

Tenterfield High School

Annual Report



2018



8358

Introduction

The Annual Report for **2018** is provided to the community of Tenterfield High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Sandra Rosner

Principal

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School background

School vision statement

At Tenterfield High School, we aim to promote a dynamic, engaging and positive learning environment, encouraging high expectations that support lifelong learners.

School context

Tenterfield High School, situated 18km south of the Queensland border, is a rural school catering for the needs of approximately 270 students including 12% Aboriginal and/or Torres Strait Islander students. The school caters for students with a range of abilities and includes two multi-categorical classes. Quality teaching and learning form the basis for excellent educational initiatives, ranging from a whole school Literacy program, Agricultural and successful vocational education programs. The students are highly active within the community and reach state level in a variety of sporting events. Staff range from experienced to early career and are committed to improving the educational opportunities at Tenterfield High School to reflect 21st century teaching and learning. The school enjoys very strong parent and community support with significant ties to the local Aboriginal community, and has in place a highly developed student welfare system.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our school is delivering on learning culture, wellbeing, curriculum and student performance measures. We are sustaining and growing with respect to our assessment and reporting processes. In the domain of teaching, we are delivering effective classroom practice and professional standards, while sustaining and growing with respect to data skills and use and learning and development. In the Leading domain, we are delivering with respect to school planning, implementation and reporting and sustaining and growing in educational leadership, school resources and management practices and processes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Successful learners

Purpose

To promote dynamic and engaging environments that inspire students to embrace life long learning through holistic initiatives, quality teaching and learning programmes and critical and creative processes.

Overall summary of progress

Improvements in HSC achievements will take a little longer to achieve, it is not a single year fix. Z scores testify that a number of subjects across KLAS have very pleasing results and these need to be reflected more widely in future years. HSC students have been very successful in attaining their preferences in post school destinations, recognised in and beyond our community as valuable young people. While some NAPLAN results are improving, there is further improvement that could be made..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in HSC achievements. No band 1 or 2 results.	Beginning teachers funding \$20 000 targeted PL \$2 000	Students are counselled into appropriate subject choices and their progress tracked so that changes can be made if they are unable to engage in particular courses.
Z scores testify to better HSC outcomes across all subject areas	Exec training \$5 000	HTs have been upskilled in their responsibilities regarding the HSC for the subjects they supervise. They have been working with groups and individual staff members to ensure students choose subjects wisely and well.
Students successful in attaining their preferences in post school destinations, inspired to reach for an exciting and challenging future life path.	Rural and Remote Grant \$14 500 Excursions and incursions \$5 000 AIME \$5 000	Mentor teachers and year 12 students have regular informal meetings to support student post school success Students are more aware of and confident about choices available to them and pathways to their working futures
Improvement in NAPLAN results, more students achieving band 8. Students pushing up from lower and middle bands across the board.	PL \$2 000 Set up and staffing of learning support room \$20 000	Numeracy results continue to lead our NAPLAN data and this year, year 9 numeracy is close to state average. More specific attention will be given to spelling going forward, including through Best Start testing

Next Steps

We will continue to offer a range of curriculum choices to suit each cohort and to upskill head teachers and their staff in guiding students to appropriate subject choices, engagement, study skills development, mentoring and associated strategies to remove band 1 and 2 outcomes and to lift Z scores over time. Best start training for year 7 students is anticipated to assist in the improvement of NAPLAN results and Mathletics will continue as a strategy to support numeracy.

Strategic Direction 2

High Performing Staff

Purpose

To further build the capacity of staff with relevant and inspiring professional learning, enabling them to engage with the diverse and emerging needs of learners.

Overall summary of progress

Experienced staff continue to explore Highly Accomplished and Lead avenues, however, none have fully committed to this pathway. A number of staff seeking promotion have taken advantage of training, coaching and mentoring opportunities provided through our school. One current staff member has successfully attained substantive head teacher status here and another has acted in a new head teacher role which will continue into the 2019 school year, funded above establishment. Capacity building has been very successful with middle executive gaining confidence and experience and school leaders identified outside of the formal executive structure have enthusiastically and competently taken ownership of programs and projects across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A proportion of teaching staff will attain Highly Accomplished and Lead teacher accreditation	PL re distributed leadership \$2 000	While there is interest in Highly Accomplished and Lead accreditation, this avenue has not been fully explored by staff members.
Staff seeking promotion will be successful in attaining executive positions whether within or beyond Tenterfield High School	Ongoing coaching/mentoring of exec and aspiring exec \$2 000	A significant number of suitable staff have been given the opportunity to move into formal and informal leadership roles. Executive decisions are more routinely made in a distributed and collaborative fashion.
Distributed leadership will become more evident, efficient and effective across the school (capacity building)	Future focused furniture, \$85 000	The skills of 2 retired deputies are being utilised for executive support and coaching/mentoring.
Professional learning will be reflected in classroom practices, student engagement and student outcomes		Study centre, study hall and library have been upgraded to futures learning capabilities.

