

# WESTERN AUSTRALIAN ABORIGINAL EDUCATION AND TRAINING COUNCIL

BROOME COMMUNITY FORUM REPORT

1 JULY 2010



Broome Primary School, 2010



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*The Broome Community Forum was funded by the Department of Education, Employment and Workplace Relations*

## MESSAGE FROM THE WAAETC CHAIRPERSON

On 1<sup>st</sup> July 2010 and on invitation from the Broome community, the WAAETC facilitated a Broome Community Forum. This forum brought together a number of speakers to provide information on what the education systems and sectors in WA are implementing in the Kimberley region.

Speakers included senior representatives from the following sectors:

- Department of Education, Employment and Workplace Relations;
- Department of Education, Aboriginal Education;
- Catholic Education Office;
- Notre Dame University, Broome Campus;
- Aboriginal Independent Community Schools; and
- Department of Training and Workforce Development – Aboriginal Workforce Development Centre.

The forum was well attended, with participants from around Broome township and other travelling from Derby, Fitzroy Crossing and Wangkatjunka - representing primary schools, independent schools, high schools and TAFE colleges.

After the brief presentation by each of the sectors, participants had an opportunity to seek clarification on relevant information presented to them. This was followed by participants identifying the following six (6) key issues that are prevalent in the Kimberley region:

1. Students at risk
2. Transition of Catholic Education primary students to government secondary schools
3. Aboriginal leadership and role model in schools and communities
4. Parents involved in all aspects of education.
5. Governance and leadership
6. Attendance

Participants were grouped and each given one priority issue to discuss and provide feedback to share across the various education sectors present. Each group was facilitated by a Council member whose role was to stimulate discussions and enable each participant to have a voice. A summary of this group work and their feedback is contained in this report.

The WAAETC considers the Broome Community Forum a success and would like to extend their thanks and appreciation for all those who attended, to those who provided presentations and those who participated in group work. We would particularly like to thank those who travelled to Broome, thus demonstrating a commitment to Aboriginal education in your region.

We hope that the forum was useful and in particular, the sharing of ideas and strategies to work through the community identified priorities and last but not least, we hope you took this opportunity to network across the sectors.

The WAAETC also extends its gratitude to the Broome Aboriginal community for your invitation and warm sunny welcome.



## OVERVIEW OF THE WA ABORIGINAL EDUCATION AND TRAINING COUNCIL

### **PREAMBLE**

From the outset, we affirm our rich Aboriginal heritage through this Strategic Plan and hold in highest esteem that we are the First Australians. It is with immense pride and respect that we acknowledge that our Aboriginal Australian culture is the oldest living culture of humanity. Aboriginal culture is a living culture spanning more than 40,000 years and should be celebrated by all Australians. No other nation in the world can make this unique claim.

It is through education and training that all Australians come to recognise value and respect the rich cultural heritage of Aboriginal Australians and be proud of this cultural heritage. It is therefore essential that education and training institutions enhance the cultural identity and self esteem of Aboriginal students and be a conduit to affirm cultural identity, and instil positive education and training experiences. The affirmation of cultural identity can enhance self esteem and lead to success in education and training including improved attendance, engagement and achievement. Aboriginal students need to have the skills and competencies required by a western education to enable success in the dominant western culture and in the global society. That success and the acquisition of the westernised skills should not however mean that their Aboriginal culture, language and worldviews are ignored. This Strategic Plan calls for the explicit teaching of Aboriginal studies, histories and Aboriginal languages to ensure there is cultural safety and security for all Aboriginal students.

Education and training sectors in partnership with Aboriginal parents and families need to put in place strategies and programs that promote the learning of Aboriginal studies and Aboriginal languages so that Aboriginal students are engaged in learning in culturally safe environments. Research indicates that if a student's culture and language is not held in high esteem then this contributes to the lack of success by students. In "closing the gap" and ensuring that Aboriginal students have every opportunity to succeed, every effort must be made to recognise value and respect the culture and languages of Aboriginal students.

This Strategic Plan promotes high expectations, success and achievement. Educators must believe that Aboriginal children can achieve and expect them to succeed. Aboriginal children must believe in themselves and expect success. The parents and families of Aboriginal children must believe in their children and expect their children to be successful. Parents and family members must support their children's learning and weed out the culture of "shame", put downs and the "tall poppy" syndrome. The culture of high expectations must be promoted overtly and covertly by the school, parents, families and the community to bring about a mindset of high expectations and successful achievement.

### **ABORIGINAL CULTURAL IMPERATIVES**

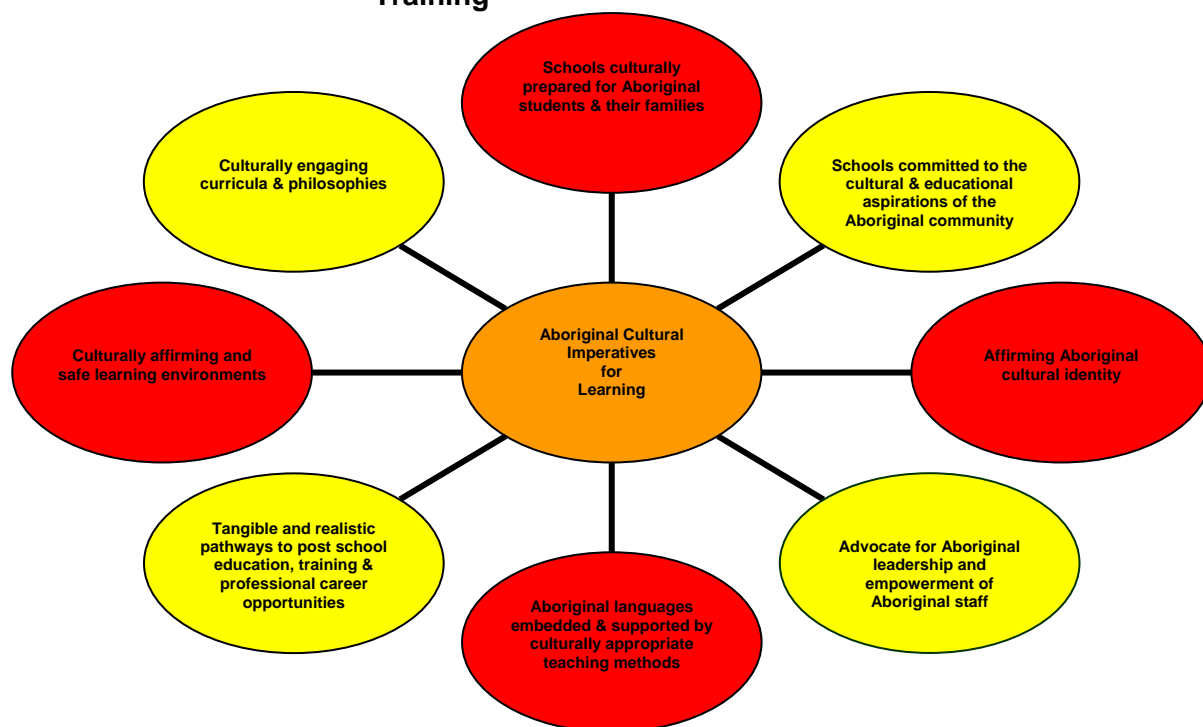
As Aboriginal people we seek to be first-rate contributing citizens in a modern Australia with our culture and identity embedded in us as individuals and as a thriving cultural group. This can eventuate only if Aboriginal cultural imperatives are acknowledged, accepted and cemented in Australian society. Education and Training providers, as instruments of cultural change, have a significant role in ensuring that this societal modification happens in the near future, by embedding Aboriginal cultural

imperatives in their own organisation or institution. The six priorities of this Strategic Plan are driven by the desire to ensure that Aboriginal cultural imperatives or essential elements are embedded in education and training and that all Aboriginal students receive an education that affirms their Aboriginal identity and values their cultural heritage.

The WAAETC stresses the importance of Aboriginal Cultural Imperatives in education. Together with other Indigenous Education Consultative Bodies the *Aboriginal Cultural Imperatives for Learning* (Diagram 1) was developed to ensure these imperatives are embedded throughout the National Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014 and endorsed by the Ministerial Council for Education, Early Childhood development and Youth Affairs (MCEECDYA).

The Aboriginal Cultural Imperatives (ACI) are aligned with and complement the priorities of the National Aboriginal and Torres Strait Islander Education Action Plan (NATSIEAP)

### Diagram for the Aboriginal Cultural Imperatives in Education and Training



#### **INTRODUCTION**

The Western Australian Aboriginal Education and Training Council (WAAETC) is a primary source of advice to Government on emerging issues in Aboriginal Education and Training. The Council is comprised of ten (10) Aboriginal members from rural, remote and metropolitan regions across Western Australia. The Heads of each of the education and training providers form the Ex Officio membership of the WAAETC. Meetings of the Council are convened 4 – 6 times per year. The WAAETC plays a significant role in the development and monitoring of the quadrennial Strategic Plan for Aboriginal Education and Training in Western Australia. A monitoring report is produced annually.

