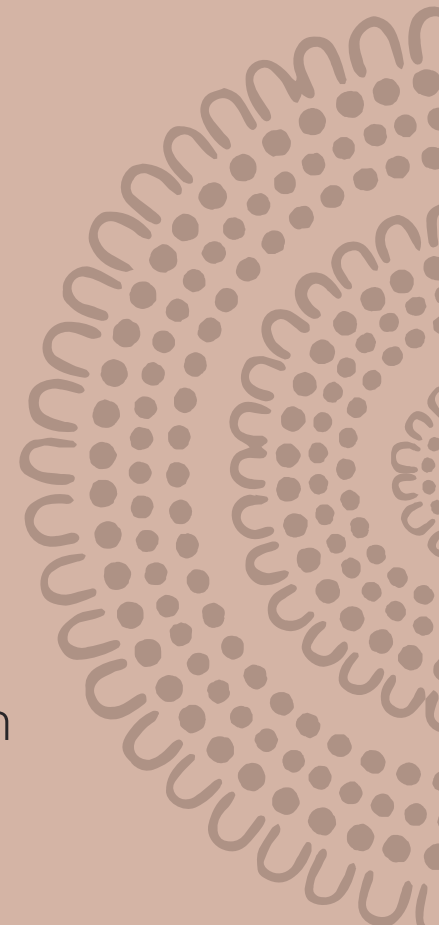


Focus area:

Lifelong Learning

QUALITY LIFE OUTCOME:

Respect is given to preserving the world's oldest living cultures which enhances social inclusion and empowers Aboriginal and Torres Strait Islander people to fully engage in lifelong learning and positive generational experiences.





51. Priority Action: Strengthen Culturally Responsive Practices in Early Learning through the Early Years Learning Framework

FIELD	DETAILS
1. Priority action title	Strengthen Culturally Responsive Practices in Early Learning through the Early Years Learning Framework
2. Detailed action description	The ACT Government will deliver targeted supports for Aboriginal and Torres Strait Islander children and families through the Early Years Learning Framework. This initiative aims to strengthen culturally responsive practices in early learning environments and increase engagement with early childhood services. The program will be designed in partnership with Aboriginal Community-Controlled Organisations (ACCOs) to ensure that supports are tailored to the needs of Aboriginal and Torres Strait Islander families and delivered in culturally safe ways.
3. Accountable Directorate(s) and stakeholders	<p>Lead Directorate: Education Directorate (EDU) Responsible area: Early Childhood Education, Engagement and Wellbeing Support Services, Learning and Teaching</p> <p>Responsible Directorate: Health and Community Services Directorate (HCSD)</p> <p>Partners and Stakeholders:</p> <ul style="list-style-type: none"> > Aboriginal and Torres Strait Islander families > Early childhood educators > Aboriginal Community-Controlled Organisations (ACCOs)
4. Inter-Directorate integration strategy	EDU and HCSD will collaborate to embed culturally responsive practices across early learning and health services. This includes joint training initiatives, shared evaluation frameworks, and coordinated engagement with ACCOs to ensure alignment with broader wellbeing strategies. The initiative will be co-designed with input from early childhood experts, Aboriginal educators, and cultural advisors to ensure that the curriculum and pedagogy are both evidence-based and culturally safe.
5. Key deliverables and outcomes	<ol style="list-style-type: none"> 1. Improved developmental outcomes for Aboriginal and Torres Strait Islander children 2. Increased engagement with early learning services 3. Enhanced cultural safety and responsiveness in early childhood education settings 4. Co-designed culturally responsive curriculum and pedagogy resources 5. Professional learning delivered to early childhood educators
6. Alignment to the ACT Agreement	Focus Area: Lifelong Learning – Increase Aboriginal participation and inclusion in early learning
7. Alignment to the National Agreement on Closing the Gap	<p>Priority Reform Three: Transforming Government Organisations</p> <p>Target 4: Increase proportion of children developmentally on track in all five AEDC domains to 55% by 2031</p>
8. Rationale for systemic impact and proportionality	This action supports systemic change by embedding cultural responsiveness into the foundational years of learning. It addresses barriers to participation and ensures that early learning environments are inclusive, safe, and empowering for Aboriginal and Torres Strait Islander children and families. The investment is proportionate to the long-term benefits of improved educational and social outcomes. This action is informed by AEDC data which highlights disparities in developmental outcomes for Aboriginal and Torres Strait Islander children. These insights underscore the urgency of embedding culturally responsive practices in early learning environments to address developmental vulnerabilities early.