Next Steps

In 2019 and beyond we will continue to use a range of strategies to guide and support staff members to engage with appropriate professional learning to enhance their classroom practices for heightened student engagement and outcomes.

Strategic Direction 3

Positive Partnerships

Purpose

To encourage community participation in school life and foster effective leadership and positive partnerships between students, staff and the wider community, facilitating the growth of our students into confident, creative, educated and resilient citizens.

Overall summary of progress

Community engagement has increased, including the use of our community room, attendance at our family days (including Grandparents and Community Wellbeing Days) and use of school facilities by community groups (eg. Circus and sport training). In 2019 we have increased our year 7 enrolment from 2 to 3 classes. While we increased the proportion of feeder school students enrolling into year 7, numbers were not quite as high as anticipated as several families relocated out of the area. the role of the Year Adviser was expanded, a learning centre established and a mentor program and study hall for seniors set up, which ensured that every student is known, valued and cared for in our school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased positive interaction across the school and parents/ community	SASS member undertaking Community Liaison Officer role 1 day/week \$8 000 SASS member running communications across community \$8 000 Employment of Special Projects officer \$20 000 NAIDOC celebrations \$2 000 Lateral Violence workshops \$3 000	Upskilling of SASS staff member to CLO capabilities and subsequent upskilling of other SASS members to backfill duties. Communications team with SASS, teaching, non teaching staff and Principal has been established under guidance of a private provider. Special Projects officer has sources a number of grants, some of which have come to fruition. NAIDOC once again a community in school event with very good cross the board participation Lateral violence workshops well received by students and staff.
Increased proportion of feeder school students enrolling into Year 7 and completing their secondary education at THS	SSO/YOW employed for transition projects \$50 000	Student Support Officer/Youth Outreach Worker has maintained an active presence with community agencies, including Armajin, TSDC, the Benevolent Society and our Police Liaison Officer. She has managed our inaugural Community Wellbeing Day and Bullying No Way day and provided an alternative adult presence to teachers at our school camps.
Several programs/projects set up and maintained that result in measurable improvements in community participation in school life	Resources for ATSI community room \$3 000 Community wellbeing day \$2 000	ATSI room becoming more often and thoroughly used Community Wellbeing Day deemed successful across the community and plans were immediately made for expansion in future years. Grandparents Day bigger (again) than last year –

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Several programs/projects set up and maintained that result in measurable improvements in community participation in school life	Grandparents day \$2 000 Teen Mental Health First Aid training \$1 000	wonderful advertising for the community focus of THS Teen Mental Health First Aid well delivered and received by student leaders 7–12. Planned to extend in 2019.
Every student is known valued and cared for in our school community	Safe on Social media \$1 000 Take the Lead – leadership \$1 500 Study Skills seminars \$1 400 Smiling Mind workshops \$3 000 Parent information evenings \$200	Each of these programs have been deemed successful by our students, staff and community. They will continue to run in future years.

Next Steps

We will maintenance and expand programs and projects for increasing community engagement in our school. We will continue our excellent transition program run by our Youth Outreach Worker and extend our Community Wellbeing Day to incorporate an even greater range of agencies, families and community groups. Our new Communication Team of SASS, Special Projects Officer, community members and teaching staff will continue to evolve in order to increase positive and professional interactions across our community.

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	<p>Employment of a highly experienced teacher mentor for beginning teachers – 1 day per week per teacher</p> <p>PL visits to schools with outstanding faculty performance for targeted beginning teachers</p> <p>\$31 000</p>	<p>Improvement in performance of beginning teachers</p> <p>Resources developed and programs planned, written, delivered and reviewed in a manner to suit student cohorts</p> <p>Mentor freed up executive for other administrative, leadership and management work.</p>
Aboriginal background loading	<p>Community Liaison Officer position continued from 2017 (1 day per week)</p> <p>Community room activities expanded</p> <p>Indigenous programs including AIME</p> <p>SLSOs</p> <p>\$15 000</p>	<p>Higher attendance and more focused engagement in Aboriginal programs both by individuals and across the Aboriginal student population</p> <p>Students needing support guided to appropriate staff/agencies and making more use of these resources</p>
Low level adjustment for disability	<p>SLSO employment</p> <p>\$25 000</p>	<p>5 part time student learning support officers (SLSOs) employed.</p>
Socio-economic background	<p>Wags the Dog engagement program</p> <p>\$10 000</p> <p>Stage excursions supplemented for team building</p> <p>\$10 000</p> <p>Social and Emotional Wellbeing Officer</p> <p>\$15 000</p>	<p>A variety of programs implemented targeting stages, year groups, small groups and individuals as required for educational and wellbeing purposes including Disengaged Boys' program, ATSI cultural group, Wags the Dog, Rosie the therapy dog, Mindfulness and alternative educational delivery such as the Learning Centre and Study Hall for Seniors..</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	124	116	117	119
Girls	132	140	145	145

