

Aboriginal Education Strategy

2019 to 2029



Government
of South Australia

Department for Education

Acknowledgements

We would like to thank and acknowledge the following contributors to the Aboriginal education strategy (the strategy):

- South Australian Aboriginal Education and Training Consultative Council for leading the consultation and co-designing the strategy with the Department for Education
- the panel of Aboriginal education and child development experts who provided strategic advice on teaching and learning, professional development and curriculum matters:
 - Professor Peter Buckskin
 - Dr Kaye Price
 - Professor Lester-Irabinna Rigney
 - Dr Christopher Matthews
 - Karen Glover
 - Professor Daryle Rigney
- April Lawrie, Commissioner for Aboriginal Children and Young People, who led the development of the strategy as the department's former Aboriginal education director
- all those within the Aboriginal community, elders, families, departmental staff, and Aboriginal children and young people who have contributed their time and voices to the development of this strategy.

Note: Department for Education use the term 'Aboriginal' to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

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Minister's foreword

I am proud to deliver this statewide, Aboriginal education strategy for South Australian Aboriginal children, young people, their families and communities.

As we strive to build the best education system in the nation, we need to support growth for every child, in every class, in every school.

We know that some of our students will need tailored and focused strategies to improve their educational outcomes.

We want to see every Aboriginal child in South Australia as a proud and confident learner, who strives to achieve their highest potential.

This strategy is about sharpening our focus to ensure all Aboriginal children and young people are successful learners and highly skilled for their future.

It defines how we will go about improving the educational outcomes for Aboriginal children and young people, whether in the early years, throughout their schooling or as they embark on pathways to further education and employment.

It is an ambitious strategy, with 10-year goals and key objectives that will require the collaboration and commitment of educators, leaders, learners, families and communities.

I am confident that together, we can help all young Aboriginal people to achieve their very best.

A handwritten signature in blue ink, reading "John Gardner". The signature is stylized and fluid, with a horizontal line underneath the name.

Hon John Gardner MP

Minister for Education



Foreword from Professor Peter Buckskin

Chairperson, South Australian Aboriginal Education Training and Consultative Council

It was a privilege for the South Australian Aboriginal Education and Training Consultative Council (SAAETCC) to work with the Department for Education to co-design a long-term Aboriginal education strategy that will ensure our students not only survive, but thrive academically, culturally and socially throughout their learning journey.

Our approach took into account Aboriginal nation building, the United Nations Declaration on the Rights of Indigenous Peoples and the principles of self-determination. The key element of the co-design process was to consult with Aboriginal parents, caregivers, communities and organisations.

We listened and heard a call for a culturally safe and responsive education system, with transparent implementation plans, key deliverables and rigorous reporting arrangements.

We will support Aboriginal parents and community to have stronger relationships with teachers, school leaders and education services. The combination of getting the 'child ready for school' and 'the school ready for the child' requires the relationship between the child and teacher to be the centre of the learning partnership.

SAAETCC seeks your support as we strive to realise the strategy's vision for our future.

Professor Peter Buckskin PSM FACE
Chair SAAETCC



Foreword from the Chief Executive

This strategy requires our department to take action to improve the way we work alongside families and communities to accelerate learning outcomes for Aboriginal children and young people.

It commits us to holding high expectations for Aboriginal students, but also for ourselves. We must be brave, focused and committed to bringing the long-term aspirations of this strategy to life.

Through building the cultural responsiveness of education services, we will ensure Aboriginal children and young people feel safe, valued and supported for the unique knowledge and strengths they bring to education.

The next steps will need meaningful collaboration between skilled educators, learners and families, including applying a culturally appropriate curriculum that encourages student engagement and comprehensive individual learning plans for every Aboriginal student.

We want to ensure the effectiveness of the strategy for Aboriginal children and young people across its 10-year lifespan. This will require ongoing review of our progress and the ability to adjust our approach as necessary. Reviews will be informed by evidence in conjunction with Aboriginal education experts.

I look forward to seeing our statewide team come together in support of this strategy.

