



Culture Room Progress Newsletter

Aldinga B-7 School

ATSI
student
learning

Culture
Room
Mural

Aboriginal
STEM

Bush
Tucker
Garden

Department
Aboriginal
Education
Team
feedback

Cat Peters, Liam Kilner, Krystle Pearce, Wahkuna Kilner, Mel Justice



ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE ROOM NEWSLETTER



Niina marni?/ Niwa marni?
Ngai nari Catherine Ngarritjan Munartu Peters
Ngai Melbourneanangu
Ngai pinti ngangki
Ngai Kulin Nation-ngga warni
Ngadlu tampinhi Kurna miyurna yaintya yarta-mathanya
Marni ngadlu tampinhi
Ngadlu Kurna yartangka inparrinhi
Ngadlu tampinhi purkarna pukinangu, yalaka, tarrkarritya
Ngadludlu tampinhi, parnaku tuwila yartangka.
Ngaityalya ninku

How are you? Or, How are you both? *(if 2 people are reading this)*
My name is Catherine, Yolngu kinship name Ngarritjan, 4th born
daughter of the family Peters.

I am from Melbourne.

I am a Non-Aboriginal woman. *(Adopted into Yolngu family as an adult)*

I was born in the Kulin Nation. *(and grew up as a child with the Bidawal
People on Kurnai land)*

We acknowledge that the Kurna people are the traditional
owners of this country and we also acknowledge that we are
meeting on Kurna land.

We acknowledge the elders past, present and future.
We also respect their spiritual relationship with their country.
Thank you for your time.





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INTRODUCTION

A big warm hello to everyone from the Culture Room. This newsletter is to communicate home about what has been happening this Semester and to acknowledge the successes of our students.

I would like to take this opportunity to congratulate you all on the leaps and bounds our kids have taken this semester with regard to not just literacy and numeracy, but most importantly, in their cultural engagement and social-emotional development and awareness.



We would like to celebrate the closing the gap support for our students as well as growth with Cultural identity. We want to share the positive reflections we have received over the semester as we acknowledge the important part you have played, as part of our team, in ensuring that your children are thriving.

We also wish to share with you the 2019-2029 Aboriginal Education Strategy and the ways that we are meeting these outcomes set in the Department for Education Reconciliation Action Plan (RAP) as well as our Site Based RAP. Together we are forging forward with positivity with the children at the heart and centre of all that we do.

We wish to share with you our goals and shared successes and invite you to the events and offerings available in these last weeks of term. Of course we also are very keen for your input and ideas, and as you will see in this newsletter, many of our offerings and successes this Semester are linked to requests, advice and feedback from our parents who have taken up opportunities to connect with our team either in person (at our parent open times), via phone, through popping into the Culture Room in passing or via email. We wish to acknowledge these parents and thank them for their positive influence and support.



Please know that your constructive feedback and input is very much appreciated and a contributing factor to the success of our students. We walk together with courage and ambition. This is an exciting time for our children.

I would like to acknowledge those who contributed to this document or assisted with feedback and proof reading. Thanks to Mel Justice, Liam Kilner, Krystle Pearce, Wahkuna Kilner and Julie Wilson.

Warm regards, Cat Peters- AET





LETTER FROM PRINCIPAL

Dear Aboriginal and Torres Strait Islander Parent/ Carer Community,

Over the course of this term there has been much discussion about whether the Culture Room was open to all students at all times and I would like to take this opportunity to make the use of this room very clear.

The Culture Room is staffed by our Aboriginal Education Team made up of 1 AET and 3 ACEOs. The funding for these positions is to provide targeted support for our ATSI students. There are times when The Culture Room and the support from staff is exclusively for our Aboriginal and Torres Strait Islander students.

For the first 3 lessons of each day literacy and numeracy support is the focus and the next 3 lessons are Cultural Engagement. We are, of course, flexible with these times and if an Aboriginal and Torres Strait Islander student needs support of any nature then this is provided.

The only times other students are invited into the room is the last lesson of the day, lunch times and, if appropriate, when invited as a friend of one of our Aboriginal and Torres Strait Islander students.

This is the way the day will be structured and it will not change. Support for our Aboriginal and Torres Strait Islander students is the number priority of the Aboriginal Education Team.

As well as the AET and ACEOs our school has invested in 3 other teachers working one-to-one and in small groups with our Aboriginal and Torres Strait Islander students to ensure continued growth in literacy and numeracy. These teachers will continue in these roles 2020.

As Principal I am committed to Closing the Gap for our Aboriginal and Torres Strait Islander students and ensuring that their Cultural Identity is supported and continues to grow with pride.

I am proud of all that the 2019 team has accomplished this year and I know that as we move into 2020 this work will become even more targeted, have greater clarity and will nurture stronger ties with our Aboriginal and Torres Strait Islander community.

Mel x

Always was, always will be Kurna Land.





Our Children



This year we have seen exciting growth in our Aboriginal and Torres Strait Islander community. Currently 54 students are part of our school! This year we have 6 students Graduating Year 7 and moving on to high school. We also have 9 new students graduating from the Children's Centre and entering Reception. It has been such a joy to connect with our children over the Semester.

The Culture Room Team

It is such a joy to work as part of The Culture Room Team for Semester 2. The team consists of Krystle Pearce, Cat Peters, Wahkuna Kilner and Liam Kilner and every meeting is full of the most amazing energy and passion for our Aboriginal and Torres Strait Islander children and community. We are so thankful to Obi for all her guidance and support and wish her all the best in her retirement. We also send our warm wishes to Mariah and her bub while on Maternity Leave.



Our Professional Development

Over the Semester, our team have undergone Professional Development to continue to upskill ourselves in Cultural Curriculum, Language and how to best support young people with the most up to date and culturally appropriate practice. We have undergone regular meetings to plan lessons, programs and strategies around where too next. We have attended Aboriginal Education Team Planning Day's at Noarlunga House and the State Aboriginal Education Conference held at the Adelaide Convention Centre. Our literacy team have been upskilling our staff in the Literacy Scope and Sequence, Krystle and Wahkuna have been undergoing a Women's leadership course called "Women of Courage" and Cat Peters has been learning Kurna Language and Culture through Tauondi Aboriginal College and The Living Kurna Culture Centre. Next year we will continue growing understanding in: Restorative Practice, Reconnect Room, Berry Street Trauma Informed Training and Language and Cultural studies courses.





