

Molum Sabe

Aboriginal and Torres Strait Islander
Education Strategy 2026-2027



Sharing Cultures Shaping Minds Changing Hearts

About the Artwork

Ngulli Gurema Altogether Love

Waylene Currie of WRLC Arts (artist) is a proud Mununjali and Wangerriburra woman living, working and connecting on Mununjali Country.

Celebrating the jarjungaia and their families in the ability to be adaptable in walking in two worlds. Walking in two worlds—from being culturally grounded to walking into a world that is different from what has always been known and taught, through strong identity and connection, it gives the capability to be adaptable in growing strong for our jarjungaia.

Brisbane Catholic Education prides themselves on inclusion for all their families and acknowledging diversities and

creating strategies on how to improve these foundations in creating culturally safe spaces for their families and communities through all 147 schools. This is done through the 3 Impact Domains – Culturally Responsive Schools and Workplaces, Pathways for Learning and Life, and Identity and Wellbeing.

Ngulli Gurema Altogether Love, tells the story of unity and coming together in love, and the very beauty and essence this creates for better futures for our jarjungaia and families.

Love, gratitude, inclusion and acceptance can pave the way for a different way of life. Through care and nurturing, young people's lives can grow and change, creating a deep a sense of belonging and acceptance.



Artist Attribution – 'Ngulli Gurema' artwork by Waylene Currie of WRLC Arts, 2025



Acknowledgement of Country

At Brisbane Catholic Education, we acknowledge the First Nations peoples from all the Countries that make up our Diocese.

We pay our respects to the Aboriginal Custodians of these Countries, whose stories, languages, cultures and spiritualities continue to shape these regions.

We recognise First Nations peoples ancient and enduring connections to the land,

waterways, seas, skies, and all living things. We pay respect to Elders past and present and all Aboriginal and Torres Strait Islander communities within our diocese who have carried knowledge across countless generations – knowledge grounded in deep listening, relationship, and responsibility.

As educators, we recognise the strength and sophistication of these First Nations ways of

teaching and learning. They remind us that knowledge grows through connection, that wisdom is shared through relationships, and that every learner brings their own story, identity, and gifts to the teaching and learning process.

BCE commits to implementing this new Molum Sabe strategy and working with First Nations peoples with cultural humility and respect, to strengthen our workforce by embracing holistic, culturally safe

Foreword

Molum Sabe Foreword

With hope and determination, we embrace the opportunity to shape a future where every student's story is valued and celebrated. The Molum Sabe 2026–2027 Aboriginal and Torres Strait Islander Education Strategy marks a significant step forward in our shared journey of strengthening educational excellence for First Nations students to achieve their aspirations. This is strengthened through strong school leadership that ensures all students and staff are provided with opportunities to deepen their understanding of First Nations peoples, cultures and histories and how these impact on our Catholic community and broader society.

Through this strategy, Brisbane Catholic Education will streamline its approach to Indigenous education through the implementation of a new Molum Sabe framework, one guided by First Nations voices. This work stands alongside our Reconciliation Action Plan and the Cultural Capabilities Framework, reflecting our commitment to reconciliation and embedding cultural safety across all schools and workplaces.

We have listened deeply and collaborated with First Nations students, families, and staff, ensuring that these voices shape every aspect of our work. Building on the strengths of previous iterations, Molum Sabe sets a clear direction for creating culturally responsive schools and workplaces, fostering pathways for learning and life, and nurturing identity and wellbeing.

We are committed to empowering our educators and leaders with the capabilities needed to champion First Nations education in every BCE community. By embedding cultural safety and supporting continuous improvement, Molum Sabe provides a roadmap for lasting impact and genuine partnership with First Nations people across our Diocese. Together, we look forward to a future where every young person feels valued, proud, and equipped to thrive.



Leigh Williams
Education and Digital
Excellence Executive

and culturally responsive ways of working across our organisation.

We honour Country not only in words, but in the way we work, the way we listen, the way we learn and the way we shape the future for the young people entrusted to our care.



Molum (Mow/lum): Aboriginal for child (Yuggera)
Sabe (Sa/beh): Torres Strait Islander Creole word for knowledge / understanding / knowing



Purpose

Aboriginal and Torres Strait Islander young people, staff, families and communities are knowledge holders, leaders and decision-makers for Country and proud advocates for the continuation of sophisticated intellectual and cultural identities.