Rick Persse
Chief Executive, Department for Education

This strategy

This 10-year strategy is guided by the Department for Education's vision and principles, viewed as essential for Aboriginal children and young people to achieve growth and success. The document will be a core policy and practice driver for the department, outlining the goals and objectives we are committed to delivering. This will require working alongside Aboriginal families and communities and building a confident, culturally inclusive workforce ready to identify and implement the actions necessary to maximise the strategy's success. It will be supported by a strong action plan and an implementation framework developed in the spirit of reconciliation and ensure Aboriginal young people are on pathways to success.





Vision

Each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential.

Principles

These principles will guide the implementation of this strategy within preschools, children's centres, schools and education services across South Australia. The department will be courageous, innovative and focused in implementing new initiatives informed by and co-designed alongside the Aboriginal community.

- 1. Highest expectations** – We will have the highest expectations for Aboriginal children and young people's achievement.
- 2. Accessibility and responsiveness** – We will partner with families and communities to create culturally safe and inclusive learning environments, identify opportunities for growth and respond to barriers for Aboriginal children and young people.
- 3. Culture and identity** – We will acknowledge, value and respect Aboriginal knowledge, wisdom and expertise, including our existing Aboriginal staff and students and we will adopt local approaches to teaching Aboriginal histories, cultures and languages.
- 4. Community engagement** – We will hear, seek and respect the voices of Aboriginal people and their representative organisations, and encourage participation of Aboriginal students, parents, carers, families and communities across our services.
- 5. Accountability** – We will be transparent and accountable for improving learning outcomes, using allocated resources to achieve growth and development for all Aboriginal children and young people.

How this strategy is structured

The strategy highlights the importance of empowering parents, carers, family and community, and being a culturally responsive organisation to support education and development of Aboriginal children and young people.



Strong identity, high achievement, positive futures: our approach

The Aboriginal Education Strategy 2019 to 2029 promotes a 'child-centred' approach to learning within an Aboriginal community context, which considers how a child or young person's development is affected by their social relationships and the world around them.¹

A culturally responsive service delivery model and teaching to the strengths of the child's cultural knowledge, experience, frames of reference and performance styles, will make learning outcomes more relevant and effective for Aboriginal children and young people.²

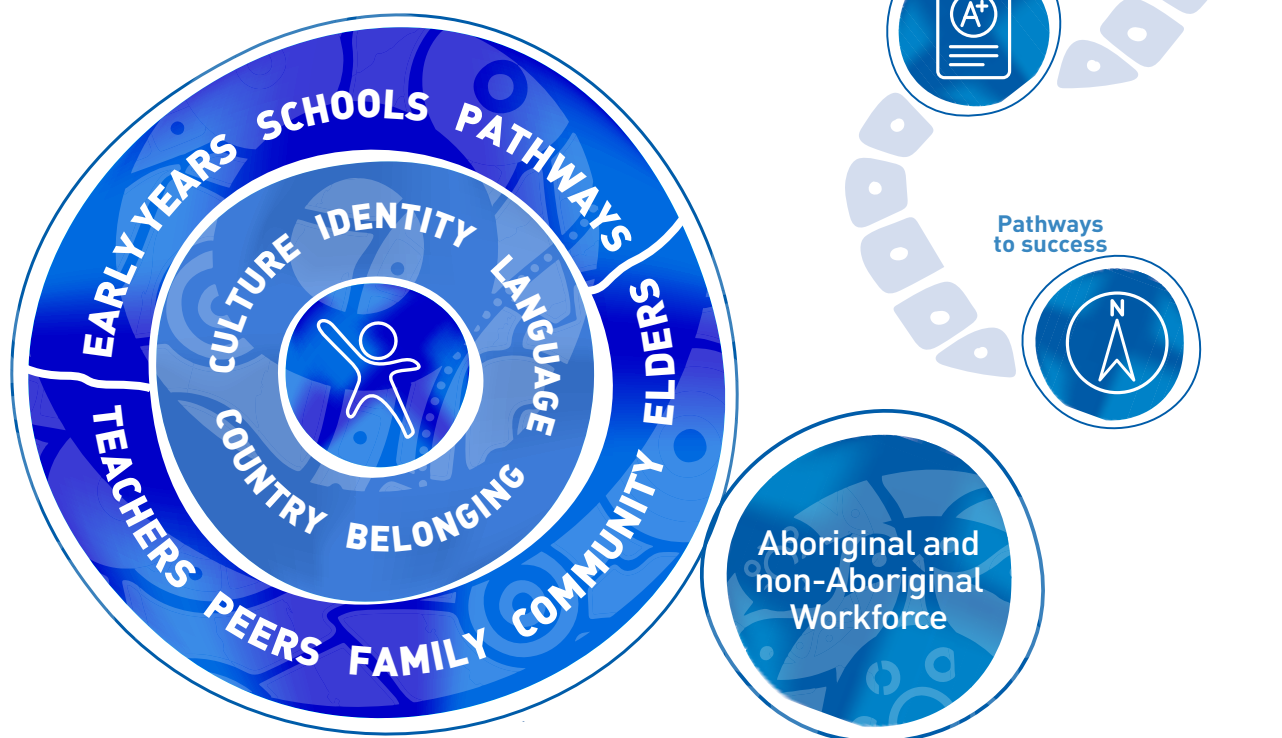
The diagram signifies the child or young person, surrounded by the essential elements for a successful educational journey. They are strengthened by their culture, identity, language, country and belonging. Their learning and development is supported by the strength of family, elders, community and the influence of leaders, educators and peers including a strong Aboriginal and non-Aboriginal workforce. These people are equipped to encourage the culturally appropriate experiences that will contribute to the learning success of the early years, schooling and future pathways.

