APPENDIX 1a

LETTER TO PRINCIPAL

To the Principal
The High School
REGIONAL CENTRE

Dear

I am writing to request permission to speak to individual staff and Aboriginal students at your school about them becoming involved in my research as part of my M.Ed. (Hons) I am doing through UNE-Armidale. My research will focus on the factors which have made it possible for individual Aboriginal students to stay at school and be successful, and, as a result of a request from the Coordinator of Aboriginal Education, I will also be exploring how these achievements are related to the Aboriginal identity of the students.

I am, therefore, interested in working with Aboriginal students who are being successful at senior secondary. The pilot study I conducted at the end of 1992 indicated that there can be very positive outcomes for the students involved. My research will take the form of case studies which, when they are written up, should not identify the individual student(s) or schools except to those who have been involved in the research. Pseudonyms will be used throughout.

Most of my data will be obtained through interviews, although, with the permission of the student(s) I would appreciate having access to student files where and when this seems appropriate. For example, I will be interested in past academic achievement and if the student(s) do not have copies of previous reports they can show me, I would appreciate being able to look at the copies the school has.

I will be on leave in term 2 so I will conduct most of the interviews then, with follow up ones later in the year, but I will need to confirm student participants early in the year. Attached is a copy of my permission to conduct this research in Education Department schools. If you have any questions please feel free to contact me at school (Ph:) or at home (Ph:).

I look forward to receiving your written approval for me to undertake some of my research in your school. I would also appreciate suggestions as to whom it would be most appropriate to work through in the school, particularly as a first point of contact.

Yours sincerely

DI RUSSELL
28 January 1994

AGREEMENT FOR SCHOOL TO PARTICIPATE IN RESEARCH

The nature and purpose of the research being carried out by DI RUSSELL has been clearly explained to me (see Plain English Statement).

I understand that anonymity will be safeguarded by the fact that no individuals, schools or towns will be identified by name.

I also understand that participants will have the opportunity to read transcripts of interviews and request changes and/or deletions before the content is incorporated into the research, and the right to withdraw at any stage simply by contacting Di Russell and requesting that.

I agree to allow Di Russell to undertake research in my school. This includes access to individual student records where the students involved consent to this.

School Name: _____ _____

Principal's Name: _____ _____

Signature: _____ _____

Date: _____ _____

For further information please contact:

DI RUSSELL
Address:

Phone: (home)
                (work)

GENERAL AGREEMENT TO PARTICIPATE IN RESEARCH

The nature and purpose of the research being carried out by DI RUSSELL has been clearly explained to me (see Plain English Statement).

I understand that anonymity will be safeguarded by the fact that no individuals, schools or towns will be identified by name in the final report.

I also understand that interviews will be tape recorded, that I will have the opportunity to read transcripts of interviews and request changes and/or deletions before the content is incorporated into the research, and the right to withdraw at any stage simply by contacting Di Russell and rquesting that.

I agree to participate in this research.

Name: _____ _____

Signature: _____ _____

Date: _____ _____

For further information please contact:

DI RUSSELL
Address:

Phone: (home)
               (work)

PARENT PERMISSION FOR STUDENT TO PARTICIPATE IN RESEARCH

The nature and purpose of the research being carried out by DI RUSSELL has been clearly explained to me and my son/daughter (see Plain English Statement).

I understand that anonymity will be safeguarded by the fact that no individuals, schools or towns will be identified by name in the final report.

I also understand that interviews will be tape recorded, that I and my son/daughter will have the opportunity to read transcripts of our interviews and request changes and/or deletions before the content is incorporated into the research, and that we have the right to withdraw our participation at any stage simply by contacting Di Russell and requesting that.

I agree for _____ to participate in this research.

Parent's Name: _____

Signature: _____

Date: _____

For further information please contact:

DI RUSSELL
Address:

Phone: (home)
                (work)

APPENDIX 2c

STUDENT AGREEMENT TO PARTICIPATE IN RESEARCH

The nature and purpose of the research being carried out by DI RUSSELL has been clearly explained to me (see Plain English Statement).

I understand that anonymity will be safeguarded by the fact that no individuals, schools or towns will be identified by name in the final report.

I also understand that interviews will be tape recorded, that I will have the opportunity to read transcripts of interviews and request changes and/or deletions before the content is incorporated into the research, and the right to withdraw at any stage simply by telling Di Russell that I want to.