Our Roles and Responsibilities

We wanted to share with you what is involved in being an ACEO and an AET.

ACEO's

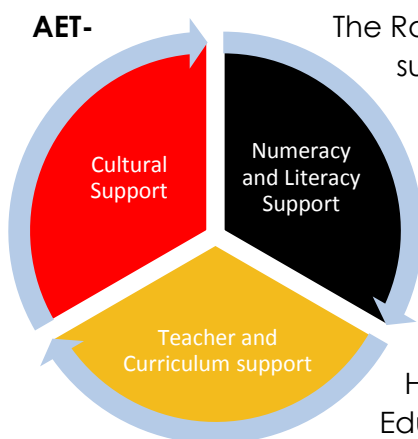
The role of an Aboriginal community education officer includes:

- working with teachers in the implementation of Aboriginal Cultural Studies and Aboriginal perspectives in curriculum design and delivery
- administrative functions such as record keeping, reporting writing and maintaining files and information on Aboriginal students
- contributing to site learning plans and individual learning plans to improve Aboriginal student social development, wellbeing and learning
- helping teaching staff develop and maintain relationships with Aboriginal students, parents and families
- promoting an Aboriginal community voice in educational decision-making
- providing advice on the cultural diversity of Aboriginal groups.



Liam is employed part time as an ACEO and part time as an SSO. He also works in the OSCH. His funding for each of these are all separate.

AET-



The Role of the Aboriginal Education Teacher has 3 main support focus areas:

- Cultural Support
- Numeracy and Literacy Support
- Teacher and Curriculum Support.

On the next page we have included the most up to date Role Statement for AET's. This was derived from: High expectations teaching and learning: The Aboriginal Education Teacher-2018

'National Aboriginal and Torres Strait Islander Education Strategy' vision:

'All Aboriginal and Torres Strait Islander children and young people achieve their full learning potential, are empowered to shape their own futures, and are supported to embrace their culture and identity as Australia's First Nations peoples.'

(Education Council, 2015, p. 2)





Our Direction-The Journey of Success



This artwork represents that the journey of success for a young Aboriginal person is shaped by a solid foundation in learning and development. Commencing at the bottom left corner, the first meeting place represents the baby being born and the antenatal and early childhood care provided to the mother and family. The journey

then continues along the pathway to the next meeting place, which represents preschool entry. Subsequent meeting places depict learning, meeting teachers and friends along the way, represented by the dots, and reaching a culmination point represented by the next meeting place before continuing on the journey. The meeting places outside of the pathway represent families and their support of learning and development. The patchwork background represents the many different communities that students come from, with the blue representing coastal and the earth brown representing inland. The artwork gradient gradually gets lighter and culminates with the bright yellow star and sun symbol in the top right of the artwork, depicting the successful outcome of going to preschool and school. The original artwork, Journey of Success, was created by Jordan Lovegrove from the Ngarrindjeri Aboriginal Nation specifically for the Department for Education in South Australia. The artwork symbolises the intent of the Aboriginal Education Strategy and reconciliation for the department.- From

The Aboriginal Education Strategy

The strategy will focus on supporting our Aboriginal and Torres Strait Islander students to be proud and confident learners from birth through to beyond school.

- increase opportunities for children and young people across South Australia to engage with Aboriginal languages
- create learning environments that include students' cultural needs
- developing detailed individual learning plans for Aboriginal learners at all of our schools.





We have worked hard this Semester to ensure that we align our practice and how the Culture Room is used with advice from families and elders, the Aboriginal Education Strategy 2019-2029, The DECD and our Site Based Reconciliation Action Plan and the Aboriginal Learner Achievement resource. The intent being to have an authentic deep focus on culturally responsive pedagogies and what this means for our Aboriginal and non Aboriginal students

"I would like to acknowledge the work of our Aboriginal and Torres Strait Islander team, Wahkuna, Liam, Krystle and Cat, who continue to truly work hard and be kind to and for all our Aboriginal and Torres Strait Islander kids and families and promote authentic Reconciliation in our school. This team have aligned all their program and structures to the new Aboriginal Education Strategy 2019-2029, they have almost finished our Reconciliation Action Plan and have a structured timetable for the Culture Room that supports our Aboriginal and Torres Strait Islander kids with explicit Literacy, Numeracy and Cultural WALTs (we are learning to..) that are now displayed inside and shortly outside of the room." Mel



Aldinga's focus for the first 3 years

One Plans- Over the next 3 years we will work with students, young people, families and communities to implement a range of initiatives including detailed individual learning plans for Aboriginal children and young people

Individual Support- for students developed through discussion with student, parents, AET, teacher and ACEO's.





Aboriginal Learner Achievement



“You are all providing such a rich, meaningful Aboriginal and Torres Strait Islander cultural engagement / educational program. It’s exciting & hopeful to also see such an authentic two way lens with a committed vision to real, meaningful reconciliation.

Power to you! Keep it coming!

***With deep support”
Karen H***

What this means for children and young people

Aboriginal children and young people will be supported through:

- responsive learning environments that are inclusive of their cultural needs
- more confident and supported educators who engage with their families
- increased access to learning and development programs
- increased engagement with Aboriginal cultures and language programs
- individualised learning plans that identify personalised support needed to participate

“Together we share a common goal, to deeply focus on identifying key elements to support and empower Aboriginal and Torres Strait Islander learners in their learning journey.” Cat Peters

What this means for families and communities

Aboriginal families and communities will:

- be active participants in their child’s development through contributions to individualised learning plans
- have input and participation across our services, including within governance structures
- have opportunities to engage in the teaching and delivery of Aboriginal cultural knowledge and languages within education settings.





Reconciliation Action Plan

The Department of Education and our school has a deep responsibility to take action towards Reconciliation. This is at the heart of our practice. This also links with The United Nations Declaration on the Rights of [Aboriginal and Torres Strait Islander] Peoples, in particular articles 14 and 15. Our Site Based Reconciliation Action Plan also considers The Children's Centre and OSCH.



Article 14-

1. [Aboriginal and Torres Strait Islander] peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. [Aboriginal and Torres Strait Islander] individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with [Aboriginal and Torres Strait Islander] peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15

1. [Aboriginal and Torres Strait Islander] peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

(The United Nations Declaration on the Rights of [Aboriginal and Torres Strait Islander] Peoples)





The Culture Room- The Space

The Culture Room- This space is exclusively used by Aboriginal and Torres Strait Islander students for Literacy, Numeracy and Cultural Awareness/ Engagement support and activities. This is seen as a place of safety at all times for all Aboriginal and Torres Strait Islander students.