The child life journey: our goals

The strategy follows the child or young person's life journey. Our goals expand across the early years into schooling and are followed by pathways to success beyond school.

Regular attendance at preschool and school is essential to building a good life. By achieving our goals and strengthening our enablers, workforce and cultural inclusiveness, we will lift school attendance for Aboriginal children and young people.

1. Aboriginal children develop foundations for success in the early years.
2. Aboriginal children and young people excel at school.
3. Aboriginal young people are on pathways to success.



¹ Bronfenbrenner U, *The Ecology of Human Development: Experiments by nature and design*, Cambridge MA: Harvard University Press, 1979 also see www.ecrh.edu.au/docs/default-source/resources/ips/child-centred-curriculum-planning.pdf?sfvrsn=4. 'Child-centred' refers to ways of teaching and treating children that sees the child's needs and wishes as the most important aspect

² Gay G, *Teaching To And Through Cultural Diversity*, Curriculum Inquiry, Vol 43, 2013- Issue 1, 2013

Current landscape

As the First Australians, Aboriginal people have the oldest continuing cultures in human history. We acknowledge that Aboriginal people and their nations have endured past injustices and dispossession as a result of colonisation. While these impacts continue to be intergenerational, there is strengthened resilience amongst Aboriginal communities.³ South Australia is home to more than 50 Aboriginal language groups, each with distinct beliefs and cultural practices. Aboriginal people have the right to access an education that respects and promotes their own culture and language.⁴

Over half of all Aboriginal South Australians live in metropolitan Adelaide with the remainder dispersed across the state in regional, rural and remote communities. Aboriginal South Australians are a young and growing group, with about a third of the population aged between 0 and 14 years. Approximately 13,000 children and young people identify as Aboriginal across our early years services and schools.



Vulnerability

Aboriginal children and young people have made some significant gains in learning and development over recent years, but there is more work to be done to ensure every Aboriginal South Australian can enjoy the lifelong benefits of a world-class education. Education is a compelling social determinant of identity, health and future life expectancy for all Aboriginal people.⁵

Developmental vulnerability in any area is a strong predictor of future school and wellbeing outcomes. The Australian Early Development Census data shows that around half of all Aboriginal children enrolled in the first year of school were vulnerable in one or more areas measured. Data collected by the department shows that 20% of Aboriginal children have a verifiable disability.

