chants, rhymes and songs, imitating and		People use science in their daily lives, including when caring for their	Discuss differences in family structures and roles today, and how these have changed

		inventing sound patterns including alliteration and rhyme (ACELT1585)	X	environment and living things (ACSHE022)	or remained the same over time (ACHHK028)
Yr 2		Discuss different texts on a similar topic, identifying similarities and differences between the texts. E.g. Stories about rainfall or drought from a western and an Aboriginal point of view. (ACELY1665)	Name and order months and seasons (ACMMG040) Use a calendar to identify the date and determine the number of days in each month (ACMMG041)	People use science in their daily lives, including when caring for their environment and living things (ACSHE035)	Discuss the importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)
Yr 3		Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	Identify symmetry in the environment (ACMMG066)	Using science knowledge to understand the effect of their actions (ACSHE051)	Research the importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to the local area (ACHHK060)
Yr 4		Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)	Making predictions and describing patterns and relationships (ACSHE061)	Research the nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)
Yr 5		Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)	Study important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082)	Examine the impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)
	Religious Education	English	Mathematics	Science	History
Yr 6		Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141)	Study important contributions to the advancement of science have been made by people from a range of cultures (ACSHE099)	Research and compare the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)