The WAAETC is a Ministerial Council which was established in 1995 in response to Recommendation 139 of the Report of the Western Australian State Government Task Force on Aboriginal Social Justice. The Council's mandate is to provide independent, grassroots advice on Aboriginal education and training to both the State and Federal Ministers for Education. It is one of eight Indigenous Education Consultative Bodies (IECB) established by the Commonwealth Government to facilitate consultation with their respective Aboriginal communities and to provide advice to the Government on key educational matters. Each State and Territory has an IECB which is primarily funded under the Indigenous Education Programs Elements in accordance with the Indigenous Education *Targeted Assistance Act 2000*.

### **THE TERMS OF REFERENCE OF THE WAAETC**

- Provide policy advice on all issues concerning Aboriginal education and training in Western Australia
- Coordinate the development of a Strategic Plan for Aboriginal education and training in Western Australia
- Provide a forum for Aboriginal community members to contribute to determining Aboriginal education and training outcomes and policy direction
- Ensure that effective consultation occurs with Aboriginal people and communities on matters concerning Aboriginal education and training
- Ensure that appropriate monitoring and reporting occurs concerning the operational plans of the State's education and training providers
- Consult with State and Commonwealth agencies concerning programs, the Strategic Plan and financial arrangements relating to Aboriginal education and training

### **WAAETC STRUCTURE**

The WAAETC has an Aboriginal Chairperson and ten (10) Aboriginal council members or community members drawn from rural, remote and metropolitan regions of Western Australia. This Aboriginal membership represents the grassroots views of Aboriginal people and not the views of education and training systems, sectors or providers. Those views are represented on the Council by its Exofficio membership which comprises the Heads of Education and Training.

The Council meets 4 – 6 times per year and these meetings are convened over two days. At each of the meetings there is a session on the agenda which is approximately two hours in duration when the Exofficio members and the Community members meet to discuss issues in education and training.

### **STRUCTURE AND MEMBERSHIP OF THE WAAETC**

The membership of the WAAETC is comprised of:

The Chairperson, who must be Aboriginal and ten Aboriginal members from regions across Western Australia including;

- East Kimberley – Ian Trust;
- Goldfields – Leslie-Ann Conway;
- Metropolitan – Cindy Solonec, Isabelle Adams and Ken Houghton;
- Mid-West – Simon Forrest;
- Pilbara – Maureen Kelly;
- South-West – Cis Narkle;
- West Kimberley – Stephen Albert; and

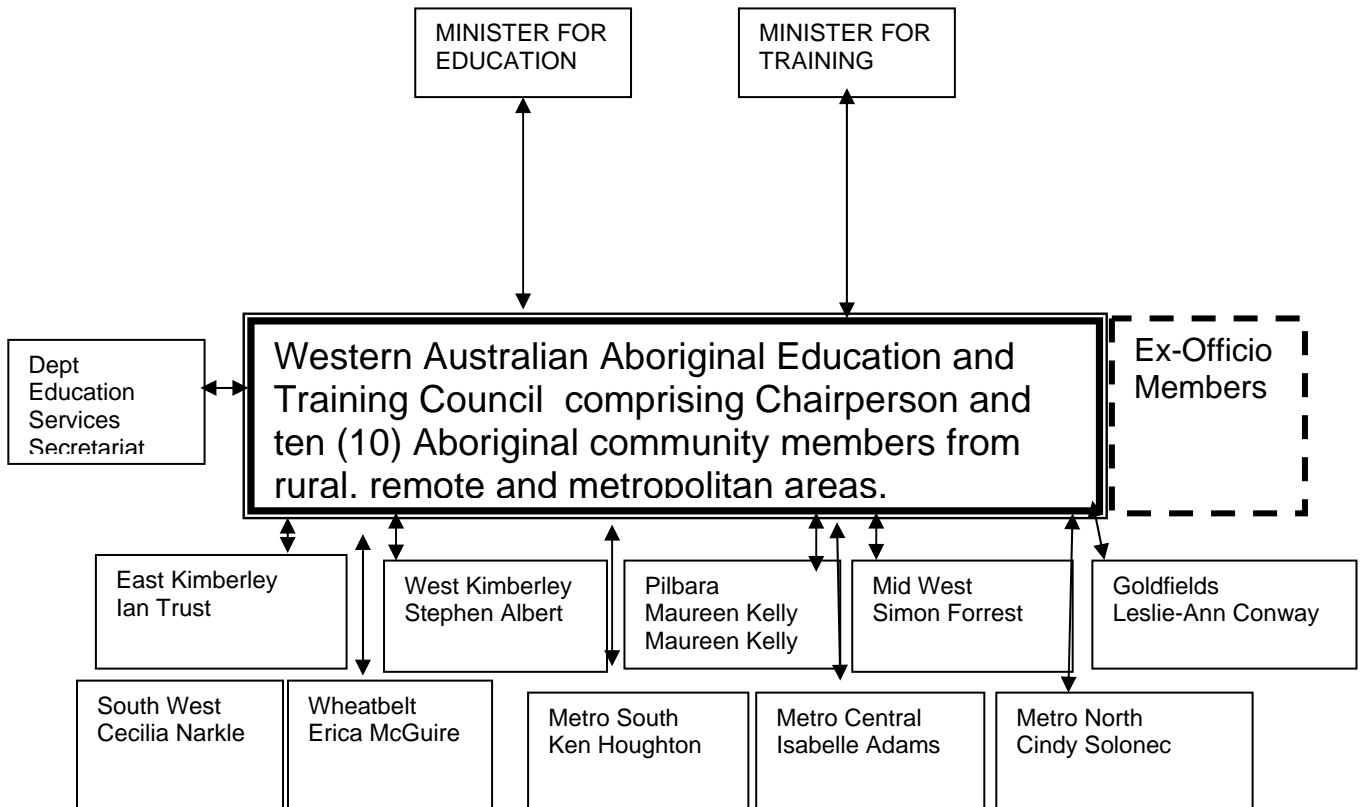
- Wheatbelt – Erica McGuire

Ex-officio members include:

- Director General, Department of Education (DoE);
- Director General, Department of Training and Workforce Development (DoTWD);
- Chief Executive Officer, Department of Education Services [DES];
- Chief Executive Officer, Curriculum Council [CC];
- Director, Catholic Education Office of Western Australia [CEOWA];
- Executive Director, Association of Independent Schools of Western Australia [AISWA];
- Vice Chancellors' Representative; and
- A representative from Western Australian Aboriginal Council on Higher Education (WAACHE).

All State education and training authorities (systems and sectors) are represented at the highest level possible on WAAETC.

**The WAAETC Organisational Chart:**



**LOCATION:**

The WAAETC is located within the Department of Education Services (DES) at 22 Hasler Road, Osborne Park in Western Australia.

**FUNDING:**

The Department of Education, Employment and Workplace Relations (DEEWR) funds the operations of the WAAETC through a Funding Agreement it has with all Indigenous Education Consultative Bodies (IECB).

The WAAETC receives administration support from the Department of Education Services and its operations are aligned with the Department of Education Services' Strategic Plan 2009 -2011.

**ROLE OF WAAETC MEMBERS 2010 – 2012**

Provide advice, promote the work of the WAAETC, ensure effective consultation, identify and request information, and advise on the commission of reviews and research.

**OVERALL** - The WAAETC requires for itself an independent voice and community action

WAAETC members seek timely and relevant information on education and training statistics

**THEMES OR FOCUS** are Child and Family Support; Aboriginal Cultural Imperatives; Advice to Government and Effective Communication.

# **THE FORUM AGENDA**

**WAAETC - BROOME COMMUNITY FORUM  
MECURE INN, THURSDAY 1 JULY 2010  
MC Mr Stephen Baamba Albert**

Welcome to Country by Dianne Appleby on behalf of her mother. Carol Garlett, Chairperson of the WAAETC highlighted the importance of welcome to country and what that means for us and to students as the oldest living culture and nation of people in the world.

The Chair introduced each of the WAAETC members and provided an overview of the day's session and Council's participation in Broome NAIDOC activities, as well as conducting its own meeting to discuss relevant matters.

8.45 – 9.00am	Welcome and overview of the day Welcome to Country	Stephen Albert (Stephen to organise)
	WAAETC (Introduced by Stephen Albert)	Carol Garlett
9.00 – 9.20	DEEWR Strategies in the Kimberley (Introduced by Maureen Kelly)	Danielle Russ and Sandra Brogden
9.20 – 9.50	National ATSI Education Action Plan (Introduced by Isabella Adams)	Robert Somerville
9.50 – 10.20	Role of the Aboriginal Workforce Development Service (Introduced by Ian Trust)	Regina Hill
10.20 – 10.50	Notre Dame University programs and courses to attract Aboriginal students (Introduced by Cindy Solonec)	Lyn Henderson-Yates
10.50 – 11.20	Morning tea	
11.20 – 11.50	DoE Schools in the Kimberley (Introduced by Ken Houghton)	Paul Bridge and Edie Wright
11.50 – 12.20	Catholic Education Overview and Priorities (Introduced by Cis Narkle)	Mary Retel and Robyn Collard
12.20 – 12.50	School and Community Partnership Agreements in Independent Aboriginal Schools in the Kimberley (Introduced by Erica McGuire)	John Hill and Josh Bell
12.50 – 1.20	Vote of thanks to all guest speakers and summary of the meeting	Ian Trust, Stephen Albert and Lesley Radloff
1.20 – 1.50 1.50 – 2.30	Lunch Community Forum – 6 discussion groups Council members to facilitate	
2.30 – 3.00	Re-group Feedback Recommendations and close	Carol Garlett and Stephen Albert