Early years

The first 1,000 days of life present a unique opportunity to develop the foundations for optimal health, growth and cognitive development. Preschool attendance can have an impact on how ready children are for the transition from early years to primary school. By the age of 4, nearly 100% of Aboriginal children are enrolled in preschool,⁶ however attendance is not high. Increasing access to quality early childhood learning and development services for all Aboriginal children is a priority.

School years

The school years are a critical time to develop quality educator, child and young person relationships and to engage with families and communities to support learning participation. The Australian Curriculum recognises Aboriginal histories, cultures and languages as a cross-curriculum priority within various learning areas. This benefits both Aboriginal and non-Aboriginal students.⁷

School retention rates to year 12 are improving. The number of Aboriginal young people completing the South Australian Certificate of Education (SACE) increased from 238 in 2013 to 377 in 2017, across all schools. As of 2017, the year 8 to 12 student retention rate for Aboriginal young people was 65% compared with 50% in 2013, demonstrating more Aboriginal young people are remaining at school until year 12.

Workforce

Aboriginal employees represent 2.5% of the department's workforce, however the proportion of Aboriginal staff who are employed as teachers and leaders is lower. This is another area for the department to focus our efforts through developing a plan for Aboriginal employment.

³ Bringing Them Home Report: National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families, Sir Ronald Wilson, 1997 www.humanrights.gov.au/sites/default/files/content/pdf/social_justice/bringing_them_home_report.pdf

⁴ United Nations Declaration on the Rights of Indigenous Peoples, Article 14 and the Coolangatta Statement, 6 August 1999

⁵ Department for Health, The Social Determinants of Health, June 2013

⁶ Department for Education Term 3 Preschool Data Collection, Australian Bureau of Statistics, 2014, 'Estimates and Projections, Aboriginal and Torres Strait Islander Australians,' 2001 to 2026, cat. no. 3238.0

⁷ www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/
www.australiancurriculum.edu.au/f-10-curriculum/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages/



Goals

We will work together with parents and communities to provide Aboriginal children with quality learning and development experiences, enabling a strong foundation for school transitions.





Aboriginal children develop foundations for success in the early years

We are committed to providing access to high-quality early childhood education and care experiences for Aboriginal children and their families. These should be culturally appropriate and build on the strengths of Aboriginal nations and their cultures. These experiences will be complemented by engaging families and communities in their child's learning and development planning.

A child's earliest environmental, learning and developmental experiences are critical to the way their brain develops. Nurturing, attachment and growth are important for all children to develop for success in education, work and life.

Positive gains made in the early years will have lasting developmental and educational benefits. Research has shown that Aboriginal children who attend preschool for at least one or more years are better able to successfully transition to school and achieve better results than those who do not.

Objectives

1. Health and developmental services are provided to Aboriginal children and families in accessible and culturally welcoming ways and locations.
2. Aboriginal children access and participate in quality early childhood learning and care that incorporates meaningful engagement from families and communities.
3. Aboriginal children and their families have in place the foundations for learning as they transition from home to early childhood services to school and between schools.
4. Aboriginal families and communities are active participants in the governance of child and family centres.

10-year goal

Aboriginal children's cognitive, emotional, social and communication skills and overall health and wellbeing, support them to succeed.



Aboriginal children and young people excel at school

Aboriginal children and young people are culturally secure learners with the essential skills in literacy, numeracy, creativity and innovation to take on the future.

We will have the highest expectations for Aboriginal children and young people and through teaching to each student's unique strengths we will promote achievement and increase wellbeing. We will acknowledge the importance of maintaining and developing first languages as a mechanism for learning Standard Australian English.

Literacy and numeracy skills are the foundation for every child and young person's ability to engage with learning. Together with social and communication skills they provide the basis for successful engagement both within the school and outside in the local community.

Strong identity, belonging, culture and history are a source of strength and resilience for Aboriginal people and their communities. A meaningful and culturally appropriate education helps keep culture strong, builds Aboriginal nations and enhances learning and participation for Aboriginal students.

