Learning is underpinned by the effective implementation of the Australian Curriculum which is informed by the Aboriginal and Torres Strait Islander histories and cultures cross curriculum priority.

Our Vision
Successful, skilled and innovative Tasmanians.

Our Mission
To provide every Tasmanian with opportunities to learn and reach their potential, to lead fulfilling and productive lives and to contribute positively to the community.

Our Outcomes
• Prior to formal schooling Aboriginal students are confident and inquiring learners and along with families are connected to schools and to early years programs.
• Tasmanian Aboriginal students will develop the skills, knowledge and capabilities that equip them to successfully pursue post-school options.
• Tasmanian school leaders and teachers will have high expectations for all students supported by ongoing professional development in culturally responsive practice.
• Aboriginal histories and cultures will have a strong presence in Tasmanian Government schools and will be highly valued by Aboriginal and non-Aboriginal staff and students.

Our approach to teaching and learning
• A collaborative approach in partnership with Aboriginal students and their families; child and family centres, schools and colleges, Curriculum and Learning Services.
• A whole school approach informed by culturally responsive practice and a capacity to personalise learning for Aboriginal students.
• Engage and retain Aboriginal students through culturally responsive, creative, innovative and supportive learning environments.
• Develop meaningful partnerships with Aboriginal people in the development and delivery of learning programs and curriculum resources.

Our Intentions
• Aboriginal students are engaged in learning programs and supported by staff, families and the valued and respected input of the Community.
• Aboriginal children and young people are enrolled, engaged, attending and progressing at rates equivalent to those of other students.
• Ongoing support for educators to enable the provision of culturally responsive pedagogy.
• To provide dynamic learning environments that are responsive to the needs of Aboriginal students.

Our Progress Measures
• State and National educational outcome measures reflect targets set for Aboriginal students.
• The proportion of Aboriginal people involved in learning programs and curriculum resource provision is increased.
• The proportion of Departmental staff who have engaged in Aboriginal education professional learning programs in culturally responsive practice is increased.
• Aboriginal education is valued in education settings as evidenced by quality Personalised Learning Plans and School Improvement Plans.