# **SUMMARY OF PRENTATIONS**

## SUMMARY OF PRESENTATIONS

- **Dept of Education, Employment and Workplace Relations (DEEWR): Strategies in the Kimberley.** Danielle Russ presented on the government's Closing the Gap strategy and Sandra Brogden of the DEEWR's What Works program gave an outline on the Kimberley Success Zone will soon have a coordinator based in Broome and the project is about to be audited.
- **Department of Education.** Robert Somerville, Director of Aboriginal Education provided an outline on the National Aboriginal and Torres Strait Islander Education Action Plan and WA's role as secretariat in writing this action plan, which is yet to be approved by COAG. Important points include that all jurisdictions have signed this action plan which is based on four (4) key improvement areas such as students being ready for year 1, attendance, all students be literate and numerate and attain Y12 graduation. In terms of the Kimberley focus participants were informed that all Kimberley schools (with the exception of one) are Focus Schools.
- **Aboriginal Workforce Development Centre (AWDC).** Regina Hill provided an outline on the new Department of Training and Workforce Development (under which the new Aboriginal Workforce Development Centre is managed), the concept of training together and working together to develop strong links and partnerships with service providers and employers and work towards sustainable employment of Aboriginal and Torres Strait Islander people. Data on supply and demand, working with graduates, Registered Training Organisations, universities, cultural awareness activities and best practice forums are all part of the broader AWDC's Plan. The Kimberley focus is that the AWDC will soon have a centre in Broome and a "road show" of what is available to Aboriginal people seeking training and employment opportunities will travel to various regions, including the Kimberley.
- **Notre Dame University.** Professor Lynette Henderson-Yates provided an outline of programs suitable for the Kimberley environment and encouraging Aboriginal men to gain tertiary qualifications through appropriate courses, such as the Arts and Sciences and ensuring accommodation is available for country students. Community members are invited to visit the campus, check out their establishment and meet the staff. Recently established the Nulungu Centre for Indigenous Studies to work in partnerships with people and the communities and enables mentoring opportunities for Aboriginal students and staff.
- **Kimberley District Education Office (KDEO)** information was outlined by Paul Bridge (acting District Director) and Edith Wright (Manager Aboriginal Education), which identified key challenges and how they are going to address them. Among these challenges is the high turnover of school leaders and teaching staff, which ultimately influences the learning of Aboriginal students (it actually constantly interrupts their learning). The KDEO indicated they are unrelenting in their focus on literacy and numeracy, which demonstrates that low educational outcomes are not acceptable. KDEO is also taking a strong stance by indicating to schools that sections of district's Strategic Plan are not negotiable. Paul and Edie reported on improvements across the district and new programs currently being implemented.
- **Catholic Education** provided a snapshot of their involvement providing a Gospel based focus education for Aboriginal students across the state that is centred on students. The Catholic Education Office acknowledged and is building on the background and language base and other programs that will make a difference by connecting with communities, maintaining cultural connections, partnerships and celebrations. The presentation was finished with a personal challenge to all members in the forum to be open and honest about themselves and be ready for change as positive change within ourselves will ultimately reach the next generation.

- **Aboriginal Independent Community Schools (AICS) in the Kimberley.** John Hunt and Josh Bell indicated a very strong community involvement in developing priorities for the AICS through Indigenous Independent Governing bodies and annual conferences. The School and Community Partnership Agreement (SCPA) of Nyikina Mangala community which focused on attendance, literacy and numeracy among others was outlined. This SCPA is now available on the website and is about to be reviewed. The presentation was ended with a short video of community people expressing their visions for their community, their children and future generations.

Some of the questions raised from the participants included:

- Question to the KDEO was about the availability of cultural awareness programs for the regular intake of new staff in government schools, given the high turn over.
- Clarification sought on the importance of 0-4yo and the Department of Education's role/funding in this section of early childhood education.

**SIX (6) KEY ISSUES**

**AND**

**GROUP WORK**

## **SIX (6) LOCAL KEY ISSUES**

After the brief presentation by each of the sectors and a brief question and answer session, the participants were asked to identify local issues that affect Aboriginal students in government schools, Catholic schools and AICS within the Kimberley region.

The following issues were identified as the priorities:

1. Students at risk
2. Transition of Catholic Education primary students to government secondary schools
3. Aboriginal leadership and role model in schools and communities
4. Parents involved in all aspects of education
5. Governance and leadership
6. Attendance

The forum participants then worked on these issues in small groups and came up with the following suggestions:

### **1. Students at risk**

Employment of parents, Government Employee Housing Assistance (GEHA) and getting kids to school can be connected and used as a program for changing the lives of students. East Kimberley has such program currently in place. Working parents with secure accommodation enables kids to be free of the stress and go to schools. Parents then have the options to buy the houses. If parent does not turn up for work they lose the house. A diagram was used to demonstrate how this wrap around service can work for families.

Identifying factors: Behaviour, non-attendance, totally disengaged, drug and alcohol problems. Building relationship and building leadership in families can play an integral part in addressing this issue. Other ideas for solutions are:

- School to home assistance to be increased at the ground level. Assistance to students how are required to stay home to look after siblings.
- More hostels run by Aboriginal people with more flexibility and more half way houses for street kids.
- Transition Housing – housing linked to jobs (if parent/s do not turn up for work they lose their housing) but settled housing and home issues will help keep children at school.
- School curriculum changing to address the educational needs of the students.
- Reduce the length of the school day, e.g., to 3 hours per day.
- Reformed Welfare
- Model strong families groups and other agencies involvement.
- Mentors in schools, families, communities and from other sources/agencies.

## **2. Transition of Catholic Education primary students to government secondary schools**

Actions include:

- Establish relationships and partnerships between Aboriginal Independent Schools, Catholic Education and government high schools and the parents and students of feeder schools
- Establish ongoing orientation days
- High schools to engage in active promotion to feeder schools from other sectors, engage in interschool programs, e.g., programs and teachers to be inter-sectoral
- Individual Pathway Plan to be introduced at Year 7 (rather than waiting until Y10 as is the current practice) to be documented and this includes all stakeholders' involvement
- Promote sister schools between sectors
- Role modelling e.g., former students to promote the high schools
- Staff exchange/interchange between all sectors
- Implement programs such as the Start of Something Big and other inspirational programs, e.g., as the ANZ and ASBT program
- A Better Career Doorways to be introduced to Catholic Education and other feeder schools/sectors
- Secondary Schooling Engaging Program to be included in orientation
- Students to present talks at feeder schools
- Responsibilities remain with all inter sectors/parents/students/employees/former students/role models and agencies.

## **3. Aboriginal Leadership and Role Models in Schools and Communities**

- Tap into existing and developing programs that are already working such as Dr Chris Sarra's Stronger Smarter program
- Link with working leadership programs such as those developed by Mick Dodson and FAACIA.

## **4. Parental Involvement**

- Indigenous school staff going out into the community to encourage parents
- Personally delivering information about school and children to parents
- Involving parents is everyone in school's business – administration staff, teachers, ancillary staff and not just the Indigenous staff
- Breaking down 'the mystery' that schools can be to parents
- Facilitate meetings that explains and discusses what actually goes on at school – e.g., what does the principal actually do
- Break down the jargon into language that parents can understand – e.g, interpreters and brochures in appropriate language
- Always feedback information and parents thoughts and reflections
- Provide transport to allow people to visit schools
- Schools to take a good look at themselves and maybe change their ways instead of complaining and being negative about parents (one participant provided a personal example and another discussed an experience at a Perth metropolitan school)
- Teachers having genuine interest students and their parents
- Attend social occasions with parents in a more relaxing environment such as BBQs and not always at schools
- Schools/systems to look at how individual plans for students are formulated to ensure parents have an opportunity to be involved

- Breaking down the 'Front Office' environment that makes people feel uncomfortable, e.g., need to have friendly Indigenous faces, no 'dragon receptionists'
- Big pay rise for Indigenous staff and look at how they are being used in schools.

#### **5. Governance and Leadership**

- Memorandum of Understanding
- How to better feed grassroots' issues back to the WAAETC
- WAAETC Councillors to meet with their regional DEAEC representatives to take local issues to the Council
- Develop an MOU with Catholic Education Aboriginal Committee/Council
- WAAETC structure needs to be clearly explained, to which Carol Garlett responded

#### **6. Attendance**

- Whole of government partnership in developing and implementing parenting strategies
- Making education/school a 'must' place to go to
- Have a contractual arrangement between student/school/mentor/parents and strongly linked to individual learning plans
- Aboriginal organisations should form partnerships with schools
- Put in place a policy of 'all shops are not to serve students during school hours'.
- Use the media to promote school attendance.