I agree to participate in this research.

Student's Name: _____

Signature: _____

Date: _____

For further information please contact:

DI RUSSELL
Address:

Phone: (home)
                (work)

APPENDIX 3

STUDENT PERMISSION TO OBTAIN INFORMATION FROM VARIOUS SOURCES

I give permission for DI RUSSELL to interview the following people about me:

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Student's Name: _____

Signature: _____ Date: _____

I give permission for DI RUSSELL to look at my school records.

Student's Name: _____

Signature: _____ Date: _____

APPENDIX 4

PLAIN ENGLISH STATEMENT FOR PARTICIPANTS

INFORMATION ABOUT THE RESEARCHER:

I am a teacher from Whyalla. I am studying a Master of Education (Honours) in Aboriginal Studies through the University of New England. As part of my studies I have to do an original piece of research. I chose to study Aboriginal Studies for my Masters degree because I did not have the opportunity to study this when I was studying to become a teacher. Also, when I was teaching at .... School we had a lot of Aboriginal students, most of whom dropped out of school before completing Year 10. I felt I didn't know enough about Aboriginal history and current problems Aboriginal people face. During my course work studies I began to think about the area I wished to do my research in.

FOCUS OF THE RESEARCH:

I decided to focus on the positive rather than the negative because not all Aboriginal students drop out of school; some do continue at school further than Year 10. I was curious about the things that have made a difference for these students, things that have helped them stay at school and succeed. I wondered if this had anything to do with how these students saw themselves, in other words, how they identified as an Aboriginal person. Therefore I decided to focus on three things in my research:

- the things that have helped these students stay at school
- the things that have helped them succeed at school
- how these are related, if they are at all, to the student's Aboriginal identity.

DETAILS OF THE STUDY:

I knew there would not be a large sample of students to choose from. Therefore, I decided to use case studies of individual students. I asked principals and staff at schools for the names of students they thought might be interested in participating in my research, and also whose parents were likely to agree. What I plan to do is to interview these students at least once. I will also interview one of their parents or a close family member, and some staff at the schools they attend. I will tape record these interviews and type them up. Then I will analyse all the information I have.

YOUR SAY IN WHAT INFORMATION IS USED:
When each interview with you has been typed up, I will send a copy to you so that you can check that what I have typed up is correct. If you want to change any of the information you can do so.

HOW CONFIDENTIALITY WILL BE ENSURED:
Only you will see a copy of my interview with you. If I get anyone else to type up the interviews for me I will make sure that they know that they must keep any information about you confidential. When all the interviews have been checked I will use a code name for students that only the student and I will know. Teachers and family members interviewed will not be named, nor will the school. Anything that is quoted from interviews in the final report will use the code names or general descriptions of people or places. I will be the only person to have the key to the codes.

QUESTIONS YOU MIGHT HAVE:
If you think of any more questions later on you can write to me or give me a ring.

Thank you for your help.

Yours sincerely

DI RUSSELL

Address: Work phone:
                                            Home phone:

APPENDIX 5

INTERVIEW GUIDE

GENERAL BACKGROUND INFORMATION:
Interviewee:
- gender
- Aboriginality
- relation to student
- highest level of education
- employment
- values about education
- values about identifying as Aboriginal (if relevant)

Community:
- type
- Aboriginality
- relationships within whole community
- expectations of students (Aboriginal and non-Aboriginal)
- employment opportunities
- further education opportunitities

STUDENT'S FAMILY:
Immediate family:
- structure
- Aboriginality of parents
- relationships within it
- kinship links
- cultural identity
- family traditions
- school contact
- socio-economic factors
- academic / career expectations / aspirations
- perceived relation between school and work
- encouragement
- pressures on student
- racism towards

Extended family:
- Aboriginality
- student knowledge of
- student contact with
- student relationship with

APPENDIX 5 (continued)

STUDENT:
Personality characteristics:
- self concept
- self confidence
- self esteem
- self reliance
- motivation
- competitive nature
- self discipline
- cooperation and social concern
- academic self concept

Attitude to school:
- attendance and punctuality
- behaviour
- approach to study
- perceived relationship between school and work
- extra curricula activities

Academic pursuits:
- pattern of achievement
- level of cognitive functioning
- learning style