“When I first came here I didn’t even know there was a Culture Room. Everyone is happy in the Culture Room. I feel excited”

“It makes me feel happy and calm. I like that it’s not too loud in here. Probably other people would enjoy this place too.” Aza and Lily BL32

In setting up the space this Semester we took into account parent and student input around furniture placement and decorating the space. We also wanted to create an office space that parents could enter if they wished to have a discrete conversation whilst not interrupting the support for students. This has been a very well received addition to the space. Wahkuna organized and received some new flags this Semester from Rebekha Sharkey MP for Mayo. We have created some engagement and interaction displays such as the Uluru Anangu solidarity display, Aboriginal crystals and their cultural use, aboriginal significance of astrology and our parent pin board which displays notices, support services, upcoming events and contacts etc.



Parent quote needed – about how they have enjoyed the changing space and the team super supportive

The latest project for our kids is a mural for the wall in the Culture Room which will be a welcome message in Kurna Language.





We are in the process of updating our Aboriginal and Torres Strait Islands map to include all kids and any knowledge they and their family have of where they are culturally connected. For any students who are not sure of their place/s we ensure they are included through engagement with Kurna culture, the land we are on. We also wish to empower students through the making of individual My Story books for each student.



The Culture Room- Pedagogy

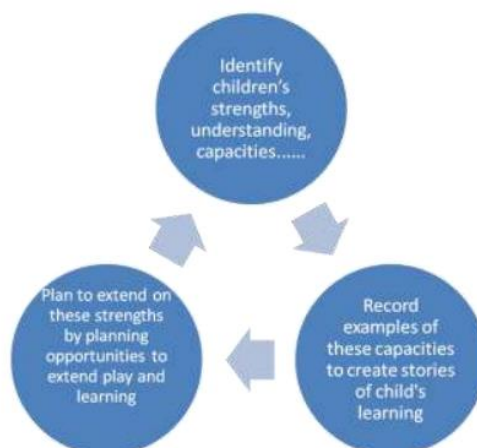
We attend to students from a strength based approach- considering children's physical, emotional, cognitive, energetic and spiritual needs and listening intently to all students when they speak.

When someone comes to you with a story, that is a bid for your attention"
Author Unknown

Strengths-Based curriculum approach:

Rather than focus on deficits and what does not occur, a strengths-based approach to curriculum relies on the positive resources and abilities that children and families have and uses these to enhance the whole experience of early childhood education and care.

Strengths Based Planning Diagram



(Page 6- Child-Centred Curriculum Planning (0-5 years))





Child Centred Approach

- Is a curriculum designed to build on the unique needs, interests, disposition and strengths of each child
- Is where educators constantly notice individual and groups of children and use this information to recognise and respond with a relevant curriculum @ Community Child Care Victoria 2011 - 7 –
- Is where the environment and experiences provided are matched to children's developing skills and interests
- Provides opportunities for choice and decision-making
- Enables children to initiate and direct their own play
- Consists of experiences that are mainly open-ended, enabling children to develop creativity and problem solving skills
- Is where the educators structure the environment to encourage positive social interactions amongst children and adults
- Uses many opportunities to develop self-help skills, independence and responsibility
- Is inclusive and responsive to diversity

(Page 5- Child-Centred Curriculum Planning (0-5 years))



"I think you guys are doing such a wonderful job. I love walking past the ATSI room and poking my head in and I think "Wow! I wish I was in there". Because of the energy and the essence of culture that I feel. It reminds me of living in the NT. That is such a special thing." Tiffany-Teacher

Restorative Practice

This term has been about collaborating and calibrating with Reconnect pedagogy (parent request). Restorative Practice is all about giving voice to our children, building expectations, goals and consequences alongside young people, repairing harm and fair process. We have implemented the Practice Domains, Compass of Shame and Restorative Questions within our practice in the Culture Room. We believe that everyone has their own unique personal narrative that needs to be given air to be voiced and included when creating community. As such we listen intently and give opportunities for our students to have their voice make up part of the fabric of our place and community. At all times we wish to empower our students to speak their truth, though when requested or where appropriate we advocate on behalf of our students or support alongside them.





Trauma informed practice

In alignment with trauma informed practice we have demonstrated unconditional positive regard with our students and have focused on developing rapport with new and continuing students, providing on the spot support and learning intervention for teachers and students. Some approaches include: Ready to Learn Plans- de-escalation strategy, unconditional positive regard, developing rapport, assisting self-regulation/ co-regulation and wobbly students, timetables and predictable routines, schedules and weekly outlines- WALT's- (We Are Learning To) learning intention. We want to use play intentionally to develop early language aural language skills and to engage culturally and with the Aboriginal and Torres Strait Islander student community.

High expectations/ High Support

In addition to this we have implemented our consistent high expectations on student behaviour in the culture room and engagement in their learning. We have communicated closely with teachers.

Tfel 2.4- Challenge students to achieve high standards with appropriate support' The teacher has high expectations and guides each student to achieve his/her personal best.

Challenging and supporting students, together with teachers deliberate development of 'growth mindsets' into the classroom culture for all students (Dweck, 2006), will unlock young people's learning potential.

Excerpt from: "High Expectations teaching and learning: The Aboriginal Education Teacher 2018- Department of Education."

Expectations can create reality.' (Kaplan & Owings, 2013, p. 147) However, recent South Australian pedagogical research with the Teaching for Effective Learning (TfEL) Framework demonstrated that: When teachers create safe conditions for learning (TfEL Domain 2) and personalise and connect learning (Domain 4), they create conditions in which students can be challenged, and supported to achieve that challenge. When students learn that intelligence is not fixed and they understand how they learn and how knowledge is constructed (TfEL Domain 3) they have the keys to unlocking improved academic achievement and developing lifelong learning dispositions. (DECD, 2015, p. 6)





Cultural Engagement Strategy

GOAL: To provide safe opportunities for all 54 ATSI students for cultural and personable engagement by the end of term 4. We have also created routine times for Cultural Engagement in order to best support students and teachers, to gain clarity and coherence for all and to make opportunity for more self-efficacy, regulation and effective learning for students.

