

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY



1. Purpose

This Policy expresses Hale School's commitment to the principles of Reconciliation and to providing opportunities for the entire School community to increase its knowledge, understanding and appreciation of Aboriginal heritage, cultures, spirituality, and contemporary challenges both through the formal curriculum and through other initiatives. The policy also sets out the determination of the School to provide Indigenous students with the opportunity for an excellent educational experience through a scholarship program.

2. Definitions

Reconciliation in the context of Hale School is a transformative process in which the opportunity for educational excellence is provided to Indigenous students and the attainment of a deep understanding and respect for Indigenous culture is a goal actively pursued by all in the wider School community.

3. Policy Statement / Principles

3.1 Indigenous Students Scholarship

The School administers an Indigenous student scholarship, known as the Hale School Foundation Indigenous Student Scholarship, which commenced in 1998. Participation is via a selection process which includes the requirement for a written application, the provision of supporting documentation such as school reports and references, academic testing and an interview. The selection criteria is published and an open and culturally inclusive communication plan is adopted including advertising within remote communities as well as regional centres and timely communication with potential applicants, their parents/guardians and the involvement of relevant government, Indigenous and community authorities.

Hale School gratefully receives the support of the Hale School Foundation, Madalah Pty Ltd, and individual benefactors who provide support for the scholarship programme.

Hale School employs a Coordinator of Indigenous programmes to provide specific support to Indigenous students in all aspects of their schooling. The role includes the collaborative development and implementation of appropriate and inclusive pastoral, academic, orientation and cultural programmes which support Indigenous students both day and boarding.

The School also employs an Indigenous Students' Boarding Support person who is of Aboriginal and Torres Strait Islander background.

3.2 Curriculum

In accordance with WA Curriculum requirements, Hale School's teaching and learning program Pre-primary to Year 12 incorporates the cross-curricular priority of Indigenous and Torres Strait Islander histories and cultures.

Hale School offers experiential learning in Indigenous culture through co-curricular activities such as the Kimberley Cross Culture trips to remote communities in both the West and East Kimberley. Hale School's Outdoor Education Programme of camps and other activities all incorporate Indigenous learning, connecting with local Elders wherever possible.

3.3 Staff Professional Learning

The School encourages and supports staff with ongoing professional learning opportunities, to develop the necessary skills and knowledge to meet the educational needs of Indigenous students and to promote the values of Reconciliation in the wider school community.

3.4 Recognition of Indigenous Culture

Hale School observes and celebrates important Indigenous cultural events such as NAIDOC Week, Sorry Day and Reconciliation Week and seeks to incorporate Indigenous representation into all significant school occasions.

3.5 Community Partnerships

The School seeks to develop and maintain appropriate partnerships with Indigenous communities, the government, private sector and other organisations to:

- Gain support for the Scholarships Program
- Enhance post School opportunities for indigenous students
- Strengthen cultural links with indigenous communities and organisations for the benefit of all students and the broader school community

3.6 Reconciliation Action Plan

The School reviews and refreshes regularly its Reconciliation Action Plan (RAP). The RAP sets out Hale

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School's commitment to actions, and to timelines for their achievement, under three broad areas: relationships, respect, and opportunities.

4. Related Legislation and Policies

- Affirmative Action and Equal Employment Opportunity
- Assessment and Reporting
- Code of Ethics
- Code of Conduct
- Duty of Care for Students
- Student Code of Conduct

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3
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