



# WHAT WORKS

TO SUPPORT INDIGENOUS  
BOARDING STUDENTS

## *What Works to Support Indigenous Students*

*Guidance for Boarding Providers*

BRIEFING PAPER

What Works will provide online access to knowledge of 'what works' and provide guidance to schools and boarding residences to support Aboriginal and Torres Strait Islander students in boarding.

By improving the school practices and skills of staff working with Indigenous students, family and community engagement will be more effective, retention should increase and education outcomes will improve.



**Australian Government**  
**National Indigenous  
Australians Agency**

The Australian Government support this project through funding by the National Indigenous Australians Agency

# WHAT WORKS TO SUPPORT INDIGENOUS STUDENTS GUIDANCE FOR BOARDING PROVIDERS

## PROJECT BRIEFING

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### 1. OVERVIEW

Indigenous Education & Boarding Australia (IEBA) have been contracted by the National indigenous Australians Agency (NIAA PROJECT ID - 4-FZGVUFF) to create a website under the title *What Works to Support Indigenous Students Guidance for Boarding Providers Project*.

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### 2. PROJECT OBJECTIVE

To increase student retention and contribute to improved educational outcomes through the documentation and distribution of knowledge and resources that will provide guidance to boarding providers on what works best to support Indigenous boarding students.

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### 3. PROJECT OUTPUT

The development of a web portal, [www.indigenousboarding.com.au](http://www.indigenousboarding.com.au), for the collation and distribution of information and resources to schools and boarding residences with Aboriginal and Torres Strait Islander students.



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### 4. PROJECT LOGIC

#### *If we do this:*

A repository of knowledge and resources will be created in relation to 'what works' to effectively support Aboriginal and Torres Strait Islander students who study away from home. This will be accessible and promoted to schools, boarding providers, and allied organisations.

#### *Then we will:*

Enable organisations to increase the knowledge and skills of their leadership and staff to implement improved practices and procedures that will increase student engagement, retention rates. This will directly contribute to the improved educational outcomes of Aboriginal and Torres Strait Islander students and closing the education gap.

## 5. PROJECT GOVERNANCE

### 5.1. PROJECT MANAGEMENT

The project will be managed by a sub-committee of the IEBA Board. The sub-committee will oversee:

- Project delivery
- Risk management
- Reference Group appointment
- Stakeholder engagement
- Contract compliance

### 5.2. PROJECT REFERENCE GROUP

A Project Reference Group will be established including representatives from Indigenous parents and key stakeholders including:

- Remote Indigenous Parents Australia
- Independent Schools Council of Australia
- National Catholic Education Commission
- Christian Schools Australia
- state and territory Education Departments
- boarding practitioners
- academic researchers
- NIAA

## 6. WEBSITE DEVELOPMENT

### 6.1. DESIGN PRINCIPLES

The website shall be designed to be easily accessible for users and maintained as such throughout the duration of the project. An IEBA staff member with experience in web design and graphic design will construct the website. Thorough testing of the user experience, including consultation with Indigenous stakeholders, must be undertaken before the website is launched publicly.

### 6.2. DESIGN REQUIREMENTS

The website must:

- Adhere to the Web Content Accessibility Guidelines version 2 level AA (WCAG 2.1 AA)
- Be designed for the user
- Meet best practice
- Follow the Privacy Principles (where relevant)
- be easily searchable
- provide all resources collated and developed as part of this project free of charge to all users
- make hard copy resources available to interested parties when requested or if needed due to limited internet access or other reasons.



Invited  
Reference Group  
Members



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## 7. CONTENT MANAGEMENT

### 7.1. SCOPE

Information and resources will include academic research, published documents, Government reports, policies and links to other relevant websites relating to Indigenous education and boarding.

### 7.2. RESOURCES

#### *EXISTING RESOURCES*

IEBA will collate high-quality resources from boarding providers and other key stakeholders, to be included on the website. To do this, IEBA must undertake national consultation with a broad range of stakeholders including:

- peak school sector organisations,
- boarding providers across all states and territories,
- academic researchers,
- transition support services and
- Indigenous parents, families and students.

#### *NEW RESOURCES*

IEBA will develop new high-quality resources determined as part of the webinars and workshops held with stakeholders.

The new resources must provide overarching guidance on what works best for Indigenous boarding students. This new content will outline underlying general principles for what works best and highlight any regional variations and models that work best in particular contexts.

New materials will make existing knowledge easily understandable and fill any information gaps and include:

- fact sheets
- how-to-guides
- short videos

### 7.3. INDIGENOUS VOICE

The voices of Indigenous students and families must be central to the resources. Focus groups will be held with students, families, boarding providers and staff to get their views on resources and to test the website user experience.

Video materials must include Indigenous voices relevant to school staff, Indigenous parents and students.

### 7.4. APPROVALS & AUTHORISATION

Guidance material included on the web portal must be agreed by the Project Reference Group and provided to NIAA for endorsement before publication.

NIAA may make suggested edits to the material for consideration before publication. NIAA will aim to provide input within a reasonable timeframe considering the level of clearance required.

The final product should consider multiple stakeholder perspectives, for agreement by the Project Reference Group.