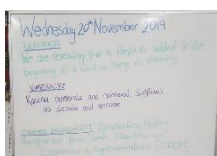
HOW:

1. All 54 students have cultural and personable engagement with the Aldinga Aboriginal Education Team as well as the Culture Room space.
2. All 54 students will have had an opportunity to get to know someone in the team and to be included on the ATSI student Map.
3. All 54 students will have a One Plan reviewed or created which includes Teacher, Student and Parent input.
4. All parents of students will have at least one member of the team to have touched base with them at least once by phone or in person to see if there is anything they need, if they'd like to meet or if they have anything they'd like to discuss.

EXAMPLE WEEKLY STRATEGY OVERVIEW

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning	Team Meeting: RAP Review	Engagement strategy	Engagement strategy	Engagement strategy	Engagement strategy
Middle	Cultural Engagement Excursion on Country. Engaging with Aboriginal Culture.	Engagement strategy 1:20-1:40 Deadly Fun Run Practice ATSI students	Engagement strategy 1:10-1:40 Bush Supermarket Care	Nature Play: Sand Art, Boomerang, Outdoor Music, engaging in Nature Culture Room-	Engagement strategy Bush Tucker garden tour
Afternoon	Cultural Engagement Excursion on Country. Engaging with Aboriginal Culture.	Engagement strategy Students designing plaques for Bush Supermarket.	Engagement strategy Researching History: ATSI peoples as Engineers and Agriculturalists (S.T.E.M)	Engagement strategy Language: Kuarna Welcomes and Greetings Skateboard Mural Project-	Engagement strategy Parent Arvo-Weaving and Yarning





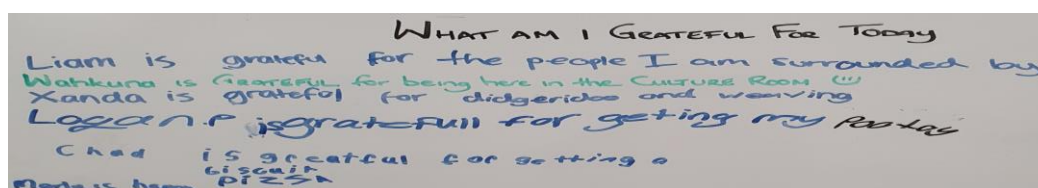
The Culture Room- W.A.L.T.: We Are Learning To

This will be displayed clearly so students, parents and staff who are visiting or walking by can clearly see the learning intention and explicit intent/ focus of the lessons. This is an example focus for (to work around the other projects, events and offerings happening)

FOCUS AREA		TUESDAY We Are Learning To/WALT
Literacy	We are reviewing that a morpheme is the smallest unit of meaning.	
Numeracy	When zero holds place in Place Value.	
Cultural Engagement	Design/Art: Designing Deadly Awards using a style of a well-known Aboriginal artist.	

Social and Emotional Capability

For many of our Aboriginal and Torres Strait Islander students the Culture Room is accessed when they are feeling emotionally heightened or out of sorts. It is also a space where new and transitioning students and infrequent attenders spend time as they seem to feel more comfortable, safe and calm in this space. Some parents have also indicated comfortability with their child spending as much time as they need in the Culture Room. For some parent's experiences, schools have not been safe spaces and they have experienced firsthand the trauma of exclusion, racism and abuse in their own educational upbringing. So the Culture Room for some parents is the space they view as most safe and most comfortable for both themselves and their students. It is very important that when supporting students we consider the Culture Room as a space for emotional support, belonging, safety and transition. Social and Emotional Capability involves growth in emotional regulation, confidence building, leadership opportunities, emotional regulation, goal setting, visualization, growth mindset and achieving calm. We have ensured it is a calm space just after lunch, with strategies like: candle's, bush native essential oils, nature sounds, yidaki and bungul tracks 60-80bpm (match resting heart rate), mindfulness, etc. Wahkuna introduced a gratitude board to focus on growth/positive mindset, interoception belly breathing- where do we feel stress and ease in the body?



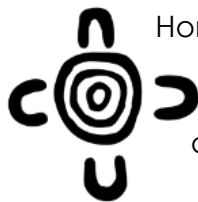


Yu-Gi-Oh/ Fortnite strategy

Supporting Families- Parent Voice

Parent voice- feedback from parents about how they feel their children are supported

(The issue here is about ATSI student engagement in their learning, in developing their space within the school and in sharing their culture more widely with other students. – this should convey a clear message about the importance of and need for the Culture Room, not as an exclusive space but as an inclusive space. To reinforce within the community it is



absolutely vital to include the student perspective. Assisting parents with Homelessness services and Housing SA. Home visits and supporting bereiving families. Opening Culture Room to parents for coffee and chats on Monday Mornings and Cultural Crafternoon on Friday afternoons. Engaging students in Cultural Weaving and Art.

Classes and Teachers- Cultural Curriculum

“Also thank you to Cat, Wakhuna, Krystal and Liam for your presentation to staff meeting on Tuesday night, your spirit of true Reconciliation and partnership rang through- there are exciting times ahead for our school.” Leadership Team



Staff Voice- Supporting staff- presenting- being available. Visiting classes- Cultural Curriculum perspective. Assisting teachers of students with alternate programs



The Semester 1 theme and pride around “walking together” and being “grounded in truth continued into Term 3 and 4 with further professional development offered at staff meeting for Teachers around how to incorporate Aboriginal perspective into their programming and curriculum, what we as a team can offer and also the ways that First Nations peoples were Engineers, Mathematians, Agiculturalists and creating genius technologies such as fish traps, eel traps, weirs, wells and homes etc. This was linked to STEM with reference to Bruce Pascoe’s “Dark Emu” and more staff training is planned around this moving into 2020.





Department Aboriginal Education Team feedback

Visits from Aboriginal Education Team at Noarlunga House positive feedback about The visitors had a tour of the school and commented they could immediately see the positive impact this team is having on bringing Culture to the fore and making the school a culturally safe and proud space.

acknowledge the outstanding work you are doing
and commend you on ensuring the work you are doing is aligned to the
2019-2029 Aboriginal Education Plan

Literacy Intervention

I would like to speak specifically about your work with regard to the 42 sounds and developing our students' ability to decode and so free up cognitive load so they can comprehend increasingly more difficult texts.