Community involvement:
- sport
- other

Future orientation:
- career aspirations
- further study
- place

Aboriginal identity:
- others' perceptions
- self identification
- identity development / conflicts
- racism

APPENDIX 5 (continued)

SCHOOL:
Background information:
- type
- size of secondary component
- % Aboriginal students

Aboriginal students:
- retention
- career orientation
- as peer group (student position in, pressures on student)

Non-Aboriginal students:
- retention
- career orientation
- as peer group

Teachers:
- perceived pedagogical competence
- recognition of racism
- racism from
- relationships with student participants (and others)
- career orientation of classes
- perceptions of student participants

Curriculum:
- school environment (? supportive of Aboriginal students)
- cultural inclusivity
- social justice
- types of courses offered
- extra-curricula activities
- career orientation
- structures

APPENDIX 6

POSSIBLE INTERRELATIONSHIPS BETWEEN ENVIRONMENTS WITHIN WHICH AN INDIVIDUAL STUDENT LIVES AND ACTS
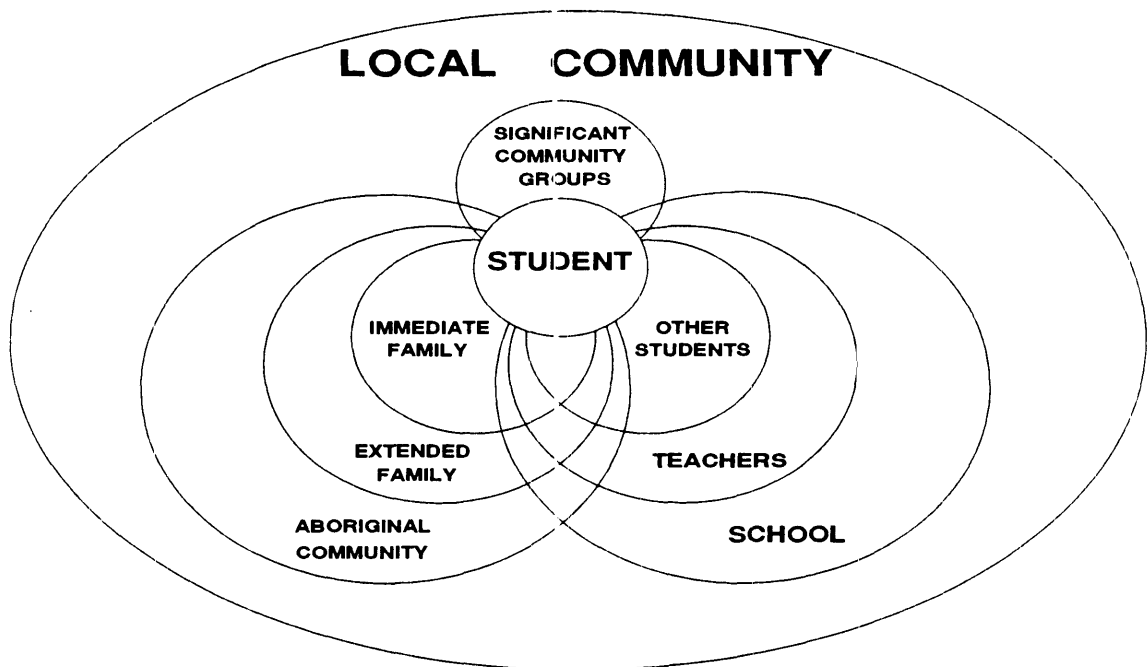
APPENDIX 7

INDEX SYSTEM

Creating the indexing system

From my reading about how to analyse qualitative data, I knew that part of the indexing system would incorporate characteristics of the interviewees and their relationships with the students. Non-student individuals could be categorised as belonging to one of the following groups: the immediate family; the extended family; the local community and its sub-groups; the school; the teachers; and other students. I conceptualised the interrelationships between the student and the individuals in these groups diagrammatically (appendix 6). Then there were the different types and sizes of the schools, and their demographic data. All of these, and possibly other, background categories had to be incorporated into an initial index system of concept categories relating to retention, attainment and identity. The NUD•IST manual provided a structure that I could and did use to develop the initial index system for coding text units within transcripts of interviews.