# **PRESENTATION SLIDES**

**DEPT OF EDUCATION  
ABORIGINAL EDUCATION DIRECTORATE**

**PRESENTER: Robert Somerville, AM**

**SLIDE 1 Policy Context**

Aboriginal and Torres Strait Islander Education Action Plan 2010-2014

- Priorities and rationale
- National-System-local action

Focus Schools

2010 Directions

**SLIDE 2 What is the Aboriginal & TSI Education Action Plan?**

Replaces Australian Directions in Indigenous Education 2005-2008

Long-term approach to closing the gap between the educational outcomes of Indigenous and other students

Outlines the outcomes, targets, performance indicators and actions required to achieve and monitor progress

Covers early childhood development and schools

Involves government and non-government providers

**SLIDE 3 Aboriginal and TSI Education Action Plan**

*Based upon four Key Improvement Areas:*

- Ensuring we prepare children for Year 1.
- Ensuring that children attend.
- Ensuring that children are literate and numerate
- Ensuring they attain Year 12 graduation

*But places the emphasis upon:*

- Involved Families
- Quality principals and quality teachers

**SLIDE 4 Why these improvement areas?**

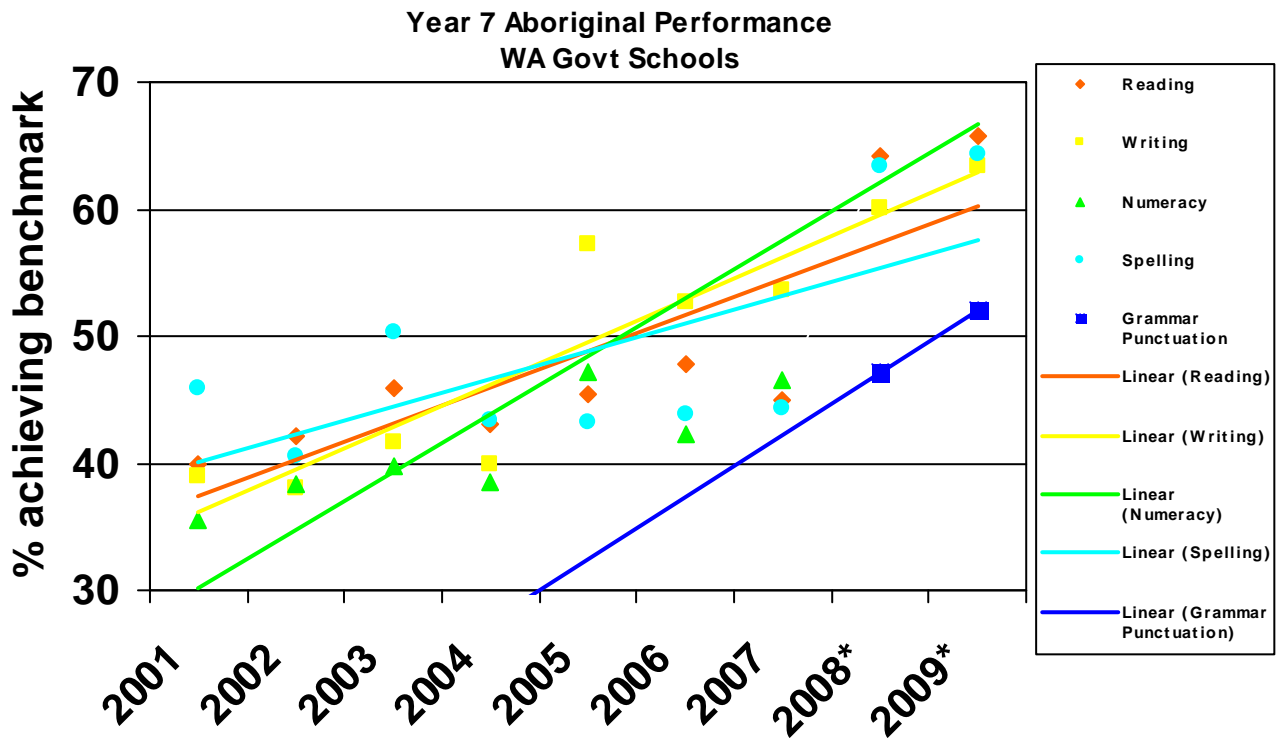
Students being central focus for:

- Quality Leadership
- Effective Teaching
- Engaged and connected communities



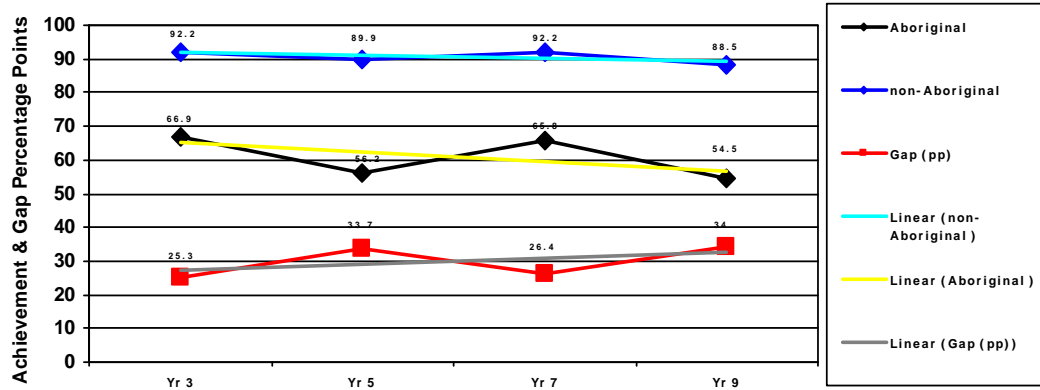
**SLIDE 5 We are seeing improvement - ATSI WALNA YEAR 7 (2001 – 2007)  
(including 2008\* & 2009\* NAPLAN Performance data)**

	2001	2002	2003	2004	2005	2006	2007	2008*	2009*
Reading	40.0	42.2	45.9	43.0	47.4	48.0	45.0	64.1	65.8
Writing	38.9	38.0	41.6	40.0	52.6	54.7	53.6	60.1	63.4
Numeracy	35.5	38.4	39.8	38.5	42.3	49.1	46.5	74.9	72.5
Spelling	45.9	40.6	50.3	43.4	43.9	47.9	44.4	63.4	64.4
Grammar Punctuation	-	-	-	-	-	-	-	47.1	52.0



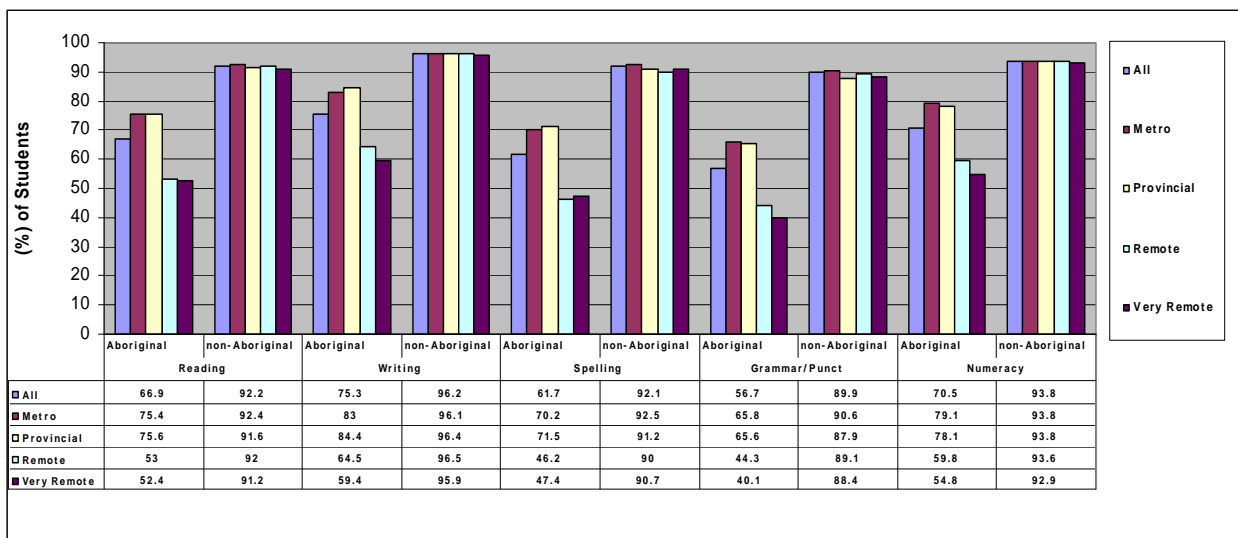
**SLIDE 6 The 'Gap' doesn't widen - 2009 Aboriginal NAPLAN READING**  
 YEAR 3, 5, 7 & 9 Gap Percentage

2009 Reading	Year 3	Year 5	Year 7	Year 9
Aboriginal	66.9	56.2	65.8	54.5
non-Aboriginal	92.2	89.9	92.2	88.5
Gap (percentage points)	25.3	33.7	26.4	34.0

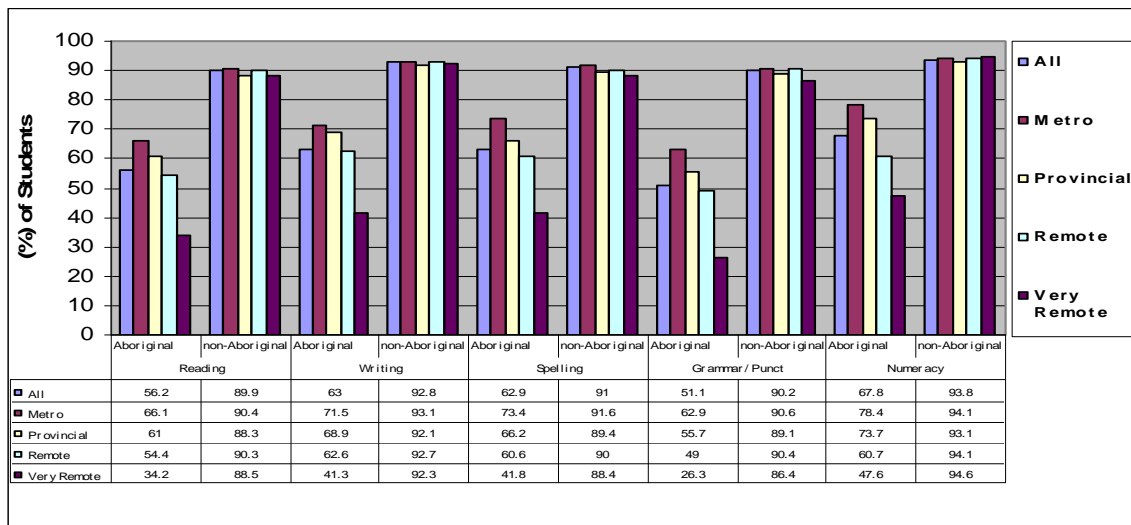


**SLIDE 7** Therefore it is reasonable to assume that if students are more ready for Yr 1 then any intervention should have a more profound effect.

