



**Emmaus  
Christian  
School**

# Indigenous Education Policy

Student Welfare Policy SW1-3

Access Level - Public  
Created March 2017

## Student Welfare SW 1-3 Indigenous Education Policy

Prepared by	CEN
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### Version History

Version	Date	Notes
1.0	March 2017	Adapted from CEN hub
1.1	March 2017	Updated by Rachel McClure referencing CCS policy
1.2	March 2017	Finalised by E.Hofsink



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## Vision/Purpose

Emmaus exists to partner with parents, in providing a Christ-centred, Biblically-grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

## Values

### 1. Caring for Others

At Emmaus, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person- body, soul and spirit. We foster a sense of belonging, celebrate one another's achievements and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, encouraging and generous environment.

### 2. Striving for Mastery

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instil in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills in order to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

### 3. Equipping for Service

At Emmaus, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff at Emmaus model integrity, accountability and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character, and find their security in the love of Christ.



## 1 Purpose

The purpose of this policy is to document the way Emmaus Christian School will fulfil its obligation to provide equality of access to educational services and equitable and appropriate educational outcomes for indigenous people.

## 2 Organisational Scope

This policy is school-wide.

## 3 Definitions

For purposes of this policy, unless otherwise stated, the following definitions shall apply:

- Indigenous person is an Aboriginal or Torres Strait Islander person who:
- Is of Australian Aboriginal or Torres Strait Islander descent; or
- Identifies as an Australian Aboriginal or Torres Strait Islander; or
- Is accepted as such by the community in which he/she lives or has lived.

## 4 Indigenous Education Rationale

- Emmaus Christian School Canberra embraces students of families accepted for enrolment in line with its Enrolment Policy. It values the uniqueness of each and every member of the School community as created by God in His image.
- The ontological unity of mankind is expressed in Acts 17:26, where the Apostle Paul declares that “He has made from one blood every nation of men to dwell on all the face of the earth.” He (Paul) writes elsewhere in the Scriptures that in Christ “There is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female; for you are all one in Christ Jesus.” (Galatians 3:28) Thus the skills, abilities and heritage that each person brings are recognised and celebrated as when and where appropriate within the community. We seek to ensure that all cultural backgrounds are catered for and respected.
- Therefore students from any cultural background – including indigenous students – are encouraged to participate and become fully involved in the educational programs of the School.

## 5 Aims

- To include in the School’s ethos an attitude that embraces the education of students from all cultural backgrounds, including indigenous students.
- To increase, where necessary, the awareness of cultural issues and educational perspectives across the curriculum as they relate to indigenous students.
- To understand and respect the various cultures in the School, including those of indigenous Australians.
- To foster understanding of indigenous knowledge, educational perspectives, cultural identities, values, and experiences embedded in historical and contemporary Australia.
- To develop curriculum that allows for expression of indigenous Australian perspectives.



- To respect, where appropriate, culturally significant events, and use them as teaching/learning opportunities.
- To foster the process of community engagement within and external to the School by addressing issues of importance to all cultures, including those of indigenous Australians.
- To facilitate strategic partnerships that will support participation and retention of all students – including indigenous Australians – in their studies.

## 6 Legislative Compliance

- Though the School is required to manage its policy documentation within a legislative framework, there is currently no specific legislation directing this policy. The ACT Handbook for Registration of Non-Government Schools applies.

## 7 References

- National Aboriginal and Torres Strait Islander Education Policy 1989

## 8 Contact Persons

- The following person may be approached on a routine basis in relation to this policy:
- Director of Studies and Principal



