



**MAZENOD  
COLLEGE**

# Aboriginal Education Plan 2020



# Introduction

Mazenod College passionate about boys' education and have been providing it in the Oblate tradition and through the charism of St Eugene de Mazenod since 1966. Providing a well-rounded environment where each student is known, valued and supported to reach their personal best lies at the heart of what we do at Mazenod. At Mazenod the journey for each of your sons is a well-supported one where the relationship between the home and the College strives to create a supportive and encouraging community where each student can come to learn about himself. It is a journey designed to develop the spiritual, intellectual, physical and personal aspects of a boy as he moves towards becoming a young adult.

We specialise in boys' education and our extensive range of learning opportunities inside the classroom is complemented by the many areas of

learning extension, sport, creative and performing arts and service in our co-curricular program. There is a place for every student in our College to exercise his talents and gifts, experiencing success and challenge. An education with Mazenod challenges students to go to the margins, act with respect and dignity, approach life with courage and passion and develop the heart so our young men can be people of compassion. The College has a wonderful heritage of producing well-rounded young gentlemen with high aspirations and a commitment to making a positive difference in our world

The Mazenod spirit embraces students, families, staff and Mazenod Old Boys and the Oblates of Mary Immaculate. As a family, you will feel welcome and a part of a supportive and diverse community.

## Focus Area 1: Partnerships

Impact on School	
<ul style="list-style-type: none"> <li>Students will feel well supported by families and external agencies</li> <li>Inclusive, positive environment in which Aboriginal students feel empowered.</li> </ul>	
Reason	Evidence
<ul style="list-style-type: none"> <li>Ensure students are well-supported by families</li> <li>To build partnerships outside of Mazenod to support post-school opportunities for students</li> <li>To use professionals in Aboriginal Education to maximise holistic student engagement and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Data walls in the staff room</li> <li>Indigenous students leave school with a clear post-school pathway and 'work-ready'</li> <li>Maintain student's retention through to Year 12.</li> <li>Improved literacy and numeracy</li> </ul>

Actions	Resources / Professional Learning Required	Timing	Responsibility
Use data to inform, monitor and report on progress as part of the Literacy Collective.	Literacy Collective training	Ongoing	Aboriginal Education Coordinator Academic Leadership Team
Increase pathways for Aboriginal students to open up post-school options	N/A	Term Two	Aboriginal Education Coordinator Dean of Students
Further develop partnerships with CEWA AET and Future Footprints	N/A	Ongoing	Aboriginal Education Coordinator

## Focus Area 2: Embedding Indigenous Perspectives within Curriculum

Impact on School	
<ul style="list-style-type: none"> <li>Staff will feel empowered to represent Aboriginal perspective and voices in their curriculum.</li> <li>Students will feel valued by experiencing their culture being conveyed in an appropriate and affirming manner.</li> </ul>	
Reason	Evidence
<ul style="list-style-type: none"> <li>To give staff resources and strategies to embed Indigenous perspectives in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Map of Indigenous Perspectives in the curriculum.</li> </ul>

Actions	Resources / Professional Learning Required	Timing	Responsibility
Develop a map of indigenous perspectives across the curriculum.	Resources that provide examples of indigenous perspectives in learning areas.	Term Two	Academic Leadership Team
Provide professional learning on engaging with Indigenous Perspectives in the curriculum.	AEIM	Term One	Aboriginal Education Coordinator

## Focus Area 3: Cultural Awareness

Impact on School	
<ul style="list-style-type: none"> <li>All students will be part of a community that celebrates Aboriginal cultures and the place of Mazenod on Whadjuk Noongar country.</li> </ul>	
Reason	Evidence
<ul style="list-style-type: none"> <li>To provide both in-school and out-of-school support for Indigenous students to sustain learning engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring services</li> <li>Documented learning plans.</li> </ul>

Actions	Resources / Professional Learning Required	Timing	Responsibility
Engage an Aboriginal Teaching Assistant/ Liaison Officer	Literacy Collective training	2019	Principal Aboriginal Education Coordinator
Develop a Reconciliation Action Plan	CEWA AET Future Footprints	Semester One	Aboriginal Education Coordinator
Provide professional learning on engaging with cultural awareness.	Share Our Pride	Term One	Aboriginal Education Coordinator