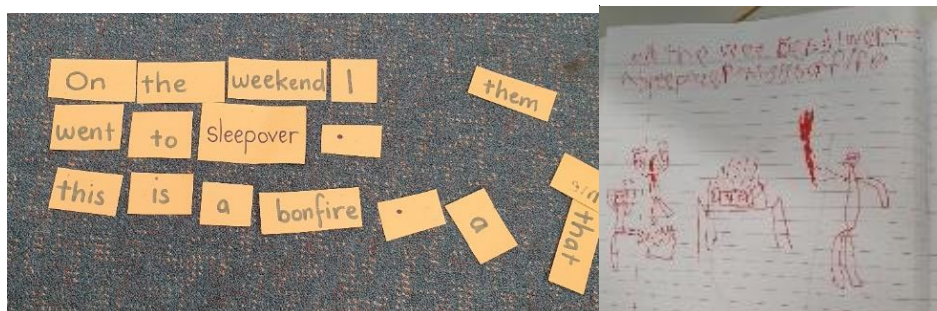
In 2017 we sent only 36% of year 7 students to High School knowing their 42 soundsat the end of term 3 this year we had 81% of year 7 students knowing all 42 sounds. The data for other year levels and their growth is similar.
Remember if they can decode, then they have free cognitive space to comprehend increasingly more difficult texts..... YOU HAVE DONE THIS!

Your story not only impressed the Senior Executive Group from the Dept for Education- it actually blew them away, they said that they can see Educators at Aldinga change childrens' lives.

APAS/EALD funding 1:1 support

Literacy intervention- APAS funding 2020- Obi and Belinda moderated worksamples massive task

"In English I want to get better at spelling words correctly and putting punctuation in the right places." Chad





Big Ideas In Number- Place Value Intervention

“In maths I feel good that I know how to do some timestables and I know how to divide a little bit.” Chad

During Term 3 a project was begun, supporting 6 Year 4 boys with their Place Value understanding. This was the incubation phase of the project: which included collecting and analyzing data to systematically monitor achievement of this small group. The amplify phase involved allowing the findings of this project to be readily available to all teachers/ teachers of students in order to help support teachers through relevant practice. In Amplify this support will be extended to 6 girls as well.

“Thanks Cat. This is great. Appreciate all your work and help with the boys!” Janice Aucoin

Intervention and improvements included:

- Making, naming and recording tens and ones, emphasizing the count of tens in the tens place and the count of ones in the ones place.
- Working with 1-100 charts and before and after on open number lines
- Using football analogies to engage interest
- Trusting 10 in large collections, making, naming and recording tens, ones and hundreds, recognizing patterns in 1-100 charts.
- recognizing when zero holds place and when it does not.
- Careful not to use the word “column” explicit modelling of language “ones”, “tens”, “hundreds” etc.
- Numbers to 100 000, manipulating numbers e.g. must use 100s to make 1000's etc. Recognising, representing and ordering numbers up to 100000.
- Recognising larger odd and even numbers.
- Misconceptions around when zero holds place and when it does not.
- Assistance writing numbers (encode/decode).
- assisted in class time with building understanding of equivalent fractions.
- Improvement in stamina for the task.
- Making larger numbers, representing in various ways





MALPA Graduation

The MALPA young doctors program finished with a Graduation Collaboration with Christies Beach Primary and with the Bush Tucker Mosaic going on display in the hall outside the culture room. Elder, Nellie Egan was at the ceremony and was very impressed by the program goals and outcomes (food groups) and the song performance. We have a floor book in the culture room if you would like to come and see the learning journey. This program inspired growth towards Bush Tucker Garden and programs with Christies Beach and Kitchen Garden in 2020.



NAIDOC week and momentum

“One of the team’s proudest achievements this year has been the NAIDOC week celebrations during which Liam Kilner visited every classroom in the school and shared local Kaurna history, Culture and language which culminated in an assembly opened by a Welcome to Country by Al Sumner and which saw Liam lead over 700 kids and adults singing in Kaurna language. This was such a powerful demonstration of Cultural pride, respect and Reconciliation. “ Mel

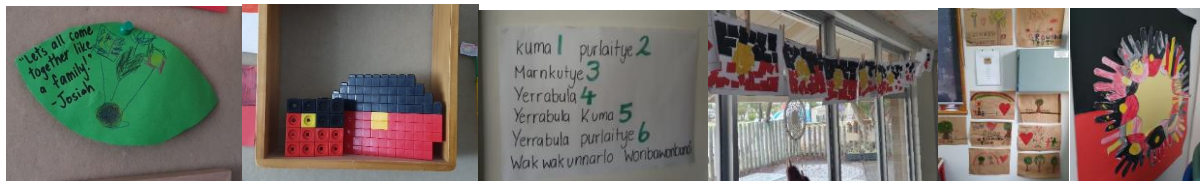
The school engaged in the Reconciliation theme “Grounded in Truth- Walking together with courage” and created incredible tree murals with their personal insights and perspectives written on the leaves. This is proudly displayed in the hall outside the Culture Room. The entire school was taught Kuarna songs from “Kaurna Paltina- a Kuarna song book” which the whole school performed at a gathering assembly. The whole school learnt about Tjilbruke, the important Creation Ancestor and the Tjilbruke dreaming tracks.





We had a family Pizza night where our parents gathered with our Culture team to be together, to put painted hand prints on Culture Room wall as a meaningful mural and to vote on their favourite Reconciliation T-shirt designs that were submitted by hundreds of our

students. The next step with this is to have the winning designs printed on shirts for display. NAIDOC week celebrations and momentum has led to many classes engaging meaningfully in Culture Engagement and Culturally aware and appropriate curriculum.



Family Campfire Evening

What a fantastic evening to connect as a community with love, care and celebration for our Aboriginal and Torres Strait Islander Community. Food was eaten, kids had a play, drums, guitar, singing from Cat 1 and Cat 2 with accompanying student band. What a great night! 🇦🇺





Bush Supermarket Care program

Connie- Display honouring Connie's story- Advertiser article, 10 year protective coating to ensure longevity and care, plans for a video by Jackson Carmichael to explain the story of Connie.