Objectives

1. Aboriginal children achieve growth in their learning, including Standard Australian English and numeracy skills at or above their year-appropriate level.
2. Aboriginal children's experience of learning is relevant to their own lives, as it is reflective of the identity, language and culture of Aboriginal people.
3. Pedagogy is culturally responsive and developed through a student-centred approach to teaching based on high expectations and quality relationships.
4. Comprehensive, individual, quality learning plans are developed to support student achievement and transitions through engagement and discussion with schools, families and Aboriginal children and young people.
5. Aboriginal children and young people are capable of demonstrating Aboriginal cultural pride and knowledge.

10-year goal

Aboriginal children meet or exceed the same standards of achievement for literacy and numeracy as non-Aboriginal students.

Aboriginal young people are on pathways to success

Aboriginal young people transition to further study, training and employment with the knowledge, skills and dispositions to be successful, active participants in their community.

We will support all Aboriginal young people to achieve at their highest potential, so they can pursue further studies, training and employment and become active community members able to maintain their intellectual, physical and spiritual wellbeing, individually and collectively.

A young person's path to lifelong health, wellbeing and economic prosperity is strengthened through pride in cultural identity and academic success, particularly in the senior years of schooling.

Achieving a senior secondary certificate has significance for many students 'to the way they imagine themselves as students, as family members, and as members of the community'.⁸ Completion of the South Australian Certificate of Education (SACE) or obtaining a vocational qualification increases future educational and employment options for Aboriginal young people.

⁸ The SACE Board of South Australia's Aboriginal Education Strategy 2017 to 2020

Objectives

1. Aboriginal young people engage with, participate and achieve in science, technology, engineering and mathematics (STEM) as potential pathways to industries of the future.
2. Aboriginal young people are actively supported to make successful transitions to educational or employment pathways, through relationships between education providers, industry and Aboriginal communities.
3. Aboriginal young people successfully complete their SACE and/or vocational education qualifications.
4. Aboriginal young people develop their cultural identity, life skills, confidence and resilience necessary to successfully transition from school into future pathways.

10-year goal

All Aboriginal students achieve their SACE or vocational education qualification at the same rate as non-Aboriginal students.



Achieving our goals

Our goals and objectives for Aboriginal children and young people are supported by 2 fundamental areas, informed by Aboriginal voices. Every Aboriginal community in South Australia is unique and we will encourage the 'nation rebuilding'⁹ process wherever possible, understanding that Aboriginal people hold responsibility for the culture and identity development of their children and young people.

We recognise that Aboriginal children and young people have better learning experiences when our staff are culturally responsive to their needs. We acknowledge the role of the Aboriginal workforce across our schools and services in making a positive difference to Aboriginal education outcomes.





Engaging Aboriginal communities to develop the culture and identity of their children and young people

Our schools will work collaboratively with Aboriginal communities toward successful educational outcomes for Aboriginal students. We will create safe and welcoming environments for Aboriginal families and communities to enable them to connect with schools.

We know the significant role that families and communities play in the confidence and success of Aboriginal children and young people. We will create opportunities for students to have active involvement in Aboriginal community and cultural life, and enhance culturally responsive learning that reflects the aspirations of Aboriginal families and communities.

We will focus on improving family and community satisfaction through nation building and reconciliation processes and supporting schools to teach Aboriginal content.

We will:

- create opportunities for communities to engage in the teaching and delivery of Aboriginal cultural knowledge and languages within education settings
- engage and encourage families to be active participants in their child's health, development and learning through contributing to individual learning plans
- provide an opportunity for all children and young people to interact and engage with Aboriginal elders and community members in a respectful way
- implement governance structures that include and empower local Aboriginal families and communities in decision-making and service delivery.

Building a strong, culturally responsive organisation

We will become a culturally responsive organisation where our services are relevant to the cultural and learning needs of Aboriginal children and young people. Our schools will be strengthened by creating teaching and learning environments that respect the culture, languages, knowledge and experience of Aboriginal people.¹⁰

The relationship a child or young person has with their teacher is an influential force in their ability to achieve in the classroom. Through professional development, opportunities for collaboration and engagement with Aboriginal people, we will ensure our teachers are well equipped to build relationships and teach in culturally responsive ways.