## Focus Area 4: Educational Support

Impact on School	
<ul style="list-style-type: none"> <li>Students will have access to culturally responsive education support services.</li> </ul>	
Reason	Evidence
<ul style="list-style-type: none"> <li>To provide both in-school and out-of-school support for Indigenous students to sustain learning engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring services</li> <li>Documented learning plans.</li> </ul>

Actions	Resources / Professional Learning Required	Timing	Responsibility
Continue to involve AIME mentoring for Indigenous students	Resources that provide examples of indigenous perspectives in learning areas.	2020	Academic Leadership Team
Develop Curriculum Adjustments Plans and Personal Learning Plans that support Indigenous students.	AEIM	Semester One	Aboriginal Education Coordinator Coordinator of Learning Support

## Focus Area 4: Forming and building Indigenous Culture (community) within the College

Impact on School	
<ul style="list-style-type: none"> <li>All students will be part of a community that celebrates Aboriginal cultures and the place of Mazenod on Whadjuk Noongar country.</li> </ul>	
Reason	Evidence
<ul style="list-style-type: none"> <li>To provide both in-school and out-of-school support for Indigenous students to sustain learning engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring services</li> <li>Documented learning plans.</li> </ul>

Actions	Resources / Professional Learning Required	Timing	Responsibility
Continue engagement with local Noongar community.	N/A	Ongoing	Aboriginal Education Coordinator Academic Leadership Team
Continue to develop NAIDOC, Sorry Day and other celebrations.	N/A	Ongoing	Aboriginal Education Coordinator Dean of Students
Teach students about the Noongar Liturgical calendar.	Liturgical Calendar in the Library	Ongoing	Aboriginal Education Coordinator

# Links and Resources

The links below are in no way exhaustive. For a more comprehensive list of resources and links, go to <https://aet.cewa.edu.au/links-and-resources/>

## **Acknowledge, Understand, Respect**

Historically, the relationship between Australian institutions and Aboriginal and Torres Strait Islander peoples has been tumultuous. Language was often used to disempower and ostracise communities, positioning First Peoples as something other than the norm. Today, much of the terminology used in public discourse has been forced on Aboriginal and Torres Strait Islander peoples, who mostly refer to themselves by their sovereign group names. Using the best terminology wherever possible reaches beyond doing the right thing, to an act of social justice and decolonisation.

[https://aet.cewa.edu.au/wp-content/uploads/2018/05/CEWA-Terminology-Guide-Aboriginal-Peoples\\_web.pdf](https://aet.cewa.edu.au/wp-content/uploads/2018/05/CEWA-Terminology-Guide-Aboriginal-Peoples_web.pdf)

## **AITSL: Aboriginal and Torres Strait Islander education**

AITSL resources that help teacher address their professional competency Aboriginal and Torres Strait Islander Education. Focus Areas 1.4 and 2.4 of the Australian Professional Standards for Teachers identify what teachers need to know and be able to do in order to teach Aboriginal and Torres Strait Islander students and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture.

<https://www.aitsl.edu.au/deliver-ite-programs/aboriginal-and-torres-strait-islander-education>

## **CEWA Aboriginal Education Team**

The Aboriginal Education Team strive to ensure Aboriginal students have equitable access and participation in the Catholic schooling process, and every opportunity to achieve educational outcomes equal to that of their non-Aboriginal peers. Our dedicated Team stretches across the state, with consultants in the Perth, Bunbury, Geraldton and Broome dioceses. We are committed to supporting whole school improvement using an Aboriginal Education lens.

<https://aet.cewa.edu.au/>

## **CEWA Aboriginal Education Improvement Map**

The Aboriginal Education Improvement Map (AEIM) is a multipurpose tool for whole school improvement, using an Aboriginal education lens.

<https://aet.cewa.edu.au/aboriginal-education-improvement-map-2/>

## **Centre for Cultural Competence Australia**

Welcome to the Centre for Cultural Competence Australia (CCCA), a majority Indigenous-owned consulting and cultural training organisation with an outcomes-based approach that delivers real and lasting change at a personal and professional level.

<https://ccca.com.au/>

## **Creative Spirits**

Curious about Aboriginal culture but unsure where to start? This site will help you discover and learn Aboriginal culture with in-depth articles, an ebook, infographics and resource collections. Creative Spirits is a go-to resource for students, teachers and those hungry to know what they weren't taught

<https://www.creativespirits.info/>

## **Share Our Pride**

A website will give you a glimpse of how life looks from an Aboriginal and Torres Strait Islander perspective.

<http://www.shareourpride.org.au/>



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