FIELD	DETAILS
9. Evidence of change	<ol style="list-style-type: none"> 1. Early childhood participation and retention data 2. Educator training completion rates 3. Family engagement and satisfaction surveys 4. Observational assessments of cultural responsiveness in early learning settings

52. Priority Action: Deliver Targeted Supports for Aboriginal and Torres Strait Islander Students in Primary and Secondary Education

FIELD	DETAILS
1. Priority action title	Deliver Targeted Supports for Aboriginal and Torres Strait Islander Students in Primary and Secondary Education
2. Detailed action description	The ACT Government will deliver targeted supports for Aboriginal and Torres Strait Islander students in primary and secondary education. This includes strengthening culturally responsive teaching practices, inclusive education models, and partnerships with Aboriginal Community-Controlled Organisations (ACCOs) to co-design wellbeing and learning supports. The initiative will also expand vocational education and training (VET) pathways and school-based apprenticeships to improve educational outcomes and career readiness for Aboriginal and Torres Strait Islander students.
3. Accountable Directorate(s) and stakeholders	<p>Lead Directorate: Education Directorate (EDU) Responsible area: School Improvement, Complex Behaviour Support and Work Health and Safety, Engagement and Wellbeing Support</p> <p>Responsible Directorate: Health and Community Services Directorate (HCSD)</p> <p>Partners and Stakeholders:</p> <ul style="list-style-type: none"> > Aboriginal and Torres Strait Islander families > Educators > Aboriginal Community-Controlled Organisations (ACCOs)
4. Inter-Directorate integration strategy	EDU will work with HCSD to align wellbeing and education supports, ensuring that culturally responsive practices are embedded across both sectors. Joint initiatives will include co-designed learning and wellbeing programs, shared data on student outcomes, and integrated support pathways for students at risk of disengagement.
5. Key deliverables and outcomes	<ol style="list-style-type: none"> 1. Increased retention and engagement of Aboriginal and Torres Strait Islander students 2. Improved academic outcomes across NAPLAN and other assessment measures 3. Expanded access to VET and school-based apprenticeships 4. Co-designed wellbeing and learning support programs implemented in schools
6. Alignment to the ACT Agreement	Focus Area: Lifelong Learning – Improve educational outcomes and engagement

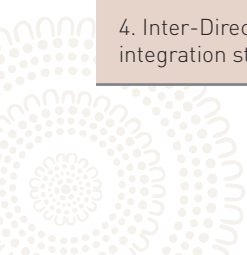




FIELD	DETAILS
7. Alignment to the National Agreement on Closing the Gap	<p>Priority Reform 3: Transforming Government Organisations</p> <p>Target 5: Increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent qualification to 96% by 2031</p> <p>Target 7: Increase the proportion of Aboriginal and Torres Strait Islander youth (15–24 years) in employment, education, or training to 67% by 2031</p>
8. Rationale for systemic impact and proportionality	This action addresses systemic inequities in education by embedding culturally responsive teaching and inclusive practices across the school system. It supports long-term improvements in educational attainment and employment readiness, with a focus on early intervention and sustained engagement. The investment is proportionate to the scale of educational disparities and the need for culturally safe learning environments.
9. Evidence of change	<ol style="list-style-type: none"> 1. School attendance, retention data 2. Suspension data 3. NAPLAN and academic achievement trends 4. VET and apprenticeship participation rates 5. Student and family feedback on wellbeing and learning supports

53. Priority Action: Support Aboriginal and Torres Strait Islander Students in Senior Secondary Education and Transitions to Further Study and Employment

