

Priority 1: Engagement *'Start with us, stay with us'*.

Molun Sabe recognises engagement in learning as critical for students to realise their potential. Overall enrolments and retention of students are key indicators. For Aboriginal and Torres Strait Islander students, key components for effective engagement in learning include:

*a positive cultural environment in the school, quality teaching, community engagement, a focus on student health and wellbeing, a quality curriculum, effective school leadership and parent engagement*¹

Targets by the end of 2020:

- Overall enrolments of Aboriginal and Torres Strait Islander students in BCE schools to increase each year 2017-2020
- Overall retention of Aboriginal and Torres Strait Islander students in BCE schools to increase each year 2017-2020

Indicative Activities:

- Each school takes affirmative action to increase enrolment of Aboriginal and Torres Strait Islander students to reflect the local community profile;
- Schools monitor attendance and implement strategies to address attendance which falls below the BCE attendance benchmark;
- Schools have high expectations for all learners; schools track and monitor student engagement and learning;
- Each school takes affirmative action to increase retention rates of Aboriginal and Torres Strait Islander students;
- Each school ensures students feel supported in their engagement with learning and the community;
- Each school provides student mentoring to support and promote continued engagement;
- Each school takes affirmative action to build community partnerships;
- Appropriate professional learning opportunities are provided to build cultural competency among BCE staff;
- Each school develops a Reconciliation Action Plan or equivalent plan towards Reconciliation;
- Equitable and strategic resourcing supports student learning.

Priority 2: Literacy *'Each student above and beyond the line'*

Literacy is an essential capability for academic, personal and social success and effectiveness for all students (BCE Literacy Position). The Excellent Learning and Teaching strategy seeks to inspire high expectations for learning that grow the engagement, progress and achievement of each student in literacy with an emerging priority in numeracy across our community of schools. The Learning and Teaching Framework and Model of Pedagogy outline beliefs about our learners and expectations for effective learning and teaching. The learning progress of our students is a shared responsibility.

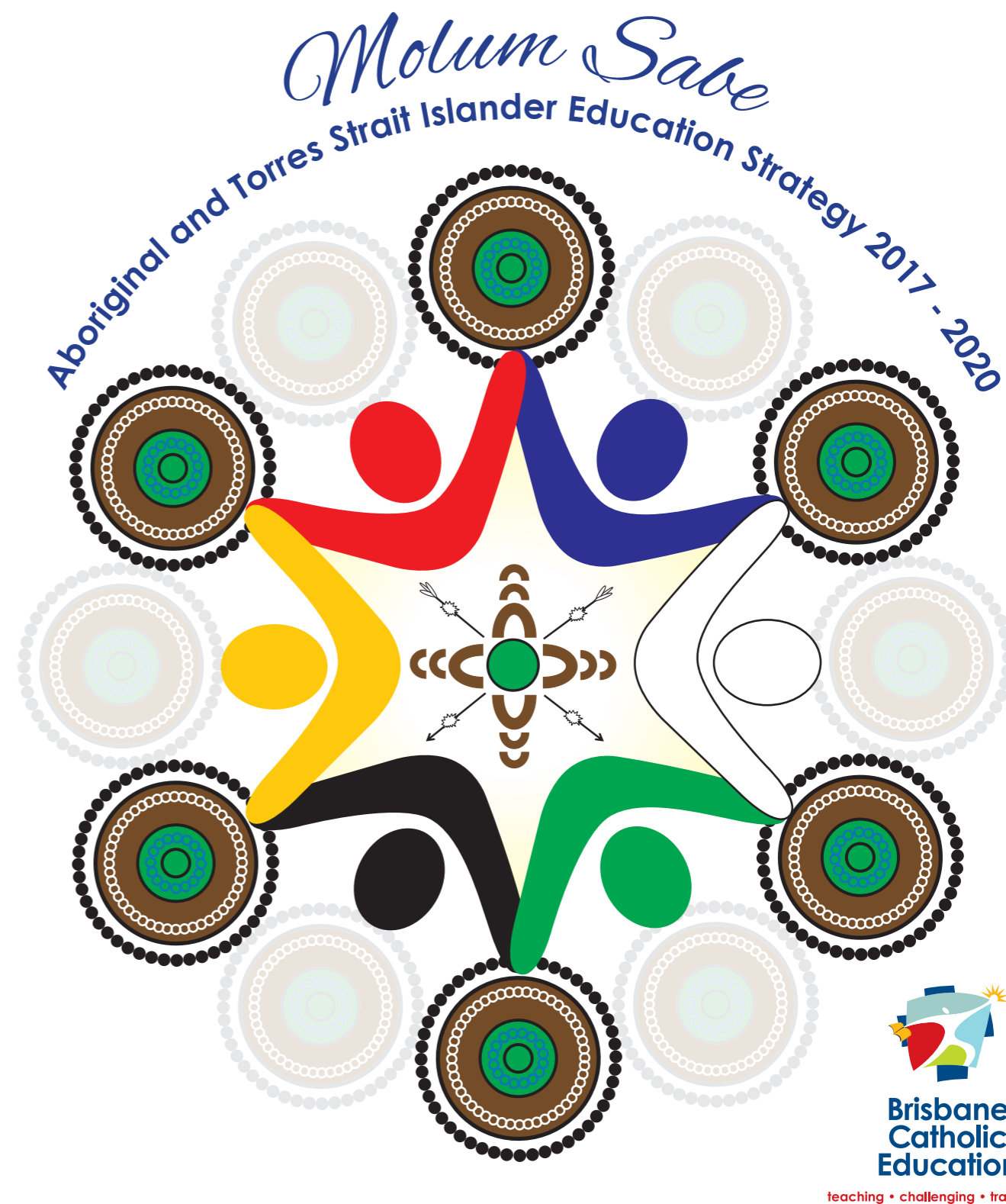
Targets by the end of 2020:

- All Aboriginal and Torres Strait Islander students achieve the growth markers and targets outlined in the Excellent Learning and Teaching: Moving Forward strategy 2017-2020.

Indicative Activities:

- Consistent communication to students and parents of high expectations for literacy achievement;
- Effective use of data to lead teaching and to support students in their learning journey;
- Collaborative and consistent implementation of BCE's effective and expected practices for the teaching of literacy;
- Regular explicit feedback on literacy progress provided to all students;
- Authentic relationships with parents and carers are built that engage them in the learning process;
- Equitable and strategic resourcing provided to ensure each student receives targeted teaching and support.

¹ Giles-Brown, 2012; Ockenden, 2014, Kidsmatter, 2014.



**Brisbane
Catholic
Education**

teaching • challenging • transforming

We are called by Pope Francis to 'A revolution of tenderness' (Evangelii Gaudium (EG) (88)
as our young people synthesise faith, life and culture through their learning.

Purpose

Molum Sabe (The Aboriginal and Torres Strait Islander Strategy 2017-2020) is developed to bridge the gap in learning achievement and exceed learning expectations for each Aboriginal and Torres Strait Islander learner in the BCE Community of Schools.

Brisbane Catholic Education's Community of Schools believes:
Every learner is created in the image and likeness of God and inspired by the Spirit, responds with passion and creativity to life.

Each Aboriginal and Torres Strait Islander student can achieve success in life and learning when diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world (adapted from Brisbane Catholic Education's Learning and Teaching Framework).

Context

Aboriginal and Torres Strait Islander students fully engage and thrive as learners when their spirituality, histories and cultures are honoured and valued.

Aboriginal and Torres Strait Islander students become active learners when trust and respect are visible and embedded in the school community.

Students become strong and confident in their identity and capacity to achieve when high expectations are set by themselves, their families, schools and communities.

As Pope John Paul II recognised in his historic address to the Aboriginal and Torres Strait Islander peoples at Alice Springs in 1986:

You are part of Australia and Australia is a part of you. And the Church herself in Australia will not be fully the Church that Jesus wants her to be until you (the Aboriginal and Torres Strait Islander peoples of Australia) have made your contribution to her life and until that contribution has been joyfully received by others.

Connections

Molum Sabe 2017 - 2020 (The Aboriginal and Torres Strait Islander Education Strategy 2017-2020) connects with the BCEO Strategic Plan 2017 - 2020 through the Excellent Learning and Teaching Strategy: Moving Forward 2017-2020.

It complements the Strengthen Catholic Identity Position Statement and supports the Queensland Catholic Education Commission's Position Statement on Aboriginal and Torres Strait Islander Education (April 2017) and the National Aboriginal and Torres Strait Islander Education Strategy (2015).

Theory of Action

The Theory of Action is a conceptual model that clearly positions the **Molum** (student) at the centre. It identifies role holders and their relationships in supporting the student's learning.

The model calls on the **Sabe** (knowledge) of the extended community to enhance student engagement and learning. The model guides the continuous improvement process of learning to build capacity in the role holders to plan for further learning for each student through authentic assessment, evaluation and feedback.

BCEO Learning Leaders and those who provide education services to schools provide structured support through working collaboratively with external experts from within and beyond BCE. Access to expertise ensures that the support provided is underpinned by current research.

Molum (Mow/lum): Aboriginal for child (Yuggera);
Sabe (Sa/beh): Torres Strait Islander Creol word for knowledge / understanding / knowing.

Vision Statement

Each Aboriginal and Torres Strait Islander student in the BCE Community of Schools will become: a successful learner; confident and creative individual and an active and informed citizen who maintains a deep sense of identity and a place of belonging (adapted Melbourne Declaration).

Brisbane Catholic Education Community of Schools: Dreaming Australia

BCE Community of Schools dreams of a reconciled Australia as integral to a mature Australian identity.

We believe that a symbiotic partnership between Aboriginal and Torres Strait Islander peoples and non-Aboriginal and Torres Strait Islander peoples will produce practical and recognised outcomes for young people to become 'active and informed citizens' (Melbourne Declaration) in a transformed Australia.

This partnership will promote proportionate representation of Aboriginal and Torres Strait Islander peoples across all areas of Australian society. Molum Sabe is a significant step to practical reconciliation in order to bridge the gap for each Aboriginal and Torres Strait Islander student's educational outcomes in BCE Community of Schools.

This strategy will be complemented by other BCE diversity and inclusion strategies, one of which is to increase the proportion of Aboriginal and Torres Strait Islanders within the BCE workforce.