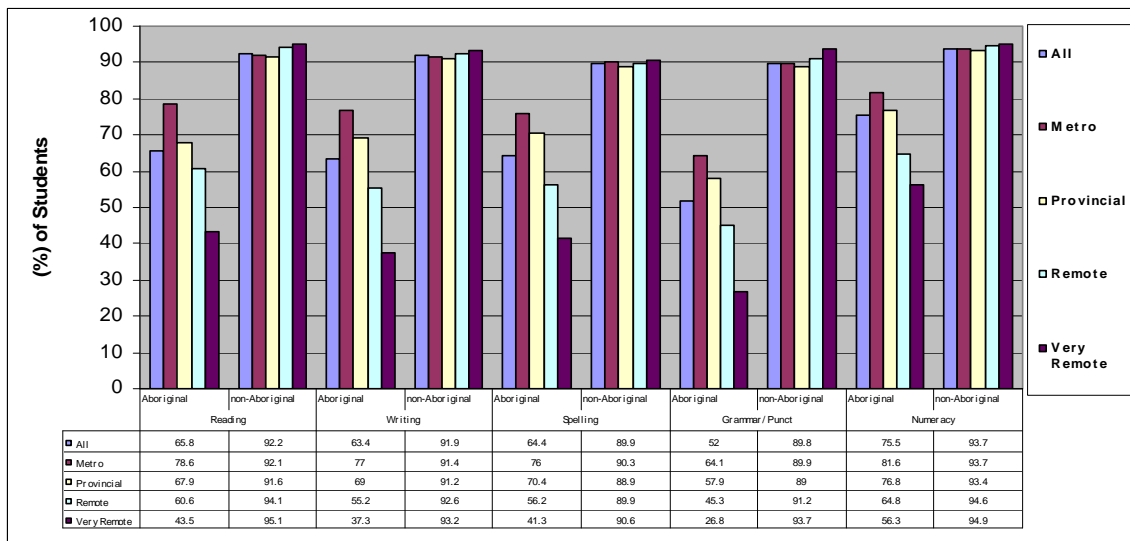
**SLIDE 8** However - 2009 NAPLAN: Year 3 (%) at or above NMS Aboriginal students as a comparison to non-Aboriginal students WA Public Schools



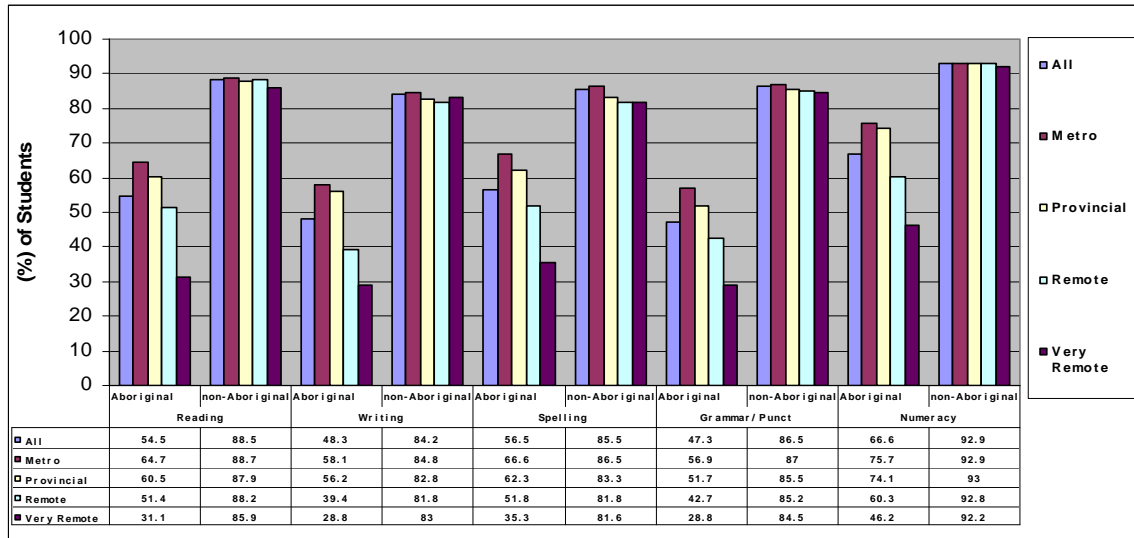
**SLIDE 9 2009 NAPLAN: Year 5 (%) at or above NMS**  
 Aboriginal students as a comparison to non-Aboriginal students  
 WA Public Schools



**SLIDE 10 2009 NAPLAN: Year 7 (%) at or above NMS**  
 Aboriginal students as a comparison to non-Aboriginal students  
 WA Public Schools



**SLIDE 11 2009 NAPLAN: Year 9 (%) at or above NMS**  
 Aboriginal students as a comparison to non-Aboriginal students  
 WA Public Schools



**SLIDE 12 2009 Regular Attendance Figures**

**SLIDE 13 Therefore it is reasonable to focus upon improving Attendance.**

**SLIDE 14 The National Indigenous Reform Agreement**

Halve the gap for Indigenous students in literacy and numeracy within a decade.  
 Halve the gap for Indigenous students in Year 12 attainment or equivalent by 2020.

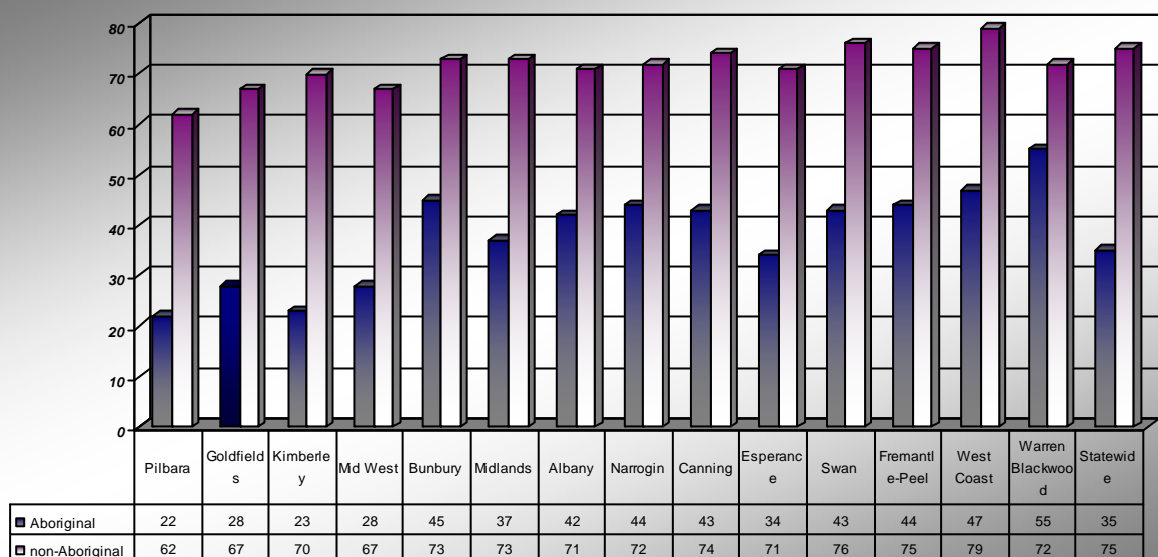
**SLIDE 15** Therefore it is reasonable to focus upon literacy and numeracy and Yr 12 attainment.

**SLIDE 16 Examples of Actions**

National level actions

MCEECDYA will dedicate National Project Funds in 2010 to further develop a better evidence base of what works to improve Indigenous student attendance

The Australian Curriculum and Reporting Authority will regularly review NAPLAN tests to



ensure that they are not culturally biased against Aboriginal and Torres Strait Islander students.

### **SLIDE 17 Examples of Actions**

#### **System level actions**

Each education system will have an evidence-based attendance strategy in place by June 2010

Education providers will ensure that teachers working in remote schools with multilingual students are appropriately prepared with ESL strategies, including the means by which to assess student progress.

### **SLIDE 18 Examples of Actions**

#### **Local level actions**

Focus schools will:

Commence developing an evidence-based attendance strategy in 2010 in consultation with parents and the Indigenous community, which includes targets for improved attendance;

Publish their attendance strategy in 2011; evaluate and monitor the success of their attendance strategy; and

Report annually on progress towards meeting their targets.

