WARATAH OUTCOMES FRAMEWORK AND INDICATOR SYSTEM OVERVIEW

IMPACTS

Enhanced Indigenous self-determination and a more socially just society

Enhanced outcomes and experiences for Indigenous people	Increased respect and understanding of Indigenous knowledge and culture throughout the community	Increased Indigenous voice in community culture and decision-making

OUTCOMES

STUDENT OUTCOMES | Improved educational, sociocultural and wellbeing outcomes for Aboriginal and Torres Strait Islander students

Students experience a positive and successful transition into the school and boarding environment	Students are confidently engaged in their learning and have improved literacy, numeracy and other academic outcomes	Students have increased aspiration and expectations towards further education and future employment opportunities	Students have strengthened connection to and pride in their Indigenous culture and heritage

Students have improved social, emotional, and physical wellbeing

RELATIONSHIP OUTCOMES | Strengthened and culturally informed relationships between key stakeholders

Relationships between school, family and community are strengthened and culturally informed	Relationships between staff and students are strengthened and culturally informed

STAFF OUTCOMES | Engaged, supportive and culturally competent school leadership and staff

Staff have the knowledge, skills and confidence to implement culturally responsive pedagogical practices	School leadership are engaged, supportive and committed to improving outcomes for Aboriginal and Torres Strait Islander students

SCHOOL OUTCOMES | Indigenous culture and perspectives are acknowledged, valued, and integrated into curriculum and school life

STRATEGIES

1.	2.	3.	4.	5.	6.	7.	8.
Build strong relationships with family/carers/ community	Support successful transition into the school and boarding	Build strong, culturally responsive staff-student relationships	Increase students' expectations and aspirations	Support students to develop a sense of identity and pride in their Indigenous culture and heritage	Provide students individualised targeted learning and support for literacy, numeracy and other academic outcomes	Embed Indigenous perspectives and knowledge into the curriculum	Provide transition out guidance and support to students

9. Take a whole-of-school approach to improving Indigenous students' outcomes and changing school culture

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IMPACTS

Enhanced Indigenous self-determination and a more socially just society

Enhanced outcomes and experiences for Indigenous people	Increased respect and understanding of Indigenous knowledge and culture throughout the community	Increased Indigenous voice in community culture and decision-making

OUTCOMES

STUDENT OUTCOMES | Improved educational, sociocultural and wellbeing outcomes for Aboriginal and Torres Strait Islander students

Students experience a positive and successful transition into the school and boarding environment

- Staff awareness of transition program and requirements
- Staff understanding of support required for successful transition (including student culture, capabilities, needs)
- Family member confidence navigating school entry procedures, understanding of the school environment, confidence in the school to care for their child
- Student confidence navigating the school environment
- Student awareness of support services available
- Student confidence in the school to meet their needs
- Student, family and staff satisfaction with support for transition, including homesickness
- Student/staff opinion on peer support value in transition
- Student feelings of safety and belonging at school, and in the boarding environment
- Student retention for established periods

Students are confidently engaged in their learning and have improved literacy, numeracy and other academic outcomes

- Student engagement in learning (attendance, motivation, behaviour), Student confidence in own learning capabilities
- Parent reflection on student engagement and confidence
- Student academic self-management skills and preparedness
- Overall student academic progress and performance
- Student literacy outcomes including confidence, progress and performance in literacy elements (e.g. reading, writing, expressive ad receptive language and vocabulary)
- Student numeracy outcomes including confidence, progress and performance in numeracy elements (e.g. number sense, and algebra, measurement, geometry, statistics)
- Staff/student expectations of student academic progress and performance (high-expectation relationships)
- Satisfaction with academic support provided at school
- Successful completion of credentialled stages (RoSA, HSC)

Students have increased aspiration and expectations towards further education and future employment opportunities

- Student awareness of further education options including university and vocational education and training (VET/TAFE)
- Student awareness of university and VET courses, entry
- requirements and pathways
- Student ambition and motivation towards university and/or VET
- Student/teacher confidence that further education is a realistic option for students (expectation of gaining entry)
- Student confidence they will belong or 'fit in' at university/TAFE
- Student awareness of pre-employment opportunities, potential careers and associated career pathways
- Student ambition and motivation towards a career(s)
- Student confidence in their job seeking and employability skills
- Student confidence that a particular career(s) is a realistic option
- Satisfaction with transition-out support provided at school
- Student destinations and graduate outcomes