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89.5	89.6	88.8	92.2
8	84.8	88	87.6	89
9	87.8	83.2	84.4	86.1
10	83.6	82.5	84.7	81.7
11	88.6	84.2	80.5	82.9
12	86.9	84	84.3	91.7
All Years	86.9	85.4	85.1	87.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

It is pleasing to see the increased attendance in 5 out of 6 cohorts. This increase, which takes our year 7, 11 and 12 students above state average and year 8 students to state average, is the result of wellbeing programs designed to engage targeted groups and individuals as well as the modification of attendance requirements for senior students regarding their study periods. The year 10 cohort has included a significant group of students who have found it difficult to engage with their learning in the school environment and during the year these individuals have been supported to find employment opportunities and more suitable avenues for study, including apprenticeships, Distance Education and TAFE options.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	4.3	3
Employment	5.5	21.7	39.4
TAFE entry	9	4.3	9.1
University Entry	0	0	42
Other	16	6.1	6
Unknown	0	8.7	0

Year 12 students undertaking vocational or trade training

3 students who studied VET Engineering are now apprentices, 2 were offered their apprenticeships prior to completing year 12. 1 SBAT Health student is taking a gap year and then continuing Nursing training. 1 SBAT Certificate 3 Agriculture student is now employed full time managing a property. 1 VET Primary Industries student has gained full time employment within the agricultural industry. 1 VET Hospitality student is continuing to a Bachelor of Tourism and Hospitality at University.

Year 12 students attaining HSC or equivalent vocational education qualification

31 students attained their HSC credential in 2018, which is 100% of the Year 12 cohort.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	19.3
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.18
Other Positions	1

*Full Time Equivalent

At Tenterfield High School we are very pleased to have a Wiradjuri woman on our teaching staff and a Bundjalung Elder as a member of our SASS team.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

Teachers were involved in a wide range of professional learning in 2018, which was mainly school based, but included workshops at other locations including schools in the North Coast and New England areas.. At the beginning of the school year, all staff completed the mandatory Child Protection Training. We currently have no beginning teachers at our school.

A particular highlight of 2018 professional learning was the attendance of 4 of our teaching staff at Project NEST at Singleton High School. Participants learnt how to implement REAL projects (rigorous, engaging, authentic learning). From this significant professional development we will initiate a REAL project to run for all students in year 7 2020 for the entire year.

Professional learning developed the mindsets and capabilities of our staff to reflect on current practice, partake in professional dialogues and led to all teachers actively developing a PDP to improve their own performance.

All teachers are maintaining accreditation at proficient and several senior members of staff continue to investigate the requirements for highly accomplished and lead standards, aligning requirements to their PDPs for 2018.

All staff were encouraged to seek courses offered externally to the school in relevant teaching, management and administration areas to develop their skills in teaching, understanding the way in which students learn and management strategies. STEM, ALARM, effective classroom management and differentiated learning as well as a new curriculum implementation were popular themes to teacher professional learning this year.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31

December 2018.

	2018 Actual (\$)
Opening Balance	350,527
Revenue	5,100,422
Appropriation	4,906,787
Sale of Goods and Services	76,989
Grants and Contributions	113,000
Gain and Loss	0
Other Revenue	0
Investment Income	3,646
Expenses	-4,949,838
Recurrent Expenses	-4,949,838
Employee Related	-4,247,494
Operating Expenses	-702,344
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	150,584
Balance Carried Forward	501,111

Our finance committee, consisting of our Principal, SAM and teacher, student and parent representatives meet regularly to determine the most appropriate use of funds for the school year. Several important infrastructure upgrades to support learning and wellbeing have been funded, in accordance with future focused learning, including a \$60 000 library upgrade, \$10 000 computer room upgrade and community room, study hall and study centre established. Computers and playground equipment were purchased, grounds improved and human resources such as a Social and Wellbeing Officer, Special Projects Officer and Teacher Mentor were funded.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,768,497
Base Per Capita	52,492
Base Location	98,865
Other Base	3,617,141
Equity Total	327,140
Equity Aboriginal	24,873
Equity Socio economic	160,860
Equity Language	0
Equity Disability	141,407
Targeted Total	425,924
Other Total	180,243
Grand Total	4,701,804