FIELD	DETAILS
1. Priority action title	Support Aboriginal and Torres Strait Islander Students in Senior Secondary Education and Transitions to Further Study and Employment
2. Detailed action description	The ACT Government will deliver targeted supports for Aboriginal and Torres Strait Islander students in senior secondary education. The initiative aims to improve Year 12 completion rates by creating culturally safe learning environments and expanding access to tertiary scholarships and career pathways. Partnerships with Aboriginal Community-Controlled Organisations (ACCOs) will be strengthened to support transition planning and mentoring for Aboriginal and Torres Strait Islander students, ensuring culturally responsive and holistic support through the final years of schooling and beyond.
3. Accountable Directorate(s) and stakeholders	<p>Lead Directorate: Education Directorate (EDU) Responsible area: Education Programs & Services, Careers & Transitions Team, Aboriginal and Torres Strait Islander Education</p> <p>Responsible Directorate: Chief Minister, Treasury and Economic Development Directorate (CMTEDD)</p> <p>Partners and Stakeholders:</p> <ul style="list-style-type: none"> > Aboriginal and Torres Strait Islander families > Tertiary institutions > Aboriginal Community-Controlled Organisations (ACCOs)
4. Inter-Directorate integration strategy	EDU and CMTEDD will collaborate to ensure that education, wellbeing, and career transition supports are aligned and culturally safe. This includes joint planning for mentoring programs, shared data on student outcomes, and coordinated engagement with tertiary institutions and ACCOs to support transitions into further education or employment.





FIELD	DETAILS
5. Key deliverables and outcomes	<p>Increased Year 12 completion rates for Aboriginal and Torres Strait Islander students</p> <p>Expanded access to tertiary scholarships and career pathway programs</p> <p>Strengthened mentoring and transition support in partnership with ACCOs</p> <p>Improved post-school outcomes in education, training and employment</p>
6. Alignment to the ACT Agreement	Focus Area: Lifelong Learning – Increase Year 12 attainment and successful transitions
7. Alignment to the National Agreement on Closing the Gap	<p>Priority Reform Three: Transforming Government Organisations Target 5: Increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent qualification to 96% by 2031</p> <p>Target 6: Increase the proportion of Aboriginal and Torres Strait Islander people (age 25–34) completing tertiary qualifications to 70% by 2031</p> <p>Target 7: Increase the proportion of Aboriginal and Torres Strait Islander youth (15–24 years) in employment, education, or training to 67% by 2031</p>
8. Rationale for systemic impact and proportionality	This action addresses systemic barriers to educational attainment and post-school transitions by embedding culturally safe practices and supports in senior secondary education. It ensures that Aboriginal and Torres Strait Islander students are equipped with the tools, guidance, and opportunities to succeed in further education and employment. The investment is proportionate to the long-term benefits of increased economic participation and social inclusion.
9. Evidence of change	<ol style="list-style-type: none"> 1. Year 12 completion and retention data 2. Tertiary enrolment and scholarship uptake 3. Student and family feedback on transition support 4. Employment and training outcomes post-graduation

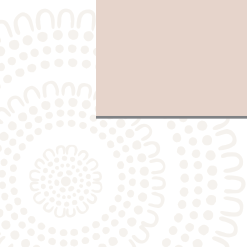
54. Priority Action: Strengthening Aboriginal and Torres Strait Islander Vocational Pathways

FIELD	DETAILS
1. Priority action title	Strengthening Aboriginal and Torres Strait Islander Vocational Pathways
2. Detailed action description	<ul style="list-style-type: none"> > The ACT Government will establish a shared-decision making framework with stakeholders to deliver the Closing the Gap National Skills Agreement package for the ACT. > The ACT Government will provide culturally appropriate Foundation Skills and Completion Initiatives delivered under the National Skills Agreement to support Aboriginal and Torres Strait Islander learners into vocational training and employment. > Initiatives that support VET completion among Aboriginal students including reviewing the contribution of the loading for Aboriginal and Torres Strait Islander students will be prioritised. > CIT and other funded providers will be encouraged to implement community-informed support measures that sustain and build on these outcomes. > The ACT Government will increase the number of participants in the Aboriginal and Torres Strait Islander Employment Pathway Program. This two-stage initiative first offers participants Australian School-Based Apprenticeships (ASBA) and then transitions them, upon completion of Year 12, into permanent roles across ACTPS Directorates.





