

New South Wales	Title	Description	Weblink
State Policies	NSW Aboriginal Education Policy	The NSW Aboriginal Education Policy is informed by developments in state and national education and training policies and reports on Aboriginal issues. These policies and reports highlight the importance of literacy skills for Aboriginal students and encourage the integration of Aboriginal Australian studies into all school curricula. Equality is one of the democratic values that underpins the NSW public school system and all students are entitled to conditions which will lead to the successful completion of schooling. For this to be achieved all students are considered to be unique. Their differences are taken into account when designing education programs. These differences include ethnicity; language and	http://www.schools.nsw.edu.au/learning/yrk12focusareas/aboriginal/
	Aboriginal Education and Training Directorate School, <i>Aboriginal Education Policy (AEP)</i>	To promote the educational achievements of Aboriginal students To educate all students about Aboriginal Australia	http://www.aboriginaleducation.nsw.edu.au/strategic_policies/policy.pdf
	Multicultural Programs Unit, NSW Department of Education and Training (July 2004). <i>English as a Second Language: Guidelines for schools</i> (Policy document identifier: PD/2004/0023/V001)	Aboriginal and Torres Strait Islander students who are enrolling in school and who speak an Indigenous language and require ESL assistance, are eligible for support under the English as a Second Language — Indigenous Language Speaking Students (ESL-ILSS) program. (Section 6, p.19)	https://www.det.nsw.edu.au/policies/curriculum/schools/esl_guide/pd04_23_ESL_Guidelines.pdf

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State Strategies	DET NSW (2000). <i>New Partners, New Learning, New South Wales: State VET Plan 2001-2005: Vocational Education & Training for Indigenous Communities in NSW</i>	Provides a complementary, supportive and focused implementation and operational framework to advance both the objectives of the national strategy and the state-based priority areas in the BVET's (Board of Vocational Education Training's) Strategy. The realisation of these goals will help ensure that Indigenous people in NSW are provided with the life and work skills to succeed in this new century.' (p.3)	http://www.aboriginaleducation.nsw.edu.au/strategic_policies/NPNLbkt_120dpi.pdf
	Board of Studies NSW (2001). <i>Working with Aboriginal Communities: A Guide to Community Consultation and Protocols</i>	3.2 Working with Aboriginal people in your school The best way for students to learn about Aboriginal history and culture is to listen to the experiences of Aboriginal people. Wherever possible local Aboriginal people should be invited to share their experiences with the students. Within each community there are Aboriginal people of all ages who have had diverse life experiences. Many of these people are willing to talk about their family, their community and their history, but teachers need to make them feel welcome at the school and respected. (p.17)	http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/work_aborig_comm.pdf

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	DET, NSW (last modified 2005). <i>Aboriginal Education and Training Directorate</i>	<p>Aboriginal Education and Training Directorate (AETD) is responsible for improving the education and training outcomes of Aboriginal students. It provides a framework for the development of policies and guidelines. In addition, it provides leadership and advice in the development of specific courses for Aboriginal people. As of 2003 there were 19,634 Aboriginal people studying in TAFE NSW.</p> <p>The following programs are offered online:</p> <ul style="list-style-type: none"> • Book Rap • Aboriginal Cultural Funding Program • Aboriginal Early Language Development Program (AELDP) • Aboriginal Education Assistants (AEAs) • Aboriginal Education Assistants' (AEA) Training and Development • Aboriginal Languages Program • Aboriginal Programs Targeted Funding Program • Aboriginal Student School Leadership Program • Aboriginal support staff across NSW • Learning Works • National Aboriginal and Torres Strait Islander (NATSI) Week poster • National Reconciliation Week poster • Bidialectal Approach to Teaching Standard Australian English • The National Indigenous English Literacy and Numeracy Strategy (NIELNS) – Otitis Media Strate • National Indigenous English Literacy and Numer • National Indigenous English Literacy and Numer 	http://www.aboriginaleducation.nsw.edu.au/school_programs/index.html

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	Aboriginal Education and Training Directorate, NSW DET last modified 2005). <i>Aboriginal Early Language Development Program (AELDP)</i>	The purpose of the AELDP is to improve literacy and numeracy outcomes for Aboriginal students in K-2 by providing schools with an Aboriginal Education Resource Teacher (AERT). The AERT is an above establishment position and their role involves team – teaching with existing K-2 staff focusing on the language development of Aboriginal students.	http://www.aboriginaleducation.nsw.edu.au/school_programs/index2.html
	Aboriginal Education and Training Directorate Community (1999) <i>Securing a collaborative partnership into the future: Consolidating a 21 year working relationship</i>	Describes goals and relationship of partners: NSW Department of Education and Training; NSW Aboriginal Education Consultative Group Inc.	http://www.aboriginaleducation.nsw.edu.au/strategic_policies/policy.pdf
	Aboriginal Education and Training Directorate VET, <i>Australia's national strategy for vocational education and training 2004-2010</i>	<ul style="list-style-type: none"> • Industry will have a highly skilled workforce to support strong performance in the global economy • Employers and individuals will be at the centre of vocational education and training • Communities and regions will be strengthened economically and socially through learning and employment • Indigenous Australians will have skills for viable jobs and their culture will be shared <p>Note: web site leads to Australian National Training Authority (ANTA).</p>	http://www.aboriginaleducation.nsw.edu.au/strategic_policies/index.html

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State Assessments	NSW Department of Education and Training (2005). <i>The English Language and Literacy Assessment (ELLA)</i>	<p>ELLA: The English Language and Literacy Assessment (ELLA) assists schools to monitor their Year 7 and Year 8 (if elected) students' achievements in literacy.</p> <p>It provides teachers, parents/caregivers and students with valuable information about a student's literacy skills. These skills are necessary for progress in all subjects through secondary schooling.</p>	http://www.schools.nsw.edu.au/learning/7-12assessments/ellatest.php
Results of Evaluations	Professor John Lester, Director Umulliko Indigenous Higher Education Research Centre, University of Newcastle (2000). <i>Evaluative Research into the Office of the Board of Studies' Aboriginal Careers Aspiration Program for Aboriginal Students in NSW High Schools</i>	Both quantitative and qualitative data analysis indicated that parents/care-givers and in the instance of Indigenous students especially, the extended family played the most significant role in providing advice on careers. While the Aboriginal Careers Aspirations Program aims emphasised the need for Indigenous community involvement and the literature on career programs for Indigenous students continually pointed to the need to involve the Indigenous community, little evidence was found that such involvement existed. (p.40)	http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/acap_coeee_koori_report.pdf

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	Kevin Lowe and Julie Tassone, <i>Aboriginal Career Aspirations Program: School and community Career Education. A Report and Discussion on a NSW Board of Studies Project</i>	Provides a framework for the delivery of career education across compulsory and post-compulsory years. It provides detailed outcomes and pointers against each of the four key areas of career education: <ul style="list-style-type: none"> • Learning about self in relation to work • Learning about the world of work • Learning to make career plans and pathway decisions • Learning the skills required to implement career decisions and manage work/study transitions 	http://www.aare.edu.au/01pap/low01351.htm
		<i>Aspirations Program</i> aims emphasised the need for Indigenous community involvement and the literature on career programs for Indigenous students continually pointed to the need to involve the Indigenous community, little evidence was found that such involvement existed. (p.40)	