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

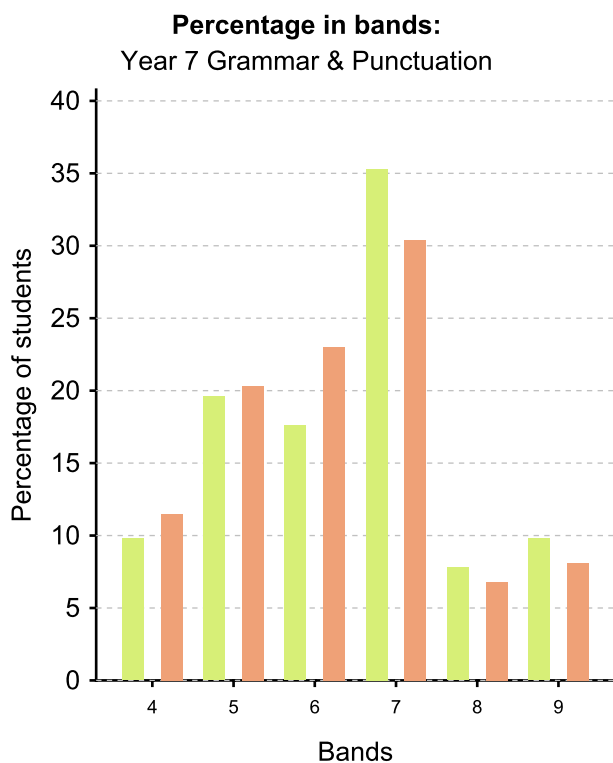
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

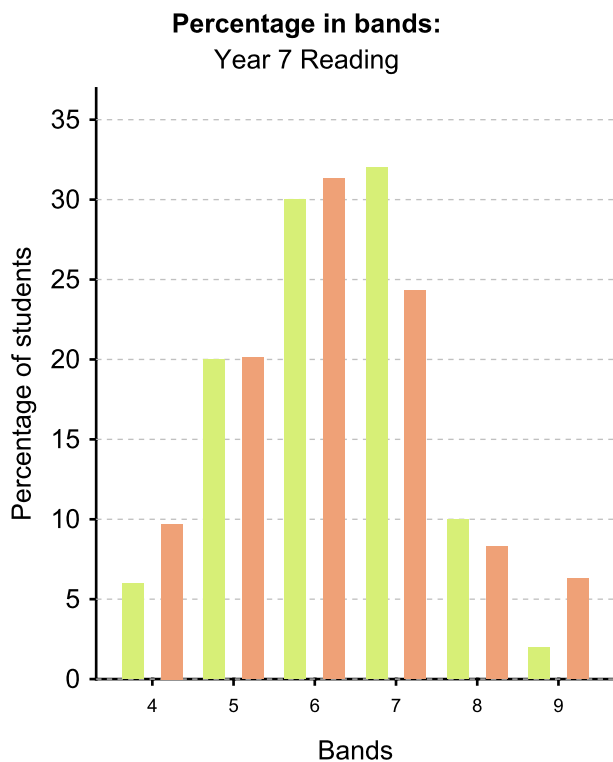
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Reading, spelling and writing have all improved from last year's cohort in year 9 and only spelling has taken a downward turn in year 7. growth in spelling from year 7 to year 9 is above to state average.



Percentage in Bands
School Average 2016-2018

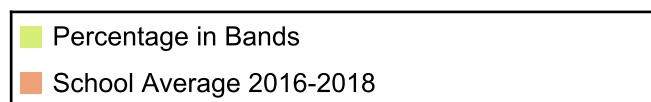
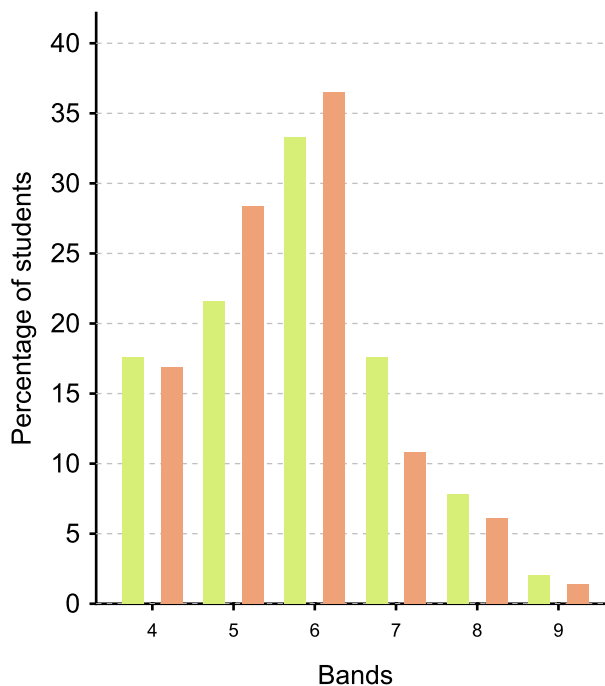
Band	4	5	6	7	8	9
Percentage of students	9.8	19.6	17.6	35.3	7.8	9.8
School avg 2016-2018	11.5	20.3	23	30.4	6.8	8.1