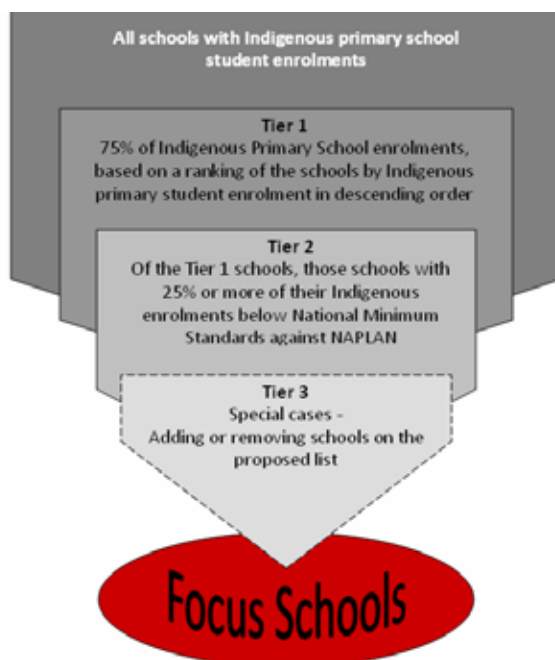
### **SLIDE 19 Focus Schools**

Focus schools refers to schools with Indigenous primary school students with the greatest need where we should focus our efforts to make the greatest difference.

Sites reviewed annually

The identification of 'focus schools' will be undertaken in a three tier process

### **SLIDE 20 Three tier process to identify focus schools**



### **SLIDE 21 Focus Schools - WA Context**

163 schools fall within the definition of a Focus School

After tier 3 there is 74 Focus Schools  
Of these 6 are not NP or AIM schools

### **SLIDE 22 What will it mean?**

A number of guarantee's: eg ATAS, PL, funding, DTL Snapshots, access to ongoing leadership PL ... this is all being currently negotiated.

System level PL.

Expectation that school will partner with community.

Very close match with Partnership schools but with some additional support.

### **SLIDE 23 2010**

Early Childhood (Ab'l K, On-line resources, Language Guarantee, IECE Support Doc.)

Attendance (CDF, Attendance Grants-AIM)

Literacy and Numeracy (ATAS, High Achievers-Primary)

Connections)  
Retention to Yr 12 (FTD/PFS)  
Connected Families (School Community Partnerships, Ab'l Advisory Structures)  
Quality Leadership (Dare to Lead, Stronger Smarter, Whole of School Planning)  
Aboriginal perspectives across the curriculum  
Supporting Focus schools

**CATHOLIC EDUCATION OFFICE**  
**PRESENTERS: MARY RETEL AND ROBYN COLLARD**

**SLIDE 1. Snapshot of Western Australia**

Chair of the Catholic Education Commission: Monsignor Michael Keating  
Director: Mr Ron Dullard

Catholic Education Office: Leederville (Central Office)  
Regional Offices: Broome, Bunbury, Geraldton  
200 employees

Catholic Schools: 157 schools (4 dioceses)

Number of students: 68,000

80 % Catholic enrolment

School teaching staff: 4,000

School staff other: 4,000

Enrolment priorities: Catholic students with priest reference  
Catholic student without priest reference  
Non-Catholic siblings  
Other

Funding: 50% Australian Government;  
25% State Government  
25% Private Income

**SLIDE 2. Bishops' Mandate Letter**

To fulfil their Gospel mandate, Catholic schools need to be open to parents in our dioceses who seek a Catholic education for their children, as far as resources allow. Hence, it is essential for each school to keep striving to be open to more young people by keeping potential barriers, such as fee, and other school costs, as low as possible.

**SLIDE 3. Roles and Responsibilities  
In the Catholic School Community**

The Principal has ultimate responsibility, under the diocesan Bishop, for every aspect of the Catholic school's ethos, life and curriculum.

All other leadership roles within the Catholic school are delegated by the Principal.

**SLIDE 4. Roles and Responsibilities  
In the Catholic School Community**

All who hold leadership positions in Catholic schools, especially Principals, need to remember that theirs are roles of Christian service as befits Church leaders. To staff, parents, and students, they are to reflect the Jesus who came to serve rather than to be served [Matthew 20:28].

**SLIDE 5. Roles and Responsibilities - CENTRED ON THE STUDENT**

To achieve its vision of contributing to students' Christian development, a Catholic school will take its students and their needs as the starting point for all its curriculum decisions at every level.

**SLIDE 6. Catholic Education in Western Australia**

**CATHOLIC BISHOPS' CONFERENCE OF WA**

**CATHOLIC EDUCATION COMMISSION OF WA**

**CATHOLIC EDUCATION COMMISSION OF WA TRUSTEES INC. (BGA)**

**CATHOLIC EDUCATION COMMISSION OF WA  
STANDING COMMITTEES**

**School  
Resources  
Committee**

**Religious  
Education &  
Curriculum**

**Catholic  
Education  
Aboriginal  
Committee**

**School  
Personnel  
Committee**

**Parent  
Advisory  
Committee**

**Finance  
Committee**

**CATHOLIC EDUCATION OFFICE OF WA**

**CATHOLIC SCHOOLS IN WESTERN AUSTRALIA**



**SLIDE 7. Aboriginal Education**

Programs that will make a difference at the local level  
Whole school professional learning activities  
Cultural Immersion Program  
Spirituality  
Pastoral Care  
Engaging our communities in decision making at all levels  
Development of resources  
Indigenous Supplementary Assistance funding plans

**SLIDE 8. Priorities**

Early Childhood Programs  
Growing Enriched Cultural Knowledge in Our Schools (GECKOS)  
Scholarships

**SLIDE 9. Policies**

Developing and aligning policies and documents with the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014  
Implementation of Aboriginal Education Plans in all schools

**SLIDE 10. Partnerships**

Move towards cross sector partnerships with major projects including the implementation of the national curriculum; Capacity building of Aboriginal staff; and Tracking of Aboriginal students across borders

**SLIDE 11. Celebrations**

Input in Principal Reviews  
Celebrations - Awards of Excellence in Aboriginal Catholic Education which is held every two years

***“Connecting with our Community”***

**DEPT EDUCATION, EMPLOYMENT AND WORKPLACE RELATIONS  
STRATEGIES IN THE KIMBERLEY**

**PRESENTATION 1 – DANIELLE RUSS**

**SLIDE 1 Context**

Closing the Gap in Indigenous Disadvantage through partnerships, productivity and aligning regional activity with National Partnership plans

**SLIDE 2 National Partnership Agreements on:**

Literacy and numeracy

Low SES schools

Quality Teaching

Early Childhood Education

Indigenous Early Childhood Development

Remote Service Delivery

Economic participation (and new Indigenous Opportunities Policy)

East Kimberley Development Package

**SLIDE 3 Early Childhood Projects**

Parents as Learners Coordinator

Early Childhood Network Coordinator

Children and Family Centers

**SLIDE 4 Schooling Projects**

Low SES Funding in all 41 schools

Sound amplification equipment in all schools

Books in Homes to 4,500 students

3 Sporting Academies in Broome, Derby & Fitzroy

Kimberley Success Zone project

**SLIDE 5 Employment and Training Projects**

Industry Skills / Trade Training Centre Feasibility Study

School Trade Training Centers

Kimberley Group Training Psychologists

Innovative employment project in construction business

East Kimberley Workforce Development Strategy

**SLIDE 6 Kimberley Action Plan**

100 + actions focusing on systemic and program level

**Kimberley Steering Committee for Education, Employment and Training**

Partnership approach

Membership across Indigenous community, government and Industry

**SLIDE 7 Remote Service Delivery**

Early Childhood & Schooling Building Blocks

**Sites:** Halls Creek, Fitzroy Crossing, Ardyaloon, Djarindjin and Lombadina

Beagle Bay

## DEPT EDUCATION, EMPLOYMENT AND WORKPLACE RELATIONS STRATEGIES IN THE KIMBERLEY

### PRESENTATION 2 – SANDRA BROGDEN

#### SLIDE 1 Success Zone

The Success Zone approach involves investigating and delivering ways of accelerating improvements in education outcomes for Indigenous students, including professional development, school community interaction and capacity building.

#### SLIDE 2 Key features of a success zone

Common goals and targets will be established across a the region, with the consent and involvement of those responsible for achieving them. These goals and targets must relate to core performance targets (reflected in national reporting processes): levels of literacy and numeracy, school progression and completion rates.

Funds are provided to support building momentum, learning, investigation, collaboration and exchange, among other things.

The shape and emphases of the project will be determined locally.

The activity should encourage and develop professional skills and thereby professional confidence, self respect and efficacy.

#### SLIDE 3 Priorities of the region

School attendance

School and community partnerships

Sustainability of methods including teacher and leader professional development

Sharing of best practice

#### SLIDE 4 The Task

a voluntary commitment to the process will be secured from school leaders and administrative personnel

a local management committee will define directions, a program for action and items for expenditure

existing local knowledge and skills will be valued and used. This will not preclude contact with or visits to or from other projects and personnel in other parts of the country

building partnerships which are mutually productive with Indigenous families and their communities will be one central element of the program as it develops.

## **KIMBERLEY DISTRICT DIRECTIONS IN EDUCATION FOR DEPT OF EDUCATION (DoE)SCHOOLS**

### **PRESENTERS: PAUL BRIDGE AND EDIE WRIGHT**

#### **SLIDE 1      The identified key challenges**

High levels of social, emotional and financial disadvantage impacting on emotional and physical health, overcrowding etc.

