

# Checklist

Tick ✓ the relevant boxes

	Doing well	Could improve	Not doing at present	Could be tried
<b>General</b>				
■ Have you specifically (and sensitively) investigated the backgrounds, aspirations and needs of your Indigenous students?				
■ Do you know their families and carers on a friendly basis?				
■ Are processes in place for liaising and maintaining regular contact with members of local communities?				
■ Do you have easy access to local data about achievement, retention and attendance of your Indigenous students?				
■ Do you have specific targets in place for students' success and have you implemented means for their achievement?				
■ Does each Indigenous student have a Personalised Learning Plan (PLP)?				
■ Are teachers, students and parents (or carers) all involved in the PLP process?				
<b>Acknowledgment, recognition and support of Indigenous cultures</b>				
■ Are provisions in place for non-Indigenous staff to learn about Indigenous cultures in general and local Indigenous cultures in particular?				
■ Is there a recognisable Indigenous 'presence' in the school in terms of teaching and employed support staff, guests to the school and other support personnel?				
■ Does the school recognise and express its respect for the cultures of its Indigenous students?				
■ Are the ways it does so acceptable to and appreciated by local Indigenous community members?				
<b>Developing skills</b>				
■ Is intensive support available for students whose skills in reading and writing Standard Australian English (SAE) and numeracy are below conventional levels?				
■ Are procedures in place for testing for hearing or vision impairment and responding to any problems?				
■ Is regular use made of the life experiences and knowledge of students to make connections with other curricular content?				
■ Are Indigenous cultures represented in an accurate and relevant way in the curriculum?				
■ Are there consistent opportunities available for students to work cooperatively?				
■ Are learning activities varied (for example, via the use of ICTs)?				
■ Are learning activities related to students' learning strengths?				
<b>Attendance and participation</b>				
Where regular attendance and consistent participation are problems,				
■ do you have an individual 'case management' process in place?				
■ are Indigenous peers, mentors or members of staff used to support individual students?				
■ have you worked with key members of the local community to discuss possible strategies that might change the situation?				