We will acknowledge the cultural knowledges, community connections, linguistic diversity and wisdom of our Aboriginal workforce. We will value them as an asset to building a culturally responsive organisation and to enabling the meaningful engagement of Aboriginal children and young people, their families and communities.

We will:

- be culturally responsive and ethical through our governance, policies, practice and services
- develop and grow a strong, sustainable Aboriginal workforce
- develop the confidence and capability of our workforce to build high-expectation relationships with Aboriginal students, families and communities and to teach in culturally responsive ways
- develop our capability to design and implement strategies responsive to the cultural background and histories of Aboriginal children and young people, the local community and or nation group.

⁹ <https://government.unimelb.edu.au/research/governance-and-regulation/past-research-projects/governance-and-performance/indigenous-nation-building-theory-practice-and-its-emergence-in-australias-public-policy-discourse>

¹⁰ Including strengthening the implementation of focus areas 1.4 and 2.4 of the Australian Professional Standards for Teachers and the leadership professional practice 5: 'engaging and working with the community' of the Australian Professional Standard for Principals

¹¹ Stronger, Smarter Institute, High Expectation Relationships – A Foundation for Quality Learning Environments in all Australian Schools, 2014

Key focus areas for reform

Lifting outcomes for Aboriginal children and young people will be achieved by delivering on reforms and improvements in key focus areas.



Teaching practice and curriculum delivery

Transform the delivery of curriculum and learning through strengthening Aboriginal input, valuing and respecting Aboriginal knowledge, language, culture and histories. Our pedagogy will encompass the foundation of knowledge that Aboriginal children and young people bring with them and use their cultural repertoire in the learning environment. Aboriginal students will experience high-quality teaching and learning, that challenges them intellectually, supports and resonates with their cultural identity and empowers them to achieve success prior to school, within school, in further study and in the workforce.

Languages

Strengthen and reinvigorate the learning of Aboriginal languages in children's centres, preschools and schools, including language revival and maintaining strong active languages. Recognise the linguistic rights of Aboriginal children and students, building on home languages through family and community engagement. Move toward a bilingual education model that ensures proficiency for Anangu children in Pitjantjatjara or Yankunytjatjara and Standard Australian English as an additional language.

Engagement and governance

Recognise families and communities as keepers of knowledge that will support and grow the culture and identity of learners. Value and strengthen the role of our existing Aboriginal workforce in engaging Aboriginal families and communities to be active participants in their child's learning journey.

Workforce development

Develop our people to work together to strengthen the learning and life outcomes for Aboriginal children and young people. Enable all staff to become culturally responsive through professional development, community connections and ensuring that we deliver culturally appropriate services to children, families and communities. Grow our Aboriginal workforce and support our existing Aboriginal staff.

Funding policy

Review funding and accountability measures to ensure Aboriginal targeted resourcing reaches Aboriginal learners who need extra support to achieve their highest potential. Where appropriate, funding and accountability will be adapted to align with the policy objectives of this strategy.

Aboriginal governance, service design and delivery

Include Aboriginal perspectives and decision making in the governance, design and delivery of our services to optimise Aboriginal outcomes at the local level. Through understanding, valuing and embedding Aboriginal service standards within our local partnership structures we can build the capacity of our services to meet the educational needs of Aboriginal children and young people.



Implementation and accountability framework

The strategy's implementation and accountability framework will ensure we are transparent and responsive to progressing learning and developmental outcomes for Aboriginal children and young people.



Commitment to implementation

We will engage with teachers, leaders and support services to drive action locally. Implementation plans will set out key actions and milestones that can be monitored and supported through our accountability mechanisms, using feedback, evaluation and evidence to adjust our approach and continually improve.

Accountability to external stakeholders

We will seek expert Aboriginal advice about improving learning outcomes for Aboriginal children and young people. Our accountability will be strengthened by engaging Aboriginal people who are external to the department and who have expertise in education, child development, culture, community and nation building.

