

Western Australia	Title	Description	Weblink
<b>State Policies</b>	DET, WA, <i>Plan for Government Schools 2004-2007</i>	<ol style="list-style-type: none"> <li>1. Lifelong learning for an unpredictable and demanding future</li> <li>2. Resilience for a changing world</li> <li>3. Maximising each student's learning</li> <li>4. Employing the most powerful teaching strategies</li> <li>5. A stronger focus on explicit standards and targets</li> <li>6. Evidence-based approaches to improvement</li> <li>7. More flexible pathways for young people</li> <li>8. Networked learning communities</li> <li>9. Values and principles within a strong government school system</li> <li>10. Building local education and training solutions and partnerships</li> </ol>	<a href="http://www.eddept.wa.edu.au/statplan/Plan%20for%20Government%20Schools%202004-2007.pdf">http://www.eddept.wa.edu.au/statplan/Plan%20for%20Government%20Schools%202004-2007.pdf</a>
	DET, WA, <i>English as a Second Language and English as a Second Dialect</i>	ESL Support for Indigenous Language Speaking Students (ILSS) has been developed for Aboriginal students who rarely hear English until they arrive at school.	-
<b>State Strategies</b>	Aboriginal Education And Training, WA DET, <i>Creating the vision 2001-2004: Aboriginal education strategy (A strategy for the accelerated education outcomes for Aboriginals and Torres Strait Islanders</i>	Nine key focus areas pp.1-180	<a href="http://www.eddept.wa.edu.au/Abled/Policies/CreatingtheVision.pdf">http://www.eddept.wa.edu.au/Abled/Policies/CreatingtheVision.pdf</a>

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	Aboriginal Education Branch, WA (1995). <i>Aboriginal Early Childhood Education: Research Project Report</i>	Early childhood education is viewed to be important by WA government school and pre-school system. However many Aboriginal and non-Aboriginal early childhood educators perceive that ECE generally and they as educators are given very little status within the system...Many Aboriginal children are subjected to value judgements about their cultural characteristics which are perceived as traits that need to be corrected, or, as 'deficiencies' and 'difficulties' that have to be controlled and eliminated. (Executive summary, p.6)	<a href="http://www.eddept.wa.edu.au/Abled/Policies/ECE1995.pdf">http://www.eddept.wa.edu.au/Abled/Policies/ECE1995.pdf</a>
	WA DET, <i>Early Literacy and Numeracy (ELAN)</i>	A central initiative is to achieve improved literacy and numeracy outcomes for Aboriginal students	<a href="http://www.eddept.wa.edu.au/Abled/elan.htm">http://www.eddept.wa.edu.au/Abled/elan.htm</a>
<b>State Assessments</b>	WA DET. <i>Western Australian Literacy and Numeracy Assessment (WALNA)</i> : main driver right now; go to Education website for information and also for ALS; marking documents too	The West Australian Literacy and Numeracy Assessment (WALNA) is a curriculum-based assessment that is criterion-referenced and tests students' knowledge and skills in numeracy, reading, spelling and writing. The WALNA test is administered annually to students in years 3, 5 and 7.	<a href="http://www.eddept.wa.edu.au/walna/index.html">http://www.eddept.wa.edu.au/walna/index.html</a>

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	WA DET. <i>Western Australian Literacy and Numeracy Assessment (WALNA) Report</i>	Findings include: <ul style="list-style-type: none"> <li>• The percentages of students achieving the standards in reading, writing and spelling vary from 1998 to 2004.</li> <li>• Girls continue to do better than boys in literacy at all years.</li> <li>• Aboriginal students' literacy performance has shown a trend of improvement since 1998.</li> </ul> Also, see pdf files for WA state performance in reading, writing, spelling and numeracy 2004 for Years 3, 5, and 7.	<a href="http://www.eddept.wa.edu.au/walna/keyreport.html">http://www.eddept.wa.edu.au/walna/keyreport.html</a>
	Diane J. Russell (2002). <i>Aboriginal students can succeed</i>	Book format published by the Aboriginal Education Unit, DETE	<a href="http://www.pipalya.com/rlt/ascs/toc.htm">http://www.pipalya.com/rlt/ascs/toc.htm</a>
	Dr Mort Harslett (1998). Cultural authorisation of research in aboriginal education: A case study	This paper presents a brief overview of some of the issues in cross cultural research in education and then in the context of a case study describes the considerations and processes in acquiring cultural authorisation and authentication of the Quality Schools for Aboriginal Students Project	<a href="http://www.eddept.wa.edu.au/Abled/quality/culauth.htm">http://www.eddept.wa.edu.au/Abled/quality/culauth.htm</a>
<b>Results of Evaluations</b>			

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Background information	<i>The Aboriginal English Web Site</i>	This web site, made possible through a grant from the Equity and Diversity Office at Edith Cowan University aims to: <ul style="list-style-type: none"> <li>• provide a voice for Aboriginal Students within the tertiary system;</li> <li>• raise awareness of Aboriginal English, a recognised dialect of English;</li> <li>• disseminate information about research carried out into Aboriginal English</li> </ul> Other points re tertiary education: <ul style="list-style-type: none"> <li>• In 1993 some 5,578 indigenous people were attending Australian public universities which was 1.3% of all Australian students in percentage terms. National Review of Education for Aboriginal and Torres Strait Islander Peoples, 1994:28-29</li> <li>• Edith Cowan University, in 1995, had an overall student population of 18,058 about 2% (359) of which were Indigenous students.</li> <li>• 479 Indigenous students were enrolled at ECU in 1996.</li> </ul>	<a href="http://www.ecu.edu.au/ses/research/CALLR/AENG/entry.htm">http://www.ecu.edu.au/ses/research/CALLR/AENG/entry.htm</a>
	<i>Western Australian Aboriginal English</i>	Definitions and bibliography	<a href="http://coombs.anu.edu.au/WWWVLPages/AborigPages/LANG/WA/4_7_1.htm">http://coombs.anu.edu.au/WWWVLPages/AborigPages/LANG/WA/4_7_1.htm</a>