Molum Sabe is Brisbane Catholic Education's (BCE) strategic commitment to embedding culturally responsive practices, learning and wellbeing into every layer of our educational system. It is a system-wide priority that calls every school and system leader and educator to champion a future where Aboriginal and Torres Strait Islander young people are strong cultural leaders who walk proudly and confidently within their own communities, our BCE community and the broader Australian society.

Through a strength-based approach, Indigenous voice, agency, academic excellence and aspirations are prioritised. Simultaneously, non-Indigenous and Indigenous young peoples are equipped with the knowledge, humility, skills and courage to advocate for the rights of Indigenous peoples and foster authentic relationships together to transform the future.

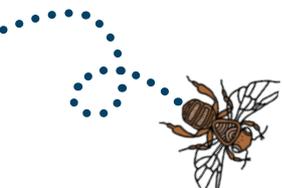
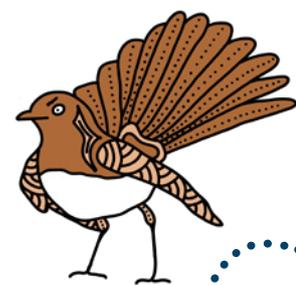
BCE commits to partnering with Aboriginal and Torres Strait Islander peoples to deliver a vibrant, high-quality education grounded in self-determination, truth-telling and justice. Through the authentic sharing of cultures and the intentional transformation of learning and wellbeing, Molum Sabe drives a deep and lasting change — cultivating culturally safe and responsive schools and workplaces where Aboriginal and Torres Strait Islander peoples have agency, are respected, valued, and inspired to grow and thrive.

Consultation

At BCE we recognise the First Peoples of Australia and commit to honouring these ancient voices through culturally responsive practices, reconciliation and action. Led by the Aboriginal and Torres Strait Islander Education Team, Molum Sabe 2026-2027 was developed through consultation with Aboriginal and Torres Strait Islander students, parents, caregivers, community, BCEs Ngapa Jahgu First Nations network, teachers, principals and school leadership, Education Excellence staff and other BCE stakeholders between June – October 2025. BCE

acknowledges the contributions and insights in creating a better educational future for Aboriginal and Torres Strait Islander young people and developing the cultural capabilities of all students and staff across BCE.

Key policy, legislation and literature have informed the consultation process, strategy development, system measures and targets of Molum Sabe 2026-2027. This includes BCEs Strategic Plan and Education Strategy, Better Fairer Schools Agreement 2025-2034, Uluru Statement from the Heart, United Nations Declaration on the Rights of Indigenous Peoples, Indigenous Cultural and Intellectual Property Rights, and Queensland's Child Safe legislation.



Our Focus 2026-2027



Molum Sabe Aboriginal and Torres Strait Islander Education Strategy

BCE recognises that every employee in the organisation has a role in fulfilling the Molum Sabe Aboriginal and Torres Strait Islander Education Strategy, through embedding culturally responsive practices.

Molum Sabe Aboriginal and Torres Strait Islander Strategy 2026-2027 calls for courageous leadership, systemic accountability and a shared vision for co-creating a new model of Indigenous education dedicated to creating culturally responsive schools and workplaces where Indigenous pathways are supported and the identity and wellbeing of First Nations students are prioritised.

Molum Sabe 2026-2027 has a strong focus on creating Culturally Responsive Schools and Workplaces, which includes deepening understanding and practices to achieve cultural safety. Cultural Safety moves beyond awareness or sensitivity, It requires culturally responsive actions and active reflection on power dynamics, a willingness to address institutional prejudices, personal biases and negative attitudes, and dismantling racism to ensure Aboriginal and Torres Strait Islander students, staff, parents and communities, feel emotionally, spiritually, and culturally safe, respected and valued as meaningful members of our BCE Catholic community.

BCE acknowledges Cultural Safety and enacting Culturally Responsive Practices across

our schools and workplaces is a shared responsibility. It involves recognising the family and community responsibilities, and the cultural load carried by Aboriginal and Torres Strait Islander peoples, which impacts on the engagement and sense of belonging within our BCE schools and workplaces.

Molum Sabe 2026-2027 commits BCE to monitoring progress using five key measures and corresponding system targets. These are informed by the Better Fairer Schools Agreement 2025-2034 and contribute to the delivery of BCEs Strategic Plan, Education Strategy, Cultural Capabilities Learning Plan and Framework and Reconciliation Action Plan.





Molum Sabe Framework

Sharing Cultures Shaping Minds Changing Hearts

Aboriginal and Torres Strait Islander young people thrive in educational settings that are culturally responsive and personally supportive. Molum Sabe is a multi-disciplinary approach to Indigenous education that prioritises Aboriginal and Torres Strait Islander student aspirations and fosters deep respect and understanding between Indigenous and of non-Indigenous students, staff and community.