Strengthening our internal accountability

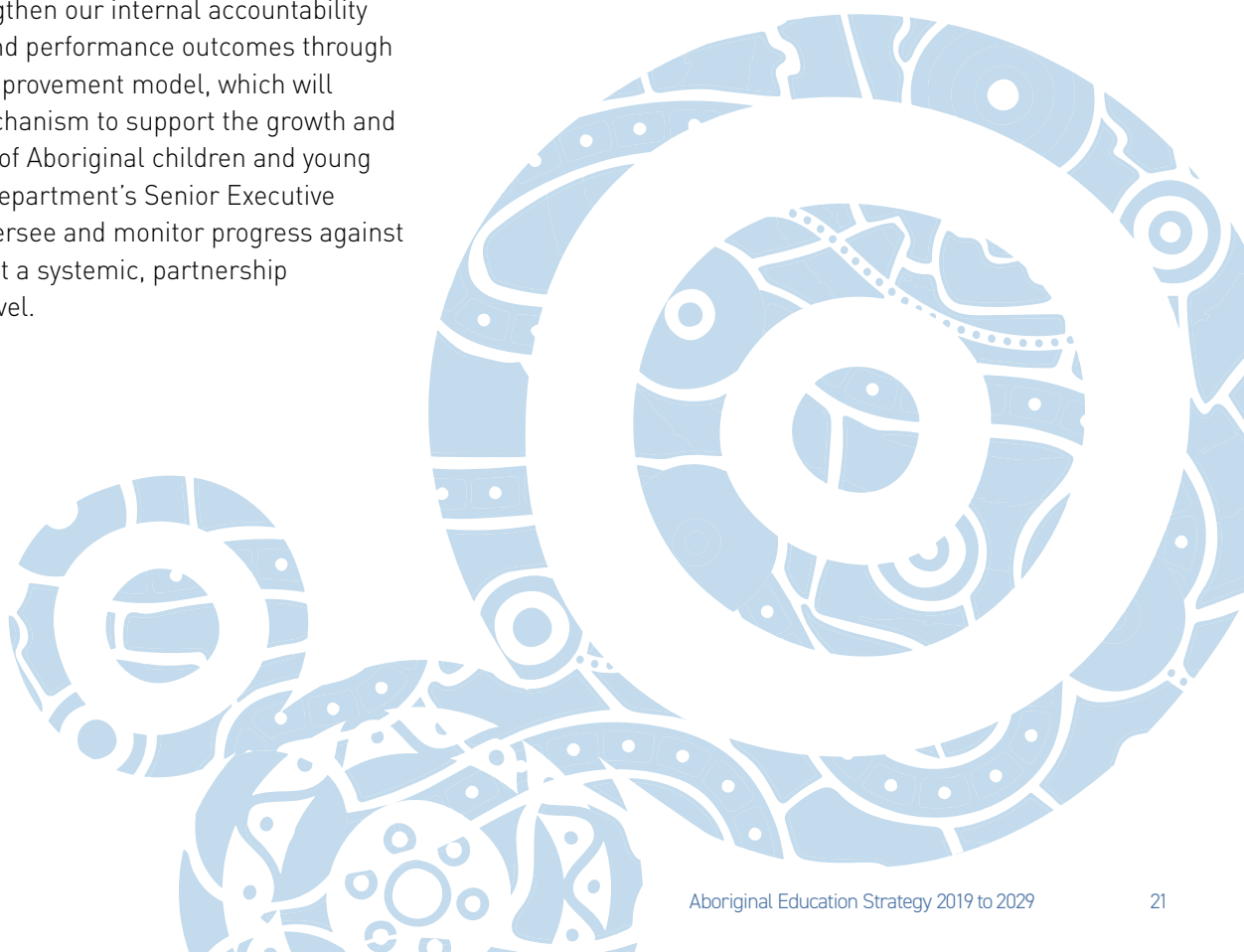
We will strengthen our internal accountability for funding and performance outcomes through our school improvement model, which will provide a mechanism to support the growth and development of Aboriginal children and young people. The department's Senior Executive Group will oversee and monitor progress against the strategy at a systemic, partnership and school level.

Transparency to community

We will provide opportunities to share outcomes with communities. We will publish the strategy, implementation plans and public progress reports on the department's website. We will work in partnership with the South Australian Aboriginal Education and Training Consultative Council (SAAETCC) to engage with Aboriginal communities as well as with representative organisations to review and develop future implementation plans in continuous improvement cycles.

