

## Recipient Details

Name of organisation or individual: [I] Furey, Pam

Reference Type: Parent - School

State or territory: WA

Serial Identification Number: 478116

## Responses

### Curriculum and assessment

Section 6. Raising Achievements identifies relationships and resources that influence the learning, growth and nurturing of students beyond the school community. The Australian Curriculum and assessment significantly lacks flexibility and modification for special needs students, gifted and talented students and CALD members of the school community; including students, teachers, support staff and families. Asking families what they need to best support their child's learning journey and future aspirations would identify true needs. Literature, cultural activities and a strong sense of identity and belonging must be embedded in the curriculum - such as Noongar books, Noongar LOTE explicit teachings, Aboriginal dual-naming policy in school signage and newsletters, and stronger partnership strategies with our local Indigenous community.

Rating: 7

### Teachers and teaching

Expert professionals, qualified and experienced to teach Noongar language and culture is essential to closing the gap between Indigenous and non-Indigenous people in our community. Post-graduate teachers who fast-track their career pathway by working up North in remote locations do not bring to our rural and regional schools quality teaching. Aim to keep regional post-graduates in regional schools. In addition, mainstream Teachers do not have sufficient insight into the needs and requirements of non-mainstream students, such as students with disabilities, culturally diverse students, and students struggling with psycho-social-emotional problems. Schools in WA do not have School-based Social Workers who are qualified to advocate, refer and assess such needs. School-based Social Workers can case-manage these students and seek to provide the resources and support needed for these students to meet their aspired learning achievements.

Rating: 7

### Leaders and leadership

Effective school leaders are lead by the needs of their community. It is imperative school leaders develop skills and knowledge by way of local connectivity. Principals and Head of Learning Areas that transfer their knowledge and skills acquired from working "up north" in remote schools are unknowledgeable and unskilled to address and recognise issues of rural and regional country schools. Preparation of principals and leaders via post graduate programs in locations other than rural and regional does not foster culturally appropriate leadership. Provide locality allowances that keep principals and leaders in their homelands.

Rating: 5

## School and Community

A sense of identity, belonging and hope for the future is nurtured by strong relationships and partnerships between individuals, families and members of the school and greater community. Asking families what schools can do for them, as opposed to stating family problems are preventing student engagement would be far more supportive than the current family victim blaming approach by schools.

Rating: 7

## Information and Communication Technology

The Telecommunication Ombudsman must be consulted to identify the exact depth and breadth of ICT problems experienced by rural and regional communities. Towns within a 20km radius of our regional city centre do not have adequate internet connection to enable students to access the city's university online learning material or submit essays, etc. This means students have to drive to town just to access their online learning material or consider boarding on campus. Regional high schools in Bunbury also do not have dependable ICT equipment or connection which constantly disrupts learning. This requires an immediate fix. There is more technology and internet connectivity in the local McDonalds stores than in our education institutions.

Rating: 7

## Entrepreneurship and schools

Rating: 5

Improving access – enrolments, clusters, distance education and boarding

Rating for enrolments: 4

Rating for clusters: 0

Rating for distance education: 0

Rating for boarding: 0

## Diversity

The EASN and AIEO budget projection for 2018-2020 does not adequately support the diverse cultural and ethnic needs of our multi-cultural society. Expert knowledge and skills of an AIEO are required to assist Indigenous students. It is Department of Education Policy that all Aboriginal students in primary and secondary schools must be resourced and supported to achieve their academic learning outcomes. However there is an absence of AIEOs in most regional primary and secondary schools in Bunbury. I have heard some independent school leaders state they use their allocated funding for EASNs and AIEOs as they consider necessary - are the school leaders experts in deciding what resources a special needs, or ATSI, or migrant students requires to excel in their learning journey? Engage an expert to advocate/negotiate these needs please.

Rating: 7

## Transitioning beyond school

Better support frameworks as required by individual students and their families.

Rating: 7

Additional Comments