Each of the groups identified above became a first level branch on my evolving tree of index categories and each was given a unique coded number and a description. These index categories were then subdivided and organised into further branching *analytic categories* (Hughes 1994, 45) by incorporating data on retention, attainment and identity obtained from the literature search and my own knowledge and intuition. Using the terminology of NUD•IST the beginning of of each branch is a called a 'node'. The 'root' node is the 'parent' of the first level nodes (or children) which branch off it; nodes which branch off other nodes are referred to as 'subtrees'. The numerical code for each node is the 'node address'. In NUD•IST terms all the branches on the 'inverted tree' constitute the 'index system' which is shown graphically on the computer screen and can be printed out as a 'node list'.

Once I had my initial index system I went back to the transcripts of each interview, divided them into text or meaning units and coded them. Each 'text unit' (NUD•IST manual), or 'meaning unit' (Tesch 1990), of the interview transcripts contained at least one discrete episode or piece of information and was comprehensible by itself. Most meaningful text units contained more than one piece of information that could not be separated without removing the meaning from one or more of the the pieces of information. This meant that some text units were larger than others and were coded with a number of index categories.

APPENDIX 7 (continued)

The evolving node list was refined after reading and rereading the text of the first sets of interviews with or about the student participants, and was then continuously modified as the text units of each interview were coded. This was necessary because there were some topics not included in the node list to that date. As far as possible I heeded Tesch's (1990, 119) advice to keep the index categories as identifications of the 'topic' - what was talked or written about. Appendix 7 contains the complete node list I had arrived at by the time I had coded all documents. Mason (1994, 91) refers to the whole of this process as "making data manageable" and the next step as actual analysis of the data.

The set of data documents for each individual student was initially analysed collectively. This was done initially by coarsely searching the index system of NUD•IST using the "collect" function. For each student, all text coded under particular broad categories was printed out. For example,
* "personality / self-confidence";
* "future / career aspirations";
* "Aboriginal identity / self identification" and
* "immediate family / future for student / pressures to".
These broad categories were part of the index system.

What follows is the node list as it appeared when coding had been completed.