Percentage in Bands
School Average 2016-2018

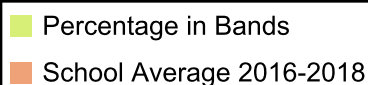
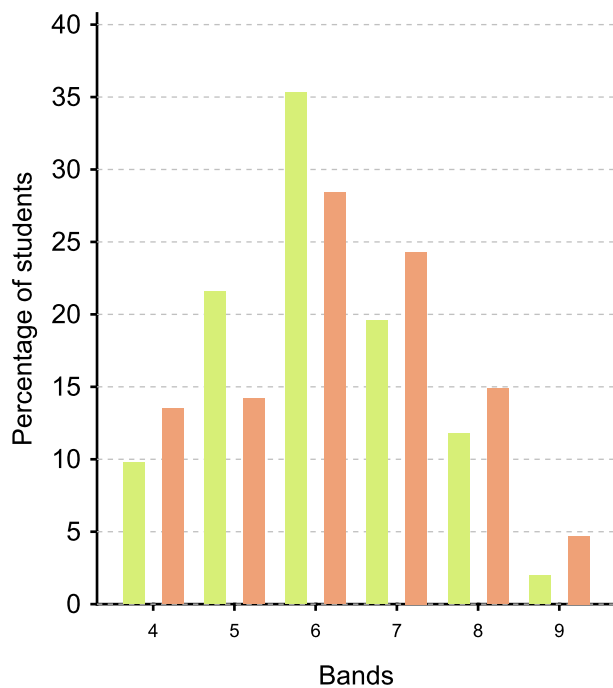
Band	4	5	6	7	8	9
Percentage of students	6.0	20.0	30.0	32.0	10.0	2.0
School avg 2016-2018	9.7	20.1	31.3	24.3	8.3	6.3

Percentage in bands:
Year 7 Writing



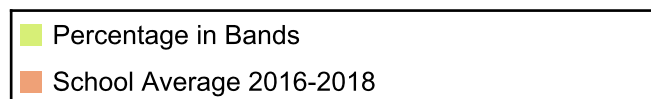
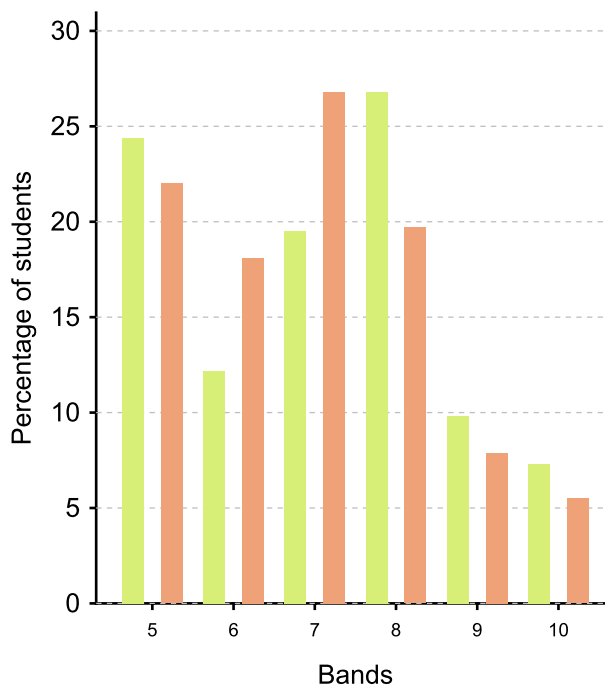
Band	4	5	6	7	8	9
Percentage of students	17.6	21.6	33.3	17.6	7.8	2.0
School avg 2016-2018	16.9	28.4	36.5	10.8	6.1	1.4

Percentage in bands:
Year 7 Spelling



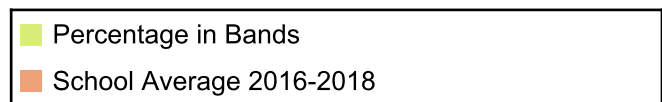
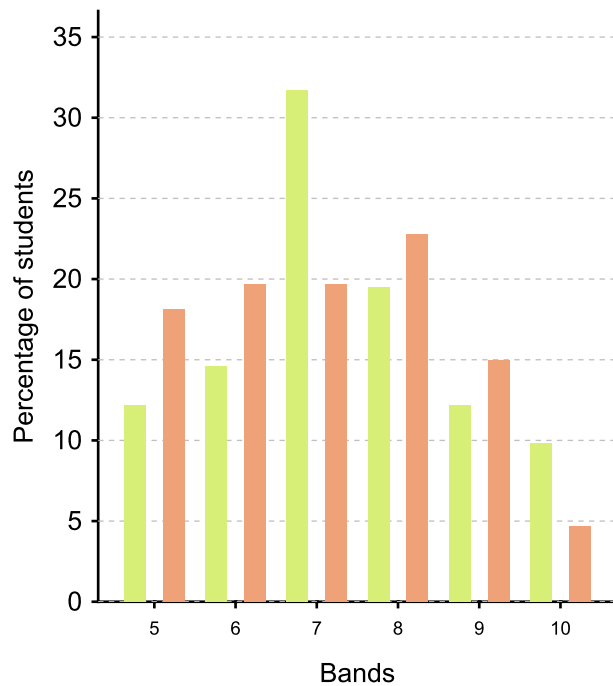
Band	4	5	6	7	8	9
Percentage of students	9.8	21.6	35.3	19.6	11.8	2.0
School avg 2016-2018	13.5	14.2	28.4	24.3	14.9	4.7