Students have strengthened connection to and pride in their Indigenous culture and heritage

- Student awareness of Indigenous cultures and heritage, generally and within the school, including traditional practices and languages, and nations represented
- Student sense of connection to culture (cultural identity, values and practices), family, community (may be local and home), country, spirituality and ancestors (traditional knowledges including stories and ceremonies)
- Student willingness to identify as Indigenous at school
- Student willingness to express their culture at school
- Student satisfaction with an identified culturally sensitive physical space at school
- Student pride in their Indigenous culture and heritage (self, family or teacher report)
- Student opinion of how their Indigenous culture is valued by all students, teachers and other school staff

Students have improved social, emotional, and physical wellbeing: Indicators integrated across framework (especially connection outcome), as well as: Student satisfaction with life as a whole, physical and mental health, ability to manage thoughts and feelings; Student and staff satisfaction with school support for wellbeing

RELATIONSHIP OUTCOMES | Strengthened and culturally informed relationships between key stakeholders

Relationships between school, family and community are strengthened and culturally informed

- Staff awareness of personal cultural assumptions and the impact of these on relationships with family and community
- Family and community satisfaction with communication with the school
- Family and community members sense of genuine involvement in school decision-making (also staff perspective)
- Levels of trust between family and school, community and school; willingness to engage in challenging conversations
- Levels of family and community engagement, including in school life and events, and understanding of how to support students
- Family and community satisfaction with relationships with school; staff satisfaction with relationships with family and community

Relationships between staff and students are strengthened and culturally informed

- Staff and student awareness of personal cultural assumptions and the impact of these on relationships (staff-student, peer)
- Staff understanding of the unique talents, interests, knowledge and circumstances of individual students, as well as culture/nation
- Student and staff opinions on staff 'fairness' and 'firmness' towards students (characteristics of high-expectations relationships)
- Student feelings of being cared for and supported by staff and peers; feelings there is someone at school they can go to for help
- Levels of trust in student-staff relationships; levels of trust in peer relationships
- Student willingness to engage in challenging conversations with staff and peers
- Student overall satisfaction with how they get on with staff and peers at school

STAFF OUTCOMES | Engaged, supportive and culturally competent school leadership and staff

Staff have the knowledge, skills and confidence to implement culturally responsive pedagogical practices

- Staff awareness and engagement in Indigenous culture and perspectives (generally and represented within the school), and related events and activities; Staff reported benefit of professional learning related to Indigenous culture and perspectives; Staff cultural competence including knowledge and skills in culturally responsive practices; Staff levels of confidence to implement culturally responsive practices; Student/staff recognition and reported benefit of implementation of culturally responsive practices

School leadership are engaged, supportive and committed to improving outcomes for Aboriginal and Torres Strait Islander students

- School leadership engagement in Indigenous culture, opinion on importance of and support for improving academic and other outcomes for Indigenous students, understanding of issues involved in improving Indigenous students' outcomes; Stakeholder
- opinion of school leadership support for improving outcomes; School leadership role modelling of inclusive and culturally responsive practices, and actions or demonstrated commitment to improving academic and other outcomes for Indigenous students

SCHOOL OUTCOMES | Indigenous culture and perspectives are acknowledged, valued, and integrated into curriculum and school life

- Requires a whole-of-school approach to indicator assessment with evidence from Indigenous and non-Indigenous people
- Student, staff and community awareness of Indigenous cultures represented within the school, visual signposts, activities and events demonstrating acknowledgement of Indigenous culture and perspectives; Student, staff and community opinion on the value of Indigenous culture and perspectives in school and wider community; Benefits of Indigenous programs embedded into school learning/teaching frameworks; Student/staff reported benefits of inclusion of Indigenous perspectives and materials in curriculum

STRATEGIES

1. Build strong relationships with family/carers/community	2. Support successful transition into the school and boarding	3. Build strong, culturally responsive staff-student relationships	4. Increase students' expectations and aspirations	5. Support students to develop a sense of identity and pride in their Indigenous culture and heritage	6. Provide students individualised targeted learning and support for literacy, numeracy and other academic outcomes	7. Embed Indigenous perspectives and knowledge into the curriculum	8. Provide transition out guidance and support to students

9. Take a whole-of-school approach to improving Indigenous students' outcomes and changing school culture