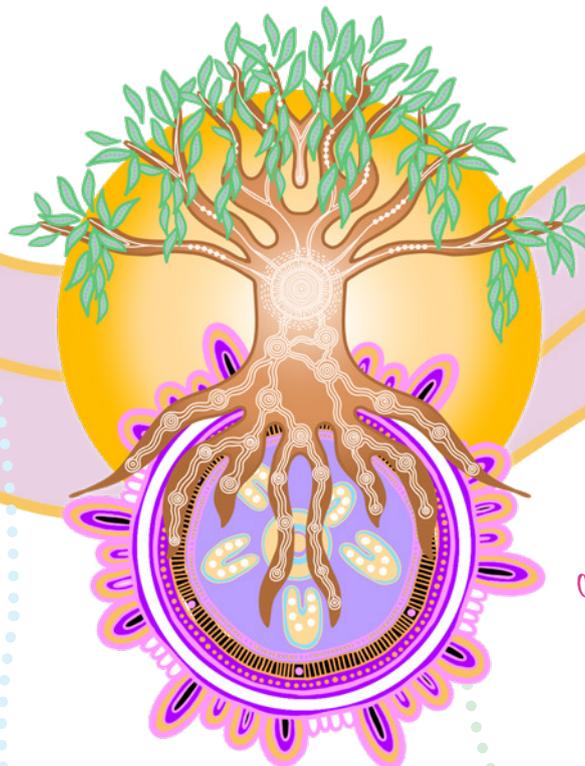
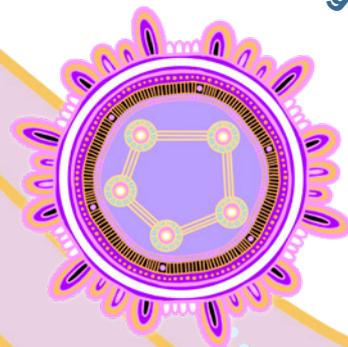
Molum Sabe is delivered through three Impact domains – Culturally Responsive Schools & Workplaces, Pathways for Learning & Life, and Identity and Wellbeing. These impact domains are realised through identified Focus Areas incorporating school and system level actions.

Impact Domains

Pathways for Learning and Life

Identity and Wellbeing

Culturally Responsive Schools and Workplaces



Student Voice and Agency
Multi-Tiered System of Supports
Aspiration Development

Culturally Responsive Leadership
Inclusive School Culture
Culturally Responsive Learning and Teaching
School-Community Relationships
Strategic Systemic Support

Growing Indigenous Leadership

Focus Areas

Implementation Plan

Molum Sabe Aboriginal and Torres Strait Islander Education Strategy 2026-2027

Impact Domain	Focus Areas	2026-2027 Implementation Priorities
<p>Culturally Responsive Schools and Workplaces</p> <p>Culturally Responsive Schools and Workplaces are realised when all BCE staff and students are immersed in inclusive environments that honour, respect, and actively engage with Aboriginal and Torres Strait Islander peoples' ways of knowing, being and doing. This is achieved through collective, culturally safe and informed actions, individual learning, respectful relationships, and equitable practices</p>	Culturally Responsive Leadership	<ul style="list-style-type: none"> Implement Cultural Capability Framework and Learning Plan for school and system leaders Investigate and create opportunities for school principals to gain qualifications in Indigenous Education
	Inclusive School Culture	<ul style="list-style-type: none"> Create welcoming and culturally safe schools Embed inclusive policies and practices Expand whole school cultural immersions with Ngutana-Lui and Community
	Culturally Responsive Learning & Teaching	<ul style="list-style-type: none"> Implement Cultural Capability Framework and Learning Plan for cluster partners Promote and embed positive representations in the curriculum Grow Culturally Responsive Pedagogical practices
	School – Community Relationships	<ul style="list-style-type: none"> Expand and formalise localised community partnerships Form community representation bodies
	Strategic Systemic Support	<ul style="list-style-type: none"> Support workforce development of First Nations staff Develop and implement a BCE True Tracks Cultural Protocols Guide Provide strategic advice on First Nations ways of knowing and doing Embed the universal principle – cultural safety across schools and workplaces
<p>Pathways for Learning and Life</p> <p>Pathways for Learning and Life are purpose-driven journeys that honour cultural identity, nurture aspirations, and create diverse opportunities for Aboriginal and Torres Strait Islander young people. They are expressions of self-determination, guided by quality teaching and learning, and multi-tiered system of supports which include community and culture. With this foundation of support, Aboriginal and Torres Strait Islander young people will be empowered to engage in schooling and thrive in their learning to pursue their aspirations.</p>	Multi-Tiered System of Supports	<ul style="list-style-type: none"> Develop advice and resources for First Nation students through MTSS
	Aspiration Development	<ul style="list-style-type: none"> Create new opportunities for First Nations Students to connect and collaborate Support, case management and mentor First Nations students Recognise and showcase First Nations student achievements
	Student Voice and Agency	<ul style="list-style-type: none"> Increase First Nations student voice across BCE and beyond Develop First Nations student leadership capabilities
<p>Identity and Wellbeing</p> <p>Culture and Faith are the heartbeat of identity and the foundation of wellbeing. Identity and Wellbeing are realised through Cultural engagements that enable Aboriginal and Torres Strait Islander young people to shape their unique cultural identity and grow as knowledge holders, strong, proud and confident as Indigenous Leaders.</p>	Growing Indigenous Leadership	<ul style="list-style-type: none"> Increase First Nations student cultural engagements