FIELD	DETAILS
3. Accountable Directorate(s) and stakeholders	<p>Lead Directorate: CMTEDD, SkillsACT and Corporate</p> <p>Supporting Directorates: ACT Education, HCSD, CED, Infrastructure Canberra, CHS</p> <p>Key Stakeholders: ACT Elected Body and ACT Aboriginal and Torres Strait Islander community, CIT, relevant ACCOs</p>
4. Inter-Directorate integration strategy	<p>CMTEDD will work with CIT, Education and HCSD to coordinate cross government implementation of programs under the National Skills Agreement and promote VET opportunities for Aboriginal and Torres Strait Islander students.</p> <p>CMTEDD will partner with other directorates and the Cultural Transformation Branch to expand the existing Aboriginal and Torres Strait Islander Employment Pathway Program targeting Australian School Based Apprentices.</p>
5. Key deliverables and outcomes	<p>Under the National Skills Agreement Closing the Gap Implementation Plan (NSA CtG):</p> <ul style="list-style-type: none"> > Work with ACCOs to increase access to training for the ACCO workforce (Q3 2026). Outcome: Upskill the ACCO workforce. > Finalise the report on the shared decision-making framework to deliver actions under the NSA CtG in the ACT with ATSIEB and other stakeholders. (Q4 2026) Outcome: Finalised report. > Develop a shared decision-making framework for delivering the NSA CTG Implementation plan (Q1 2027) Outcome: A shared framework is established. > Development of targeted entry level recruitment pathways: <ul style="list-style-type: none"> > Expand Employment Pathway Program (EPP) Outcome: increased representation and accessibility to ACTPS careers. > Delivery of culturally supportive wrap around supports. Outcome: Work environments are culturally safe, and program retention and completion rates improve.
6. Alignment to the ACT Agreement	<p>Focus Area: Economic participation</p> <ul style="list-style-type: none"> > Number of students enrolled in VET (Vocational Education and Training) and public schools aged 15 – 24 years > Percentage of people aged 15-24 years employed in the ACT by the Australian Public Service and ACT Public Service <p>Number of Aboriginal and Torres Strait Islander people employed in Aboriginal Community-Controlled Organisations in the ACT (new recommendation – Source: ACTPS data/ Census)</p>
7. Alignment to the National Agreement on Closing the Gap	<p>Focus area: Economic participation</p> <p>By 2031, increase the proportion of Aboriginal and Torres Strait Islander youth (15-24 years) who are in employment, education or training to 67 %</p> <p>By 2031, increase the proportion of Aboriginal and Torres Strait Islander people aged 25-64 who are employed to 62%</p>
8. Rationale for systemic impact and proportionality	<p>This action delivers systemic impact through developing the sustainability of the Aboriginal Community Controlled Organisation (ACCO) sector in the ACT, delivering lasting change in how training, vocational education, and employment services are designed and delivered for Aboriginal and Torres Strait Islander peoples.</p> <p>Mainstream training systems have not always reflected the cultural, social, and economic realities of Aboriginal and Torres Strait Islander communities. Community-informed training programs that are grounded in self-determination and cultural integrity and strengthening the ACCO sector directly addresses these structural gaps.</p> <p>By supporting ACCOs to partner in training and vocational initiatives, this action ensures that Aboriginal learners receive tailored support aligned with local employment opportunities and community aspirations. It builds community capacity, fosters local job creation, and enhances trust and engagement with services. In doing so, it not only improves individual training outcomes but also contributes to broader community wellbeing and economic participation. Aligned with the ACT Aboriginal and Torres Strait Islander Agreement and Closing the Gap targets, these actions ensure that resources are directed toward sustainable, community-led training solutions.</p> <p>The action aligns with Closing the Gap targets and the ACT Aboriginal and Torres Strait Islander Agreement, ensuring that investment is directed toward long-term, measurable improvements in training and employment outcomes and economic participation.</p>





FIELD	DETAILS
9. Evidence of change	<p>Skills ACT:</p> <ol style="list-style-type: none">1. Report finalised by consultant to inform later actions.2. Continued Aboriginal and Torres Strait learner engagement in the ACT VET sector.3. Annual report case studies that include outcome data and continuous improvement actions.4. Increase in the number of participants in the Aboriginal and Torres Strait Islander Employment Pathway Program.5. Corporate:6. Implementation of wrap around supports with data on program commencements, completion rates, and retention in the ACTPS workforce.7. Adoption of cultural integrity practices by supervisors and RTO's delivering the program. <p>Annual report case studies that include outcome data and continuous improvement actions.</p>