Bush Supermarket Care Program- Bringing Butterflies Back document, bird attracting plants, blue fairy wren attracting plants, frog friendly gardens, bushtucker plants, plants to attract butterflies, nesting boxes and hollows, Program- map the bush supermarket areas- path the islands, map where mosaics area and there name, ATSI

ownership of the garden, future plans for this space.- gateway like at Living Kuarna Culture Centre, Plaques in Kuarna to name plants explain significance and use- plaque designs by students- creating prototypes for parents to vote on at next parent connect event 2020. Connie- Protective coat 10 year protection, Kitchen Garden program organizing a plaque honouring the project- Advertiser article.



Bush Tucker Garden



students are designing a new bush tucker garden, collaboration with the Living Kuarna Culture Centre, Tuondi and the Kuarna Language Revival Committee as well as our ever awesome Kitchen Garden Team. When



you look around the school you can see evidence of amazing efforts that have come to fruition. We are so lucky and feel grateful for the work of those who made the Nina Marni seat, Aldinga Logo and Sign and OSCH mural possible.



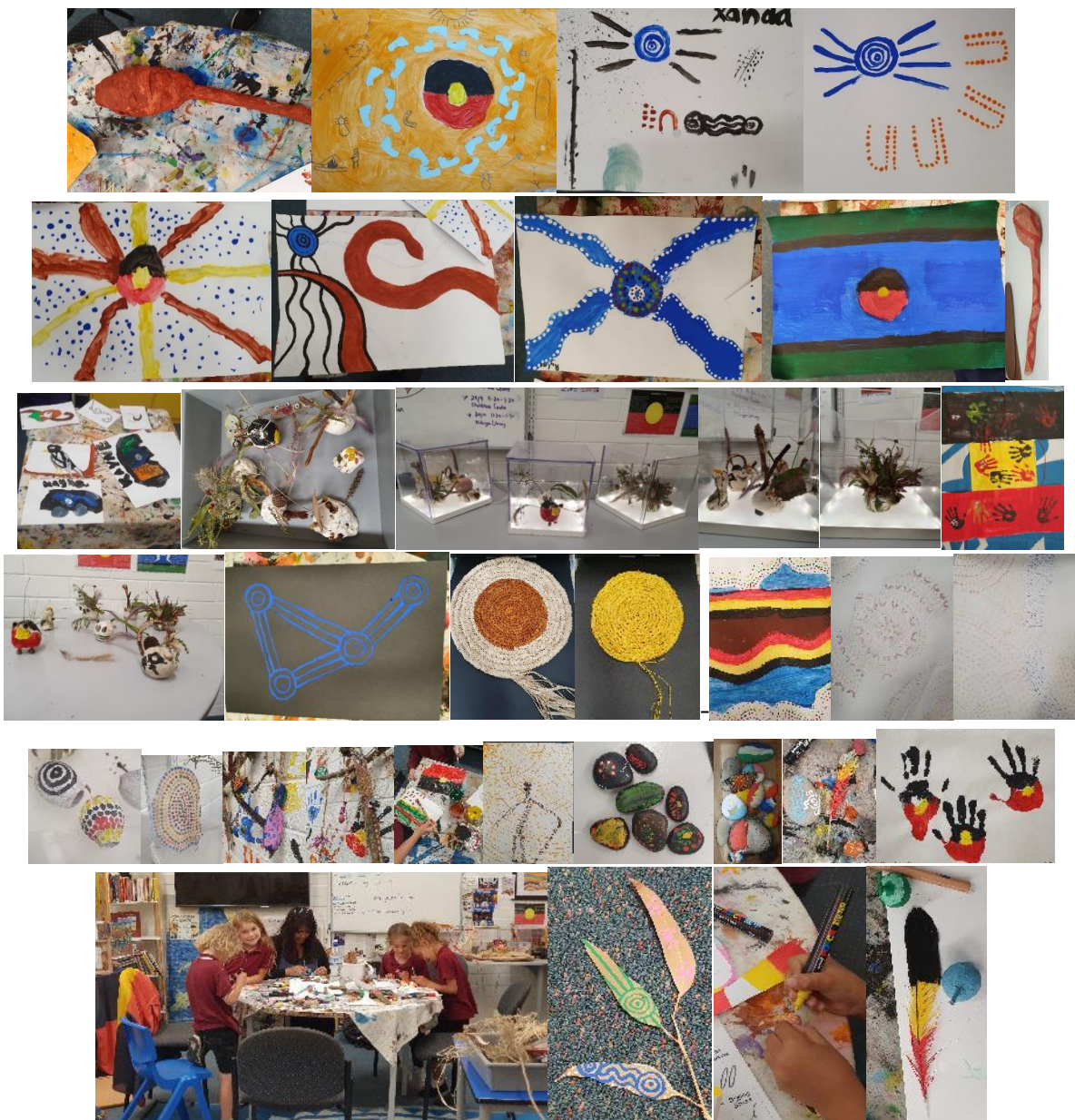


Nature, Play, Art and Design

Weaving has been a huge focus in the Culture Room along with art. Engaging in Tarnanthi resources, researching famous artists from Adelaide, South Australia and wider Australia

Krystle's PD. Clay structures, use of nature, flora, leaves, making footprint confetti from leaves, sand art- symbols and story telling, weaving

"Painting makes me feel good, calm and happy." JJ





Southern Deadly Runs/Walks and Aldinga Beach-#runsweatinspire

Credit to Kellie Petersen...Chad...

Another great week at Aldinga and what a lovely way to finish with such a relaxed vibe outside with *The Deadly Fun Run* this morning, 700 plus kids just being really relaxed and self-managing as they went around the oval. Think about that for a minute- as educators we could all just relax and enjoy the event alongside of our kids because they were relaxed and self-regulated. Well done to all of you for the Culture you continue to build on our site. - Mel

the Warrior Run/Walk on Sunday 22nd September 11am at Rotary Park, Christie's Beach. The Warrior Run recognises and celebrates the strengths, courage and resilience of Aboriginal and Torres Strait Islander men we have within our families and communities. It also celebrates young boys who are our future. Are you Aboriginal and want to inspire others? If you attend each of the events and try you best either running or walking you have a chance to represent the southern community at the National Championships in Uluru in 2020. The opportunity will be completely funded by the amazing Indigenous Marathon Foundation. 2020 possible opportunity for some of our students to go to Uluru. Participation. This is a wonderful partnership between the Indigenous Marathon Foundation, Aldinga Beach Children's Centre, Hackham West Community Centre, Sonder, Junction, Taikurrendi Children and Family Centre, Anglicare's HIPPY Program, CAMHS, City of Onkaparinga and Neporendi Aboriginal Community Centre.





