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2012 HSC - Aboriginal Studies

Band 4/5

Sample 2 Question 13(b)

My chosen Aboriginal community is the Wodi Wodi people of the Djabawal Nation and my international Indigenous community is the Nga Puhi of Northlands in New Zealand.

Strategies to improve indigenous outcomes have always been a problem in which some work and some don't. In both the Wodi Wodi and Nga Puhi communities governments have introduced programs to assist and aid educational outcomes for all indigenous people.

in the local community most high schools have the introduction of Aboriginal studies to those of year 11 and 12 to educate them of their plight. With the appointments of an Aboriginal Assistant officer (AEO) ~~to~~ who aims to keep Aboriginal students at school by promotion of culture, such things include government funded Breakfast clubs which are occurring at the Warilla Baptist church and three local high schools to make sure they are fed, to keep from misbehaving.

A powerful initiative in New Zealand is that the government has introduced a bilingual and immersion program, where 50-80% of class time is taught in Te Reo - Nga Puhi language. The introduction of culturally appropriate context keeps the Nga Puhi communities in school.

This is a program that couldn't occur in the local area due to the fact there are too many local Aboriginal languages. Thus this technique is not beneficiary to the Wodj Wodj community. If there was only one main Aboriginal language this policy would be very much effective.

The 'ABSTUDY' payment is a fee that is given to teenagers of 16 years of age and encourage our indigenous population to stay at school. It is used to assist in buying school supplies and uniforms. Parents of Aboriginal children are given a \$50 bonus at the start of the year for every Aboriginal child they have at school. This initiative by the government is successful, but to those who don't care about the small amount of money, they

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will not stay at school.

Similar things are happening in New Zealand in regards to the payments. However still the biggest pull in keeping kids at school is the Te Reo. Maori and Aboriginal people suffer in forms of retention, Attendance, Achievement and suspension, but programs held in place by governments are limiting the number of indigenous drop-outs. Especially with easier access to TAFE and university courses it is easier to gain tertiary education.

Governments have in place many educational programs and initiatives to promote Aboriginal culture 'NAIDOC' week and walks for reconciliation. However the Aboriginal population is still significantly behind in Education of non-Aborigines. In New Zealand this 'gap' is slowly closing due to better initiatives being in place there and Te Reo.

In saying all this the government still has a long way to go before the gap between indigenous and non-indigenous is closed.

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← Tick this box if you have continued this answer in another writing booklet.