Cultural differences- Intergenerational illiteracy (with respect to SAE), child rearing practises etc.

Declining aspirations related to the purpose of schooling, coupled with diminishing teacher expectations linked to in experience in teaching Aboriginal children.

High turn over of principal, deputies and teachers.

High transience amongst families, students and staff

(All the above lead to poor school attendance, enrolment, retention, engagement and educational outcomes for Aboriginal students.)

#### **SLIDE 2      Learning Trajectory in S.A.E.**

Comparing Y3, 5 & 7 Aboriginal students in the Kimberley to same years in non-Aboriginal students in the Kimberley

#### **SLIDE 3      DoE's Kimberley Strategic Plan**

Provide 0-3yo programs for all Aboriginal children

Ensure secondary schooling occurs sustainably and with a relevant curriculum

Embed training into every secondary curriculum

An unrelenting focus on Literacy and Numeracy

Get the best leaders and teachers (and teaching)

Build community partnerships that are underpinned by mutual obligations

Develop strong interagency collaborative practices

#### **SLIDE 4      Kimberley Direction Papers**

The 7-Point Plan – a strategic driver

Planning for action – “making it work”

Strategies to ensure sustainability

School accountability – the backbone of the Kimberley improvement strategy

## SLIDE 5 So how are we doing?

Year 3 Literacy and Numeracy data

<b>Kimberley data for Aboriginal students</b>	<b>2008</b> (# 255)	<b>2009</b> (#236)	<b>Change in achievement</b>
<b>Reading</b>			
Mean	251.7	275.8	Gain of 24.1
<b>Writing</b>			
Mean	279.5	287.5	Gain of 8.0
<b>Spelling</b>			
Mean	253.2	273.5	Gain of 20.3
<b>Grammar and Punctuation</b>			
Mean	235.6	258.8	Gain of 23.2
<b>Numeracy</b>			
Mean	286.3	281.2	Drop of 5.1

## SLIDE 6 Reasons for this improvement

Beginning this endeavour in the early learning years, so the essential building blocks for literate and numerate children are developed in sustainable ways.

Creating a strategic approach to improving both the curriculum and pedagogy around the ESL/D learning context).

Using a monitoring tool (the Kimberley Literacy Profile) to measure both baseline data and the incremental improvements in learning outcomes for individual students throughout their primary schooling.

Using an evidence-based, outcomes-driven planning process.

Setting targets that are both aspirational and achievable, and align with "Closing the Gap" targets.

Strengthening existing local solutions rather than central office intervention strategies.

Working smarter with other educational sectors and service providers.

**SLIDE 7 Attendance data**

Looking for a 2% increase each year to close the gap

	Primary (K-7)	Secondary (Yr 8-12)	Total
2004	71.9	62.9	69.0
2005	72.6	63.9	69.7
2006	72.1	55.0	66.5
2007	73.3	62.9	70.0
2008	75.5	64.0	71.9
2009	73.8	59.1	68.9

**SLIDE 8 Attendance improvement agenda**

The 2% per annum increase relates to an extra day of school attendance per term for all children.

A 2% per annum increase will bring attendance rates to expected levels (90%) within 10 years.

The unexpected drop in attendance in 2009 (3%) was largely due to increased family mobility.

(Across schools the use of SBAOs and AIEOs, Community Capacity Building program, the focus on data to identify key groups for interventions, setting attendance improvement targets, and engaging communities through Partnership agreements all combine to build the capacity to improve attendance and develop an expectation that children “go to school”.)

**SLIDE 9 Implementation of School Community Partnership Agreements in Kimberley Schools**

Expectation 19 of the 24 schools in the Kimberley to have a SCPA and 1.

Currently 2 school have completed a SCPA, 4 nearly finished, 3 mid way, 5 started, 3 first discussions, 3 yet to start.

Support from AETC, Central Office, What Works, Conscious Community Solutions.

District Office and District Aboriginal Advisory Council facilitating the process.

**SLIDE 10 Sound field Systems**

Sound Amplification system in each classroom across Kimberley schools

Professional Learning in hearing health & teaching approaches offered to all schools

Funded by DEEWR

**SLIDE 11 National Partnerships**

14.5 million dollars over 4 years

Focused on the seven point plan with specific focus on the following:

Provide 0-3yo programs for all Aboriginal children

Secondary schooling occurs, with a relevant curriculum

A unrelenting focus on Literacy and Numeracy

Recruit leaders and teachers (and teaching) and developing the staff we place.

Build community partnerships that are underpinned by mutual obligations

Interagency and Aboriginal Leadership i.e COAG

**SLIDE 12 Stronger Smarter Leadership Development in the Kimberley**

Implementation of Stronger Smarter Leadership program over the last two years. (50 people in a school leadership position have attended)

Implement Stronger Smarter Leadership across Kimberley schools

Establish of Stronger Smarter Hub Schools

Building on the Community Capacity Building program stated in 2004

**DEPT TRAINING AND WORKFORCE DEVELOPMENT  
ABORIGINAL WORKFORCE DEVELOPMENT**

**PRESENTER: Regina Hill**

**SLIDE 1 Background**

Mapping Exercise – what did it tell us

Punctuated Equilibrium

Previous economic “boom” – lost opportunities – new upturn in the economy – new opportunities

*Training together-working together* initiative (Sept 09)

Regional and metropolitan workshops (Oct to Dec 09)

Aboriginal Workforce Development Centre (AWDC) is Government’s first response to the recommendations of the TTWT committee (Mar 10)

Minister’s Summit (Jun 10): Launch of Aboriginal Workforce Development Strategy

**SLIDE 2 Aboriginal Workforce Development Centre**

Develop a WA Aboriginal Workforce Development Plan

Gather data: supply and demand

Work with employers to identify job opportunities and future skills requirements

Link with Aboriginal graduates: schools, RTOs, universities

Develop products in cultural awareness training and mentoring

Develop a web portal

Share best practice employers forums

Provide policy advice to government

Link with others i.e. AEC, AES, JSAs

**SLIDE 3 AWDC Aim and Objective**

Halve the gap in employment outcomes between Aboriginal and non Aboriginal Western Australians within a decade

**SLIDE 4 What has the AWDC been doing?**

Launched the AWD Strategy at Burswood – 425 delegates

Customer Relationship Management data base – Stage 1

AWDC webpage – Stage 1

Attendance at 4 employment expos – Perth and Rockingham

Met with over 300 industry reps, employers, Aboriginal jobseekers and other stakeholders

Negotiating employment outcomes for Kununurra

Partnership with NAB for school based trainees

Hosting 200 year 9 and 10 students in August

Compiling supply and demand data: short, medium, long term  
Commitment to uniform standards in “entry level” requirements

**SLIDE 5 Further Work / Strategies Ahead**

Completion of refurbishment

Establishment of AWDCs in Bunbury, Broome, Geraldton and Kalgoorlie

New procurement requirements for AETEOs

CRM data base to be completed

Develop and implement statewide mentoring strategy

Cross government Directors General coordination group meeting (first meeting 2 July)

Establishment and expansion of Ambassadors

Complete fit out of vans for road shows across W.A.

Partnership arrangements

## ABORIGINAL INDEPENDENT COMMUNITY SCHOOLS – AICS COMMUNITY /SCHOOL PARTNERSHIP AGREEMENTS

**PRESENTERS:** John Hill and Josh Bell

### **SLIDE 1** Location of AICS in WA



### **SLIDE 2** AIMS – Things They Do

cultural maintenance

language maintenance

balance between retention of Indigenous values and world views

development of skills and knowledge required to operate successfully as individuals and groups within the wider Australian society

development of Standard Australian English

### **SLIDE 3** System of Governance

Aboriginal control over policy and operation

Members of local Aboriginal community also monitor day to day operations

Not necessarily same philosophy but all run by Independent Governing Bodies

directed by school governing bodies according to individual school requirements

Schools meet annually to further develop their relationship and the role of the support unit

*(Conference representation is always at least two thirds Aboriginal)*

### **SLIDE 4** Funding

**Schools receive the following funds**

State per Capita Grants

Commonwealth General Recurrent Grants

IESIP

Other eg submission based

### **SLIDE 5** A COMMUNITY'S SHARED VISION (VIDEO)

"Well, I'd like to see people here in the future, they can go away but as long as they come back and run the place."

**The University of Notre Dame Australia  
Broome Campus**

**PRESENTER: Professor Lyn Henderson-Yates**

**SLIDE 1 Notre Dame was established by an Act of the Western Australia Parliament in 1989.**

The University's main Campus is in Fremantle with campuses in Broome and Sydney.

*The University*

UNDA is committed to Indigenous Teaching & Learning through:

- University statutes
- 2008 – 2018 Strategic Plan
- Board of Governors

**SLIDE 2 The Broome Campus**

Is dedicated to excellence, personal service to students and the development of a caring learning environment.

Offers a range of pathways and undergraduate and postgraduate courses drawn from the Colleges of Arts & Sciences, Education and Nursing.

Is a dual sector Campus; that is, it is both a higher education and VET provider.