Kaurna Kids on Country



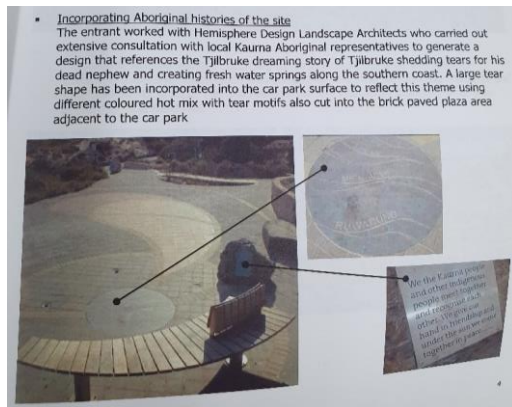
ATSI Kids on Country Kuarna Cultural engagement day. Kuarna Kids on Country excursion- seeds, ochre painting, rock painting, leaves mobile- inspiring projects

Cultural and Community Engagement- Walks/ Displays



In Term 2 students engaged in the Reconciliation theme “Grounded in Truth- Walking together with courage” and created incredible tree murals with their personal insights and perspectives written on the leaves. This is proudly displayed in the hall outside the Culture Room. The entire school was taught Kuarna songs from “Kaurna Paltina- a Kuarna song book” which the whole school performed at a gathering assembly. The whole school learnt about Tjilbruke, the important Creation Ancestor and the Tjilbruke dreaming tracks. This theme and pride around “walking together” and being “grounded in truth continued into Term 3 and 4 with further professional development offered at staff meeting for Teachers around how to incorporate Aboriginal perspective into their programming and curriculum, what we as a team can offer and also the ways that First Nations peoples were Engineers, Mathematicians, Agriculturalists and creating genius technologies such as fish traps, eel traps, weirs, wells and homes etc. This was linked to STEM with reference to Bruce Pascoe’s “Dark Emu” and more staff training is planned around this moving into 2020.





Walks/ Place based pedagogy, Sheoak forrest, Kaurna Oven, Reeds, Ochre Cliffs, Care for Country, being on Country, Tjilbruke songlines, port willunga car park, incorporating Aboriginal histories of the site- design references Tjilbruke dreaming story of Tjilbruke shedding tears for his dead nephew and creating fresh water springs along the southern coast. A large tear shape has been incorporated (see photos

to include), sustainability, Cultural awareness and sensitivity, Kaurna Country and cliff erosion, sand dune erosion, hooded plovers, leave only your footprints, take only your good memories, tides, place names- resources bush medicine- sheoak, wart tree. Strengthening our connections with the wider community- Children's Centre

"To learn more stuff about Aboriginal being" JJ

"It's important to go together with the Aboriginal people and be together in those places." Logan



Our team are passionate about offering opportunity for us all to "Walk Together" in Term 4. This will look like walking excursions offered for Children Centre groups all the way up to Year 7 to the Sheoak Forest and Ochre Cliffs. If timed correctly we may even be lucky enough to see the fresh water spring that makes part of the Tjilbruke Creation story. It will be an excellent opportunity offered to all students from all classes. The learning will link to the Australian Curriculum and focus around the significance of this country, caring for the land, changing landscapes, sustainability and the cultural significance of the flora, fauna and this beautiful place we live in.



Displays

Tjilbruke display. Solid Rock- solidarity with Uluru climb closure,





Community Links

Cat, Wahkuna, Liam and Krystal are building powerful links with the Kurna community and Aboriginal and Torres Strait Islander Culture by ensuring their involvement in The Southern Deadly Fun Run, The Indigenous Marathon Project, MALPA Young Doctors Project, Nunga Tag, Mii pudnanthi and Tarnanthi. They are building links with Taoundi, The Living Kurna Cultural Centre and Kornar Winmil Yunti. The team's connection with Community is ever-growing and they continue to build on their own existing connections to Kurna, Ngarrindjeri and Yolngu Culture.

Cultural- Heritage, History and Language Opportunities

How every afternoon laptops are provided to our ATSI children to research Culture and their cultural connections and they continually update the map to display the cultural connections of our all ATSI our families. Our aim to have all students added to this display by the end of the term.

History and Culture- resources available to research places of significance, etc.

Framework for Aboriginal Languages and Torres Strait Islander Languages- Language Reclamation: where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include Kurna from Adelaide.

Onkaparinga Library historical and ancestry resources., Library resources, language, Rights to Language- UN Rights- Framework for Aboriginal Languages and Torres Strait Islander Languages- Language Reclamation: New resources- Kuarna, Ngarrindjeri etc. Tauondi Aboriginal College Kuarna Language resources Kuarna Warra Pintyandi- Southern Kuarna Place Names Project Kuarna Paltina Kuarna Song book, Kuarna nursery rhymes



Renaming our sports teams and units using Kuarna colours, directions and numbers- checking this with Kuarna Language Revival Committee.





Aboriginal STEM

a STEM inquiry into how Aboriginal people were expert agriculturalists and engineers, - Bruce Pascoe's books and PD for all staff at staff meeting around this. Aboriginal STEM- STEM resources around Aboriginal Culture- designing for intellectual stretch not just skill recall, valuing curiosity (learning design notes- photo) QR codes- Augmented reality

Fishing Connect Opportunity



Fishing- Parent request

social and emotional/ leadership

Fishing Opportunity- Parent Request- Kurna seasons, climate change, weather, care for country, burning off- Bruce Pascoe's 'Dark Emu', Connecting with community, engaging with the land., opportunity for those students who know how to use the equipment to offer that knowledge to younger kids (not an obligation, an opportunity to those interested)

ATSI Family Beach Nights





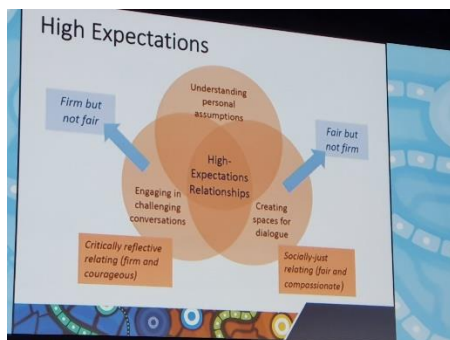
Twilight

Solid Rock- performance

Twilight festival- Parent request to perform a couple of songs. Kuma Purlitye song and Solid Rock

New Kurna, Ngarrindjeri and language and culture resources for the Culture Room, recommended to us by Tavondi Aboriginal Community College and the Living Kurna Culture Centre.