2026-2027 Measures and Targets

Indicator	Measure	2025 Baseline	2027 Target																								
Increase the Student Attendance Rate and Level to 2019 levels for priority equity cohorts, nationally: Aboriginal and Torres Strait Islander Students	First Nations student Attendance rate pre-covid 2019 91.8%.	2025 First Nations Student Attendance Rate 86.31%	Attendance Rate By 2027 – 90.0% By 2030 – 91.8%																								
	First Nations student Attendance level pre-covid 2019 56.2%	2025 First Nations Student Attendance Level 46.9%	Attendance Level By 2027 – 50.6% By 2030 – 56.2%																								
Increase the proportion of Aboriginal and Torres Strait Islander people attaining Year 12 or equivalent qualification to the same level as non-First Nations students	First Nations student QCE Attainment	2025 First Nations student QCE Attainment 93.52% 2025 Non-First Nations students QCE Attainment 98.45%	By 2027 – 94.5% By 2030 – First Nations student QCE Attainment equivalent to non-First Nations students.																								
Trend upwards in the proportion (%) of Aboriginal and Torres Strait Islander students in the Strong and Exceeding proficiency levels in NAPLAN.	<p>Strong and Exceeding levels in NAPLAN (Reading)</p> <p>Strong and Exceeding levels in NAPLAN (Numeracy)</p> <p>E = Even U = Upward D = Downward</p>	<table border="1"> <thead> <tr> <th>Year</th> <th></th> <th>3</th> <th>5</th> <th>7</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>Strong / Exceeding</td> <td>60%</td> <td>61%</td> <td>58%</td> <td>66%</td> </tr> <tr> <td>2025</td> <td>Strong / Exceeding</td> <td>60%</td> <td>65%</td> <td>60%</td> <td>62%</td> </tr> <tr> <td>Trend</td> <td>Strong / Exceeding</td> <td>E</td> <td>U</td> <td>U</td> <td>D</td> </tr> </tbody> </table>	Year		3	5	7	9	2024	Strong / Exceeding	60%	61%	58%	66%	2025	Strong / Exceeding	60%	65%	60%	62%	Trend	Strong / Exceeding	E	U	U	D	Demonstrate a consistent upward trend across Y3 – 9 in Strong and Exceeding proficiency levels in Reading and Numeracy.
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Increase Cultural Capabilities and Confidence	Completion of staged professional learning for Principals and Education Excellence staff	2025 new initiative – 0%	85% successful completion of Cultural Capabilities Learning Plan aligned work areas – Principals and Education Excellence staff																								
Increase Aboriginal and Torres Strait Islander Student Wellbeing and Identity	TTFM Wellbeing Composite Key First Nations = bold TTFM National Norm = () BCE 2025 results = []	TTFM Wellbeing Composite – First Nations Student data. Primary Sense of belonging 69% (71%) [72%] Secondary Sense of belonging 46% (59%) [53%]	Each TTFM survey indicator improves from previous year and above the 2025 First Nations Student baseline.																								
	TTFM Composite – Staff data	Staff response to TTFM Question: "Develop cultural knowledge and practices in embedding Aboriginal and Torres Strait Islander perspectives through my work." TTFM Composite – Staff data 75% Agree/Strongly Agree (42.5% Strongly agree, 32.5% Agree)	Each TTFM survey indicator improves from previous year and above the 2025 baseline.																								