Research and development

We will explore new areas of best practice in early childhood and education, addressing new challenges that arise throughout the implementation phase. Through research and development we will maintain our commitment to providing the best outcomes for Aboriginal children and young people.



Goals, measures and indicators

As a department, we aim to achieve growth and progress for all children and young people. We will set and track milestones for Aboriginal children and young people that align with those that exist for all children and young people. High-level measures and indicators will support the monitoring of progress throughout the lifetime of the strategy. Additional measures will be developed to support actions and implementation as we continually review outcomes.



Overarching measures / indicators

What we will measure	Indicators of success*
Wellbeing and engagement indicators	Selected results from the Student Wellbeing and Engagement Survey
Attendance / absence	Rates of school attendance and absence

Aboriginal children develop foundations for success in the early years



What we will measure	Indicators of success*
Preschool attendance	Percentage of Aboriginal children attending preschool
On school entry assessment 2019 onwards	Under development
Australian Early Development Census – every 3 years	Percentage of Aboriginal children developmentally vulnerable in 1 or more domains Percentage of Aboriginal children developmentally vulnerable in 2 or more domains
Indicators of preschool reading levels year 1 and 2	Percentage of Aboriginal children reading at an age-appropriate level
Phonics screening check –2018 year 1	Percentage of Aboriginal children able to phonically decode at age-appropriate standard
Universal home visiting (parent and child assessment)	Percentage of Aboriginal babies and children receiving appropriate health and developmental health checks 0 to 8 weeks, 6 to 9 months, 12 months, 18 months to 2 years and preschool
NAPLAN years 3, 5 and 7 reading, writing and numeracy results	Percentage of Aboriginal children progressing and achieving at or above their year-appropriate level

Aboriginal children and young people excel at school



What we will measure	Indicators of success*
NAPLAN years 3, 5 and 7 reading, writing and numeracy results	Percentage of Aboriginal children progressing and achieving at or above their year-appropriate level
NAPLAN assessment participation	Percentage of Aboriginal children participating in NAPLAN testing
PAT M and PAT R tests in schools	Percentage of Aboriginal children demonstrating the expected achievement in PAT M and PAT R tests

Aboriginal young people are on pathways to success



What we will measure	Indicators of success*
NAPLAN year 9 results	Percentage of Aboriginal children progressing and achieving at or above their year-appropriate level
NAPLAN assessment participation	Percentage of Aboriginal children participating in NAPLAN testing
Retention years 10 to 11 and 11 to 12	Percentage of Aboriginal children still at school between years 10 and 11 and from years 11 to 12
SACE completion	Percentage of Aboriginal young people undertaking and completing SACE
SACE subject selection	Percentage of Aboriginal young people with mathematics and/or science subjects as part of their SACE
VET completion	Percentage of Aboriginal young people undertaking and completing VET (AQF Cert I and II, AQF Cert II and above)



The Journey of Success

This artwork represents that the journey of success for a young Aboriginal person is shaped by a solid foundation in learning and development.

Commencing at the bottom left corner, the first meeting place represents the baby being born and the antenatal and early childhood care provided to the mother and family.

The journey then continues along the pathway to the next meeting place, which represents preschool entry.

Subsequent meeting places depict learning, meeting teachers and friends along the way, represented by the dots, and reaching a culmination point represented by the next meeting place before continuing on the journey.

The meeting places outside of the pathway represent families and their support of learning and development.

The patchwork background represents the many different communities that students come from, with the blue representing coastal and the earth brown representing inland.

The artwork gradient gradually gets lighter and culminates with the bright yellow star and sun symbol in the top right of the artwork, depicting the successful outcome of going to preschool and school.

The original artwork, *Journey of Success*, was created by Jordan Lovegrove from the Ngarrindjeri Aboriginal Nation specifically for the Department for Education in South Australia. The artwork symbolises the intent of the Aboriginal Education Strategy and reconciliation for the department.



Government of South Australia
Department for Education