NODE LIST WHEN CODING WAS COMPLETED

```
(1)              /background data
(1 1)            /background data/interviewee
(1 1 1)          /background data/interviewee/gender
(1 1 1 1)        /background data/interviewee/gender/male
(1 1 1 2)        /background data/interviewee/gender/female
(1 1 2)          /background data/interviewee/Aboriginality
(1 1 2 1)        /background data/interviewee/Aboriginality/Aboriginal
(1 1 2 2)        /background data/interviewee/Aboriginality/non-Aboriginal
(1 1 3)          /background data/interviewee/relation to st
(1 1 3 1)        /background data/interviewee/relation to st/self
(1 1 3 1 1)      /background data/interviewee/relation to st/self/year 11
(1 1 3 1 2)      /background data/interviewee/relation to st/self/year 12
(1 1 3 2)        /background data/interviewee/relation to st/other st
(1 1 3 3)        /background data/interviewee/relation to st/close relative
(1 1 3 3 1)      /background data/interviewee/relation to st/close relative/father
(1 1 3 3 2)      /background data/interviewee/relation to st/close relative/mother
(1 1 3 3 3)      /background data/interviewee/relation to st/close relative/aunt
(1 1 3 3 4)      /background data/interviewee/relation to st/close relative/older sister
(1 1 3 4)        /background data/interviewee/relation to st/teacher
(1 1 3 5)        /background data/interviewee/relation to st/other staff
(1 1 3 6)        /background data/interviewee/relation to st/comm. group
(1 2)            /background data/school
(1 2 1)          /background data/school/type
(1 2 1 1)        /background data/school/type/R 12
(1 2 1 2)        /background data/school/type/8 12
(1 2 2)          /background data/school/size of sec.
(1 2 2 1)        /background data/school/size of sec./<200
(1 2 2 2)        /background data/school/size of sec./200-299
(1 2 2 3)        /background data/school/size of sec./300-399
(1 2 2 4)        /background data/school/size of sec./400-599
(1 2 2 5)        /background data/school/size of sec./>600
(1 2 3)          /background data/school/Ab. sts
(1 2 3 1)        /background data/school/Ab. sts/0-5%
(1 2 3 2)        /background data/school/Ab. sts/10-20%
(1 2 3 3)        /background data/school/Ab. sts/30+%
(1 3)            /background data/Community
(1 3 1)          /background data/Community/type
(1 3 1 1)        /background data/Community/type/metropolitan
(1 3 1 2)        /background data/Community/type/regional centre
(1 3 1 3)        /background data/Community/type/rural centre
(1 4)            /background data/Ab. employm't
(1 4 1)          /background data/Ab. employm't,opportunities
(1 4 1 1)        /background data/Ab. employm't,opportunities/CDEP
(1 4 1 2)        /background data/Ab. employm't,opportunities/government
(1 4 1 3)        /background data/Ab. employm't,opportunities/general
(1 4 2)          /background data/Ab. employm't,rates
(1 4 2 1)        /background data/Ab. employm't,rates/rel. high
(1 4 2 2)        /background data/Ab. employm't,rates/rel. low
(1 5)            /background data/further edn
(1 5 1)          /background data/further edn/no
(1 5 2)          /background data/further edn/yes
(1 5 2 1)        /background data/further edn/yes/TAFE
(1 5 2 1 1)      /background data/further edn/yes/TAFE/Ab.enclave
(1 5 2 1 2)      /background data/further edn/yes/TAFE/general
(1 5 2 2)        /background data/further edn/yes/university
(1 5 2 2 1)      /background data/further edn/yes/university/Ab.enclave
(1 5 2 2 2)      /background data/further edn/yes/university/general
(2)              /values
(2 1)            /values/about education
(2 1 1)          /values/about education/role of
(2 1 1 1)        /values/about education/role of/school
(2 1 1 1 1)      /values/about education/role of/school/keeping Aboriginal sts together
(2 1 1 2)        /values/about education/role of/teachers
(2 1 1 2 1)      /values/about education/role of/teachers/liking students
(2 1 1 3)        /values/about education/role of/family
(2 1 1 4)        /values/about education/role of/student
(2 1 2)          /values/about education/value of
(2 1 2 1)        /values/about education/value of/high
(2 1 2 2)        /values/about education/value of/low
(2 1 2 3)        /values/about education/value of/some
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(2 2)               /values/about employment
(2 2 1)             /values/about employment/important
(2 2 2)             /values/about employment/not important
(2 2 3)             /values/about employment/expectations of
(2 2 3 1)           /values/about employment/expectations of/young people
(2 2 3 2)           /values/about employment/expectations of/Ab. youth
(2 3)               /values/about identifying as Ab.
(2 3 1)             /values/about identifying as Ab./essential
(2 3 2)             /values/about identifying as Ab./important
(2 3 3)             /values/about identifying as Ab./not very important