Percentage in bands:
Year 9 Grammar & Punctuation



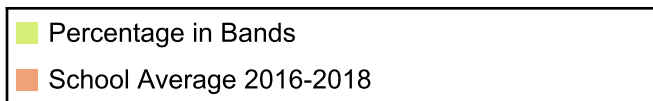
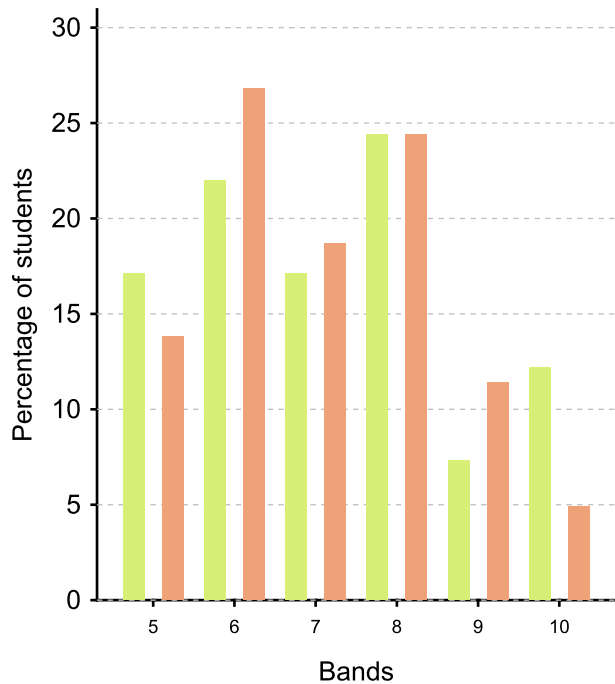
Band	5	6	7	8	9	10
Percentage of students	24.4	12.2	19.5	26.8	9.8	7.3
School avg 2016-2018	22	18.1	26.8	19.7	7.9	5.5

Percentage in bands:
Year 9 Spelling



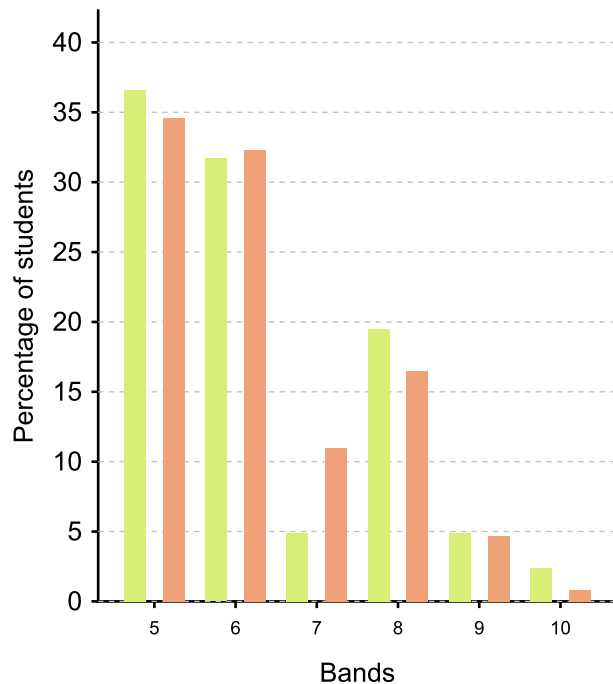
Band	5	6	7	8	9	10
Percentage of students	12.2	14.6	31.7	19.5	12.2	9.8
School avg 2016-2018	18.1	19.7	19.7	22.8	15	4.7

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	17.1	22.0	17.1	24.4	7.3	12.2
School avg 2016-2018	13.8	26.8	18.7	24.4	11.4	4.9

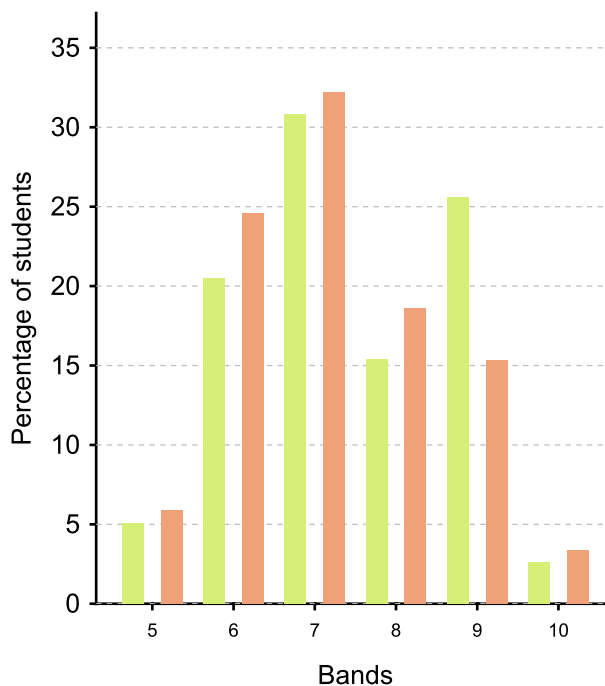
Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	36.6	31.7	4.9	19.5	4.9	2.4
School avg 2016-2018	34.6	32.3	11	16.5	4.7	0.8

Numeracy results for year 9 have indicated strong growth from just below schools of a similar starting point to very close to state average..