**SLIDE 3 WHO ARE WE?**

Established as a Centre for Reconciliation in 1994

Broome Campus

- Small campus
- Pastoral Care
- Indigenous student support
- Student accommodation

**SLIDE 4 SANDI WILLIAMS AT NOONKANBAH**

***Broome Staff***

Deputy Vice Chancellor

Assistant Provost

Campus Manager / Campus Minister

Assistant Deans for each school

Vet Manager

Teaching and research staff

Student Services Manager

Senior Finance Officer

Indigenous Student Support Co-ord. & Community Liaison Officer

Librarians

Maintenance

IT Co-ord. & IT Indigenous Trainee

## **SLIDE 5 Academic Programmes and Courses**

### **Core Curriculum:**

Theology  
Aboriginal People  
Spirituality and the Challenges of Reconciliation

### **Enabling Programme:**

Six month programme which provides entry into undergraduate studies. No fees.

## **SLIDE 6 School of Education**

VET: Cert. III Education Support  
Bachelor of Education (K-7)  
Bachelor of Education (Conversion)  
Master of Teaching K-7 (Conversion)  
Master of Teaching (K-7)

## **SLIDE 7 School of Nursing**

Bachelor of Nursing  
Bachelor of Nursing (Enrolled Nurse Conversion)  
VET: Diploma of Enrolled Nursing  
VET: Cert. II in Health Support Services (VET in Schools)  
VET: Cert. III in Health Services Assistant

### **School of Arts & Sciences**

Bachelor of Arts (Aboriginal Studies)  
Cert., Diploma, Grad. Cert., Grad. Dip. in Aboriginal Studies

### **New developments:**

- Certificate in Community Development,
- Certificate in Legal Studies and Advocacy;
- Certificate and Degree in Cultural & Natural Resource Management

## **SLIDE 8 Nulungu Centre for Indigenous Studies**

Launched in August 2008

Role of the NCIS

- Research
  - focus: health, education, land (country)
- Approach
  - working in partnership with people and communities
  - mentoring

## **SLIDE 9 Nulungu CIS staff:**

Research Coordinator  
Senior Researcher  
Indigenous Research Trainees  
Contract researchers

## **SLIDE 10 To attract Aboriginal students an education provider must:**

Create and maintain a learning environment that is embracing, supportive, encouraging and with the expectation that students can succeed;

Maintain respectful, reciprocal and inclusive connections with people and communities;

Provide a education programme that is meeting the needs of its students culturally and educationally while preparing them for future employment;

Be prepared to be critical and self reflective of what it offers to students and communities and to take on board feedback that will assist in improving the development and delivery of education.

# **BIOGRAPHIES**

# **FORUM SPEAKERS**

### **Robert Somerville**

Associate Professor Robert (Bob) Somerville AM is a Martu man from Jigalong in Western Australia. He has been the Director of Aboriginal Education since 2002 and prior to this he was the Director of Schools in the Swan and West Coast Districts, and Superintendent of Schools in the Kimberley and Goldfields.

Bob is a pilot and has even had the opportunity to fly the A-380 Airbus super jumbo.

### **Regina Hill**

Regina Hill is a Wiilman woman; her parents are Noongars, her mother from Wagin and her father from Busselton and her partner is a Yuat Noongar man. Regina is one of fifteen children and mother to four young children.

Regina worked in the private sector for a decade, primarily for barristers and solicitors and has worked for the past twenty years in commonwealth and state governments in Western Australia and Queensland, in the areas of education, employment and training and for a short period in child welfare. Regina is the Director, Aboriginal Workforce Development Services in the State Government Department of Training and Workforce Development.

Outside of work, Regina is a member of the Bringing them Home Committee and a Director of the Western Australian Aboriginal Dance Company.

Regina is passionate about providing opportunities that enable Aboriginal people to make informed choices about their life circumstances and making government responsive to the needs and aspirations of Aboriginal people and their communities.

### **Danielle Russ**

Danielle Russ is a Project Manager with the Department of Education, Employment and Workplace Relations. Her role is to support the Department in the Kimberley region and to deliver on 'Closing the Gap' outcomes across Indigenous Early Childhood, Schooling and Economic Participation.

Danielle's background includes working in various Indigenous Economic Development roles in Central Australia, the NT Government, Central Land Council and in a private sector capacity. She recently spent two years in Canberra working on policy behind the Australian Government's recently released Indigenous Economic Development Strategy.

### **Lyn Henderson-Yates**

Lyn Henderson-Yates is an Aboriginal woman from Derby in the Kimberley. In 1986, she obtained a Diploma of Teaching (Primary) from Mount Lawley College of Advanced Education (now Edith Cowan University) and after teaching for a number of years in her home town of Derby, transferred to Perth and gained a Bachelor of Education and Masters of Education from Murdoch University. Lyn will complete her Doctor of Philosophy studies in education this year with The University of Western Australia.

Working in Aboriginal Education for the past 32 years, Lyn has been employed as an Aboriginal teaching assistant, primary school teacher, education officer, Aboriginal Studies consultant, Deputy Principal, researcher, writer, manager and lecturer. Some of her career highlights include teaching at Holy Rosary School, Derby, at Clontarf Aboriginal College, Perth and the Centre for Aboriginal Studies at Curtin University of Technology, Perth. In 2006, she returned to the Kimberley to take up an Associate Professorship at The University of Notre Dame Australia (Broome Campus) as Assistant Dean in the School of Arts & Sciences and Director of the Nulungu Centre for

Indigenous Studies. On the 31st March 2009, Lyn was appointed as Professor and Deputy Vice Chancellor on the Broome Campus.

Lyn's teaching, research and publication work include Aboriginal history, education, identity, racism, human rights and oral history.

### **Paul Bridge**

Paul Bridge Gidja man from Halls Creek, I grew up in Halls Creek and completed secondary school and Teachers College in Perth.

I've taught in Bayulu, One Arm Point and La Grange. I was also the Area Director of the Ngaanyatjarra lands region.

I'm currently the Principal at Derby District High School and filling in for the Director of Schools.

I am very passionate about Aboriginal education, especially in the Kimberley's, and I want to put back in to the communities I used to work in.

### **Edie Wright – Manager Aboriginal Education**

Edie Wright comes from a large family that has cultural links to the Bardi people at Cape Leveque and One Arm Point area on the Dampier Peninsula in the Kimberley.

In the early 1980s Edie started working with the Catholic Education sector in Derby as an Aboriginal Teaching Assistant and later qualified as a teacher in 1986. She was part of an innovative external teaching program that allowed Aboriginal people to complete a diploma of primary teaching while residing with their family. Her early teaching career continued at Holy Rosary school in Derby during which time she developed an awareness of otitis media.

In 1988 she moved to over to the Education Department sector and worked at Derby District High School for eleven years where she worked in a range of teaching positions including Deputy Principal Primary. During this time Edie lead a number of initiatives to improve outcomes for children including strategies to combat conductive hearing loss.

In 1999 Edie took up the position as Principal at Wangkatjunga Remote Community School where she implemented whole school strategies to improve conductive hearing loss for Aboriginal children in order to improve educational outcomes. This included participation in a pilot NIELNS program which included a cluster of Catholic and Independent schools in the Fitzroy Valley area in the Kimberley.

In 2003 Edie took up the position as Manager of Aboriginal Education in the Kimberley District Education Office. In this role she was able to support schools across three educational sectors to combat conductive hearing loss.

During her spare time Edie likes to write and is an author having published a biography on her mother and maternal grandparents.

Edie continues in her role as Manager of Aboriginal Education and believes passionately in developing the capacity of Aboriginal students, parents and carers so they are better placed to control educational aspirations for their children and family.

### **Robyn Collard**

Robyn is currently the Team Leader for the Aboriginal Education K-12 Team within Catholic Education. She is a Nyoongar Yorgka from the Whadjuk and Ballardong Clans. She has extensive experience in Aboriginal education previously working in the

Northern Territory and Western Australian Departments of Education and has been with the Catholic Education Office for the past seven years. She is a qualified Teacher and is currently studying for her Masters of Education at Notre Dame University. Her passion is creating an appreciation, understanding, respect and knowledge particularly of Nyoongar history, language and culture throughout the community.

### **Mary Retel**

Mary Retel is the Deputy Director of Catholic Education in Western Australia and Executive Secretary of the Catholic Education Commission of Western Australia (CECWA).

Mary has worked in the State and Catholic Education sectors for 39 years holding leadership positions at different levels throughout this time. Mary was principal of St Brigid's College, a K-12 school with a boarding school facility for 13 years prior to her appointment to the Catholic Education Office. Mary holds a Master's Degree in Educational Leadership from the University of Notre Dame Australia and has a particular passion for supporting Indigenous Education.

### **John Hill**

Currently the Co-ordinator of the Aboriginal Independent Community Schools' Support Unit in Broome. He hails from Queensland and has worked for many years for Indigenous Communities and Indigenous Education in Northern Australia, including Queensland, Northern Territory and the Kimberley.

### **Josh Bell**

Originally from Hamilton in Victoria, Josh started his teaching career in Melbourne. Since arriving in the Kimberley, Josh has been both a classroom teacher and Principal at Kulkarriya Community School, and for four and a half years an Accelerated Literacy Consultant for the Aboriginal Independent Community Schools' Support Unit in Broome.

Josh is currently employed by the Association of Independent Schools of WA as a National Partnerships Low SES Schools Consultant.

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THURSDAY 1<sup>ST</sup> JULY 2010**

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