(3)                 /student
(3 1)               /student/personality
(3 1 1)             /student/personality/self concept
(3 1 1 1)           /student/personality/self concept/positive
(3 1 1 2)           /student/personality/self concept/negative
(3 1 1 3)           /student/personality/self concept/ambivalent
(3 1 2)             /student/personality/self confidence
(3 1 2 1)           /student/personality/self confidence/academic initiative
(3 1 2 2)           /student/personality/self confidence/forceful in views
(3 1 2 3)           /student/personality/self confidence/lacks
(3 1 2 4)           /student/personality/self confidence/extroverted
(3 1 2 4 1)         /student/personality/self confidence/extroverted/outspoken
(3 1 2 6)           /student/personality/self confidence/meet new challenges
(3 1 2 6 1)         /student/personality/self confidence/meet new challenges/ready to
(3 1 2 6 2)         /student/personality/self confidence/meet new challenges/resists
(3 1 2 7)           /student/personality/self confidence/flare
(3 1 2 8)           /student/personality/self confidence/quiet
(3 1 2 9)           /student/personality/self confidence/not outspoken
(3 1 2 10)          /student/personality/self confidence/address large groups
(3 1 2 11)          /student/personality/self confidence/very
(3 1 2 12)          /student/personality/self confidence/speaking on radio
(3 1 2 13)          /student/personality/self confidence/negotiating
(3 1 2 13 1)        /student/personality/self confidence/negotiating/deadlines
(3 1 2 13 2)        /student/personality/self confidence/negotiating/assessments
(3 1 2 14)          /student/personality/self confidence/doubtful about
(3 1 3)             /student/personality/self esteem
(3 1 3 1)           /student/personality/self esteem/openness
(3 1 3 1 1)         /student/personality/self esteem/openness/sharing of self
(3 1 3 1 1 1)       /student/personality/self esteem/openness/sharing of self/openly
(3 1 3 1 1 2)       /student/personality/self esteem/openness/sharing of self/selectively
(3 1 3 2)           /student/personality/self esteem/success
(3 1 3 2 1)         /student/personality/self esteem/success/prepared to take risks
(3 1 3 3)           /student/personality/self esteem/embarrassed by
(3 1 3 3 1)         /student/personality/self esteem/embarrassed by/correction
(3 1 3 3 1 1)       /student/personality/self esteem/embarrassed by/correction/becomes aggressive
(3 1 3 4)           /student/personality/self esteem/shame
(3 1 3 4 1)         /student/personality/self esteem/shame/yes
(3 1 3 4 2)         /student/personality/self esteem/shame/no
(3 1 3 5)           /student/personality/self esteem/sense of humour
(3 1 3 6)           /student/personality/self esteem/strength of convictions
(3 1 4)             /student/personality/self reliance
(3 1 4 1)           /student/personality/self reliance/leaving home
(3 1 4 1 1)         /student/personality/self reliance/leaving home/keen to
(3 1 4 1 2)         /student/personality/self reliance/leaving home/reluctant to
(3 1 4 1 3)         /student/personality/self reliance/leaving home/tentative
(3 1 4 2)           /student/personality/self reliance/distancing self
(3 1 4 3)           /student/personality/self reliance/resisting negative pressures
(3 1 4 4)           /student/personality/self reliance/prefers group
(3 1 4 5)           /student/personality/self reliance/choosing Open Access
(3 1 4 6)           /student/personality/self reliance/stands up for self
(3 1 4 7)           /student/personality/self reliance/easily led
(3 1 5)             /student/personality/motivation
(3 1 5 1)           /student/personality/motivation/goal directed
(3 1 5 1 1)         /student/personality/motivation/goal directed/education for job
(3 1 5 2)           /student/personality/motivation/intrinsic
(3 1 5 2 1)         /student/personality/motivation/intrinsic/for family
(3 1 5 2 2)         /student/personality/motivation/intrinsic/reliable
(3 1 5 2 3)         /student/personality/motivation/intrinsic/wants to succeed
(3 1 5 3)           /student/personality/motivation/external
(3 1 5 4)           /student/personality/motivation/loss of focus
(3 1 6)             /student/personality/competitive nature
(3 1 6 1)           /student/personality/competitive nature/success orientated
(3 1 6 2)           /student/personality/competitive nature/keen to compete
(3 1 6 3)           /student/personality/competitive nature/reluctant to
(3 1 7)             /student/personality/self determination
(3 1 7 1)           /student/personality/self determination/encouraged self
(3 1 7 2)           /student/personality/self determination/takes work seriously
(3 1 7 3)           /student/personality/self determination/dedicated
(3 1 7 4)           /student/personality/self determination/responsibility
(3 1 7 4 1)         /student/personality/self determination/responsibility/likes to finish things
```