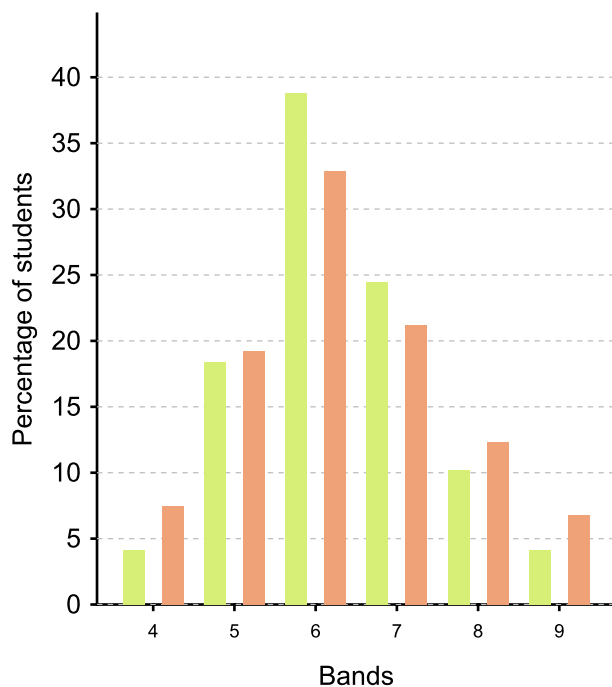
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	5.1	20.5	30.8	15.4	25.6	2.6
School avg 2016-2018	5.9	24.6	32.2	18.6	15.3	3.4

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

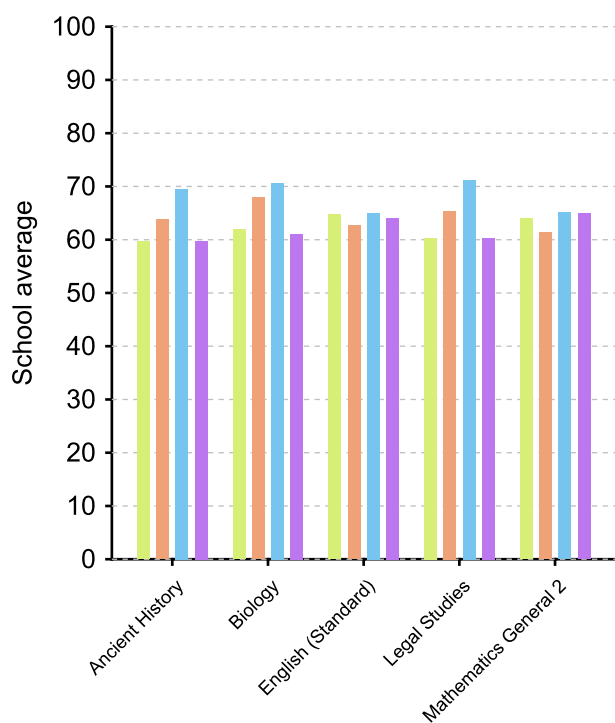
Band	4	5	6	7	8	9
Percentage of students	4.1	18.4	38.8	24.5	10.2	4.1
School avg 2016-2018	7.5	19.2	32.9	21.2	12.3	6.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2018, 4.55% of our Aboriginal students achieved the top 2 bands in reading and numeracy.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018, our students achieved Band 5 results in ancient History, Advanced English, Hospitality, Mathematics General, Metal and Engineering, PDHPE and Primary Industries.



Biology	61.9	68.0	70.7	61.0
English (Standard)	64.7	62.6	65.0	64.1
Legal Studies	60.3	65.4	71.2	60.3
Mathematics General 2	64.0	61.4	65.1	64.9
Personal Development, Health and Physical Education	61.7	66.9	69.5	61.7

Parent/caregiver, student, teacher satisfaction

Parent, teacher and student satisfaction with the school

In 2018 the school participated in the *Tell Them From Me* student, parent and teacher surveys.

This was the first participation by parents and teachers, providing useful benchmark data for analysis of future trends.

Fourteen parents participated in this initial survey, with results reflecting but slightly below state norms.

Teacher responses also reflected state norms. In relation to teachers with 5 or less years of experience, responses in relation to collaboration, school leadership and learning culture were at or above state norms.

Student responses indicated that sense of belonging, attendance, positive relationships, grades in English, Mathematics and Science, involvement in extra-curricular activities and student effort had all increased. Students, especially Aboriginal students, also reported an overall drop in bullying.