State Aboriginal Education conference



Aboriginal Ear Health Program



Year 7 Graduation and transition support

Supporting Class visits

- Transition support for students. Transition handover for their new teachers
- Supporting Transition for Year 7's moving on to high school
- Supporting Transitions for new students and families
- Supporting Transitions for new Receptions for 2020
- Connecting with our Childrens Centre





Aldinga Scrub Collaboration 2020



Aldinga Scrub Collaboration for 2020, Educational Scholarship Application- United Nations Sustainable Development Goals- Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all- Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss, collaborating with Aboriginal people to explore Wash Pool



Friends of Aldinga Scrub

Aldinga Beach B-7 School and Children Centre, in conjunction with Friends of Aldinga Scrub, would like to undertake a 'Care For Country' program with our Aboriginal and Torres Strait Islander students. This project would be based in the Aldinga Scrub with the purpose of understanding and assisting with the conservation, connecting our student and parent community with Friends of Aldinga Scrub and empowering our youth to play a central purposeful role in protecting, conserving and regenerating the Scrub. The proposed project links with current projects we are running at school around Caring for our Bush Tucker Garden and Bush Supermarket. It also links with the sustainability and conservation work we have done with student at Port Willunga beach and the Sheoak forest around Dune Care, erosion and caring for flora and fauna. This project flows nicely with our ethos of 'Care For Country' and helping shape the next generation of custodians of this land. Much of our school community reside in Aldinga and Sellick's Beach so the central location of the Scrub is important as is the need for purposeful education around how to best care for this place. The Aldinga Scrub holds considerable significance with our school community and our Kurna people and we wish to strengthen this bond, with guidance from Friends of Aldinga Scrub. This is intended through regular and purposeful visits to the scrub and reflections and sharing back at school and with our Aboriginal Community.

We would like our students to understand the Cultural Significance of the Aldinga Scrub, to understand the Scrub's place in history and importance as a rare piece of pre-settlement coastal scrubland. We would also like students and school community to have developed a shared intent around conservation of this place. We would like students to understand the Kurna seasons and the signals in the weather, winds and flora and fauna that signal things are changing and what to expect next. We want our students to grow knowledge around the unusual association of plants including species characteristic of sclerophyll forest, mallee scrub and coastal sands. There are many curriculum links which are explored in more detail within the application. The students will be working in a multi-age environment, with hands on conservation efforts. So ethical, social and emotional development will be part of the learning objective as well as for some students emerging leadership and mentoring qualities.

Connecting with Childrens Centre- inclusion and transition strategies





Parent Open Times

Weaving and Yarning/ Coffee check in



2020 What's coming up



Professional Development for staff 2020- Cultural Awareness training and Introduction to Kurna Language- exploring also family structure and kinship.

- 2020 Planning
- 2020 World Indigenous Peoples Conference on Education (WIPCE) in Adelaide.
- WIPCE2020 Panpapanpalya
- 2020 NUNGA tag and Indigenous Marathon Project./ Southern Deadly Fun Run
- Southern Deadly Fun Runs in School Term 4 x2, Term 1 x2
- Connecting with The Indigenous Marathon Project for 2020
- Connecting with Willunga High to plan the Deadly Sista Girls program which focuses on: Building Self-esteem and confidence, building Pride in Aboriginal and TSI Identity, having practical Cultural Contribution in the community, having positive social interactions, building relationships based on Mutual Respect, encouraging Active Self-Development, yarning about health and CPC; Road Safety; Healthy nutrition; Financial literacy and healthy relationships
- Reclaimed Skateboard Kuarna Welcome Mural project for the Culture Room
- Al Sumner and Culture Centre
- Taoundi Kurna language PD for teachers





Call for feedback



See Saw App



Thank you to our volunteers

Thanks to our Volunteers-

A massive thank you to all our parent volunteers and those who have helped out along the way and given us meaningful feedback that has influenced the direction of the Culture Room programs in positive ways for our children. We want to show our appreciation in thanking our volunteers with an invite to the Staff Room on Thursday 5th December 2019.





External Links

Aboriginal Education Strategy

<https://www.education.sa.gov.au/sites/default/files/dept-ed-aboriginal-education-strategy-2019-2029.pdf>

Aboriginal Education Teacher Role Statement

https://dlb.sa.edu.au/tlsmoodle/pluginfile.php/27000/mod_resource/content/3/DEC%20Aboriginal%20Education%20Teacher%20Role%20Statement%20A4520796.pdf

DEDC Reconciliation Action Plan

https://www.education.sa.gov.au/sites/default/files/reconciliation-action-plan.pdf?acsf_files_redirect

Aboriginal Learner Achievement

https://dlb.sa.edu.au/tlsmoodle/pluginfile.php/33197/mod_resource/content/2/Aboriginal-learner-achievement-leaders-resource.pdf

Child-Centred Curriculum

<https://www.echr.edu.au/docs/default-source/resources/ipsp/child-centred-curriculum-planning.pdf?sfvrsn=4>

Australian Curriculum- Aboriginal and Torres Strait Islanders Histories and Cultures

<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/>

Australian Curriculum- Framework for Aboriginal Languages and Torres Strait Islander Languages

<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages/rationale/>

UN Declaration on the Rights of Indigenous Peoples

<https://www.humanrights.gov.au/our-work/un-declaration-rights-indigenous-peoples-1>





Closing The Gap Report 2019- "Our Choices Our Voices" (2019)

<https://www.humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/publications/close-gap-report-our>

Perspectives on Aboriginal and Torres Strait Islander Cultural Competence

<https://www.education.sa.gov.au/doc/perspectives-aboriginal-andtorres-strait-islander-cultural-competence>

Further Reading

- Pascoe B (2014) *Dark Emu. Black seeds: agriculture or accident*, Magabala Books
- Perso T & Hayward C (2015) *Teaching Indigenous Students: Cultural Awareness and Classroom Strategies for Improving Learning Outcomes*, Allen & Unwin, Australia
- N Purdie, G Milgate & HR Bell (Eds) (2011) *Two Way Teaching and Learning, Towards Culturally Reflective and Relevant Education*, ACER Press, reprinted 2012