(3 1 8)	/student/personality/self discipline
(3 1 8 1)	/student/personality/self discipline/planning skills
(3 1 8 1 1)	/student/personality/self discipline/planning skills/time management
(3 1 8 1 1 1)	/student/personality/self discipline/planning skills/time management/good
(3 1 8 1 1 2)	/student/personality/self discipline/planning skills/time management/poor
(3 1 8 2)	/student/personality/self discipline/study habits
(3 1 8 3)	/student/personality/self discipline/homework
(3 1 8 4)	/student/personality/self discipline/way works in class
(3 1 8 4 1)	/student/personality/self discipline/way works in class/easily distracted
(3 1 8 4 1 1)	/student/personality/self discipline/way works in class/easily distract/socialises
(3 1 8 4 2)	/student/personality/self discipline/way works in class/inconsistent
(3 1 8 5)	/student/personality/self discipline/dedication
(3 1 9)	/student/personality/coop'n and social concern
(3 1 9 1)	/student/personality/coop'n and social concern/supports others
(3 1 9 2)	/student/personality/coop'n and social concern/sense of justice
(3 1 9 3)	/student/personality/coop'n and social concern/political activism
(3 1 9 4)	/student/personality/coop'n and social concern/minding own business
(3 1 9 5)	/student/personality/coop'n and social concern/building bridges
(3 1 9 5 1)	/student/personality/coop'n and social concern/building bridges/student-student
(3 1 9 5 2)	/student/personality/coop'n and social concern/building bridges/teacher-student
(3 1 9 6)	/student/personality/coop'n and social concern/team person
(3 1 9 7)	/student/personality/coop'n and social concern/well mannered
(3 1 9 8)	/student/personality/coop'n and social concern/perceptive
(3 1 9 9)	/student/personality/coop'n and social concern/varies
(3 1 9 10)	/student/personality/coop'n and social concern/role model
(3 1 9 11)	/student/personality/coop'n and social concern/thinks about responsibilities
(3 1 9 12)	/student/personality/coop'n and social concern/challenges others
(3 1 10)	/student/personality/academic self concept
(3 1 10 1)	/student/personality/academic self concept/positive
(3 1 10 1 1)	/student/personality/academic self concept/positive/work not hard
(3 1 10 1 2)	/student/personality/academic self concept/positive/over-optimistic
(3 1 10 2)	/student/personality/academic self concept/negative
(3 1 10 2 1)	/student/personality/academic self concept/negative/fear of failure
(3 1 10 2 2)	/student/personality/academic self concept/negative/underrates achievement
(3 1 10 3)	/student/personality/academic self concept/realistic
(3 1 10 3 1)	/student/personality/academic self concept/realistic/honest
(3 1 10 4)	/student/personality/academic self concept/finds work difficult
(3 1 10 4 1)	/student/personality/academic self concept/finds work difficult/too much
(3 1 10 4 2)	/student/personality/academic self concept/finds work difficult/hard
(3 1 10 5)	/student/personality/academic self concept/fear of yr 12 being hard
(3 2)	/student/behaviour
(3 2 1)	/student/behaviour/aggressiveness
(3 2 1 1)	/student/behaviour/aggressiveness/conflict with tchrs
(3 2 1 2)	/student/behaviour/aggressiveness/conflict with sts
(3 2 1 3)	/student/behaviour/aggressiveness/intimidation
(3 2 1 4)	/student/behaviour/aggressiveness/hot temper
(3 2 1 5)	/student/behaviour/aggressiveness/irresponsible
(3 2 2)	/student/behaviour/assertiveness
(3 2 3)	/student/behaviour/changes in
(3 2 4)	/student/behaviour/sulks
(3 2 5)	/student/behaviour/range of negative
(3 2 6)	/student/behaviour/arrogant
(3 2 7)	/student/behaviour/uncontrollable
(3 2 8)	/student/behaviour/never in trouble
(3 2 9)	/student/behaviour/class clown
(3 2 10)	/student/behaviour/immature
(3 2 11)	/student/behaviour/attention seeking
(3 2 12)	/student/behaviour/wanders
(3 3)	/student/academic pursuits
(3 3 1)	/student/academic pursuits/pattern of achievement
(3 3 1 1)	/student/academic pursuits/pattern of achievement/literacy
(3 3 1 1 1)	/student/academic pursuits/pattern of achievement/literacy/at 7-8 transition
(3 3 1 1 2)	/student/academic pursuits/pattern of achievement/literacy/at sen. sec.
(3 3 1 1 2 1)	/student/academic pursuits/pattern of achievement/literacy/at sen. sec./high
(3 3 1 1 2 2)	/student/academic pursuits/pattern of achievement/literacy/at sen. sec./low
(3 3 1 2)	/student/academic pursuits/pattern of achievement/numeracy
(3 3 1 2 1)	/student/academic pursuits/pattern of achievement/numeracy/at 7-8 transition
(3 3 1 2 2)	/student/academic pursuits/pattern of achievement/numeracy/at senior secondary
(3 3 1 2 2 1)	/student/academic pursuits/pattern of achievement/numeracy/at senior sec./high
(3 3 1 2 2 2)	/student/academic pursuits/pattern of achievement/numeracy/at senior sec./low
(3 3 1 3)	/student/academic pursuits/pattern of achievement/oral skills
(3 3 1 3 1)	/student/academic pursuits/pattern of achievement/oral skills/articulate
(3 3