SUPPORTING DATA

Student results from Snapshot 1 to Snapshot 2 of TTFM in 2018:

Reported levels of bullying:

Dropped across the board including a drop from 42% to 31% of Aboriginal students reporting they had been bullied

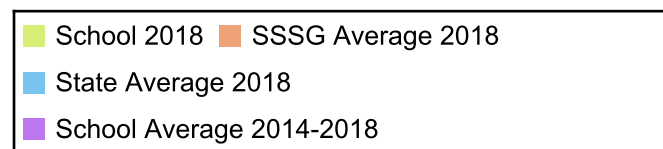
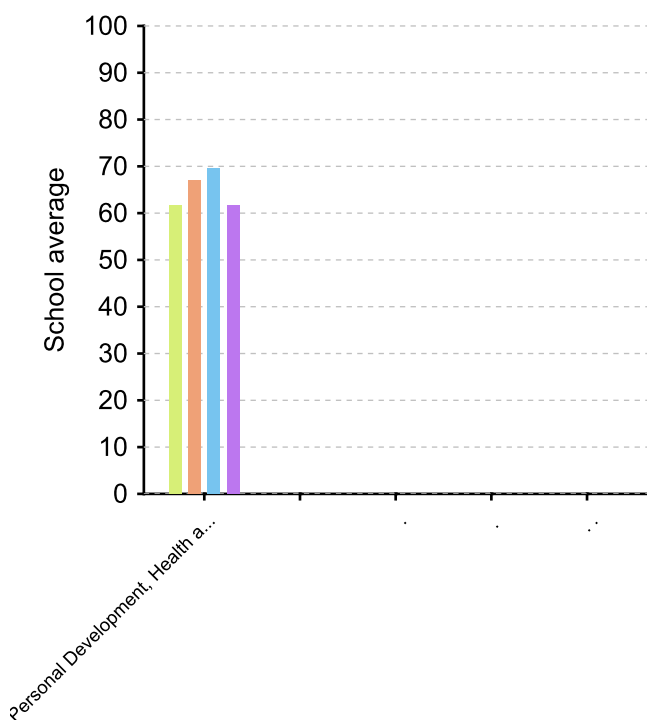
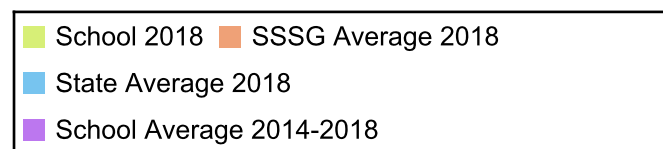
Positive Relationships:

All years groups except Year 7 reported an increase with a 5% increase overall from 58% to 63%.

Sense of belonging:

Increased by 2% from 38% to 40%.

Student attendance:



Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	59.7	63.8	69.5	59.7

Truancy dropped by 2%.

Student Grades in English, Mathematics and Science:

Grades in English increased (on average) by 4%,
Maths by 5% and Science by 2%

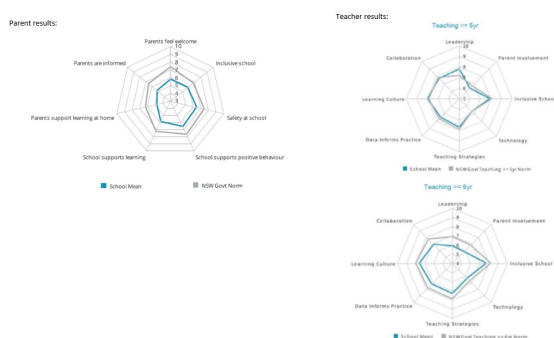
Involvement in extra-curricular activities:

Increased overall, with significant increases in Year 9
(6% to 18%) and Year 11 (9% to 14%)

Student Effort:

Increased from 46% to 48%. Over 50% of students say
that they try to do their best and a slightly larger
percentage say that they try to improve.

centre with a widening range of providers and
programs, we have updated our anti-bullying policy
and procedures and increased our cultural awareness
programs.



Policy requirements

Aboriginal education

Under the guidance of the Aboriginal Education and Training Policy, Tenterfield High School has once again sourced resources and professional learning to promote the inclusion of Aboriginal perspectives and content across KLAs. All Aboriginal students have individual education plans to support their individual needs and are invited to participate in activities in our Aboriginal learning centre as part of our ATSI group each Wednesday morning – 2hr session per week. This group has grown to include agency representatives, Elders and community and students and staff from our primary schools. Several students have Student Learning and Support Officers assisting them and most take advantage of our individual and small group learning centre run by our HT Wellbeing. We work closely with Armajin Aboriginal Health Service and our Social and Wellbeing Officer has a wealth of experience supporting Aboriginal students and communities.

Multicultural and anti-racism education

The milestones of Strategic Direction 1 (Successful Learners) and Strategic Direction 3 (Connected Community) incorporate multicultural inclusivity. Our well developed Wellbeing projects and programs strongly support the recognition and celebration of difference and standing up against antisocial behaviours. We have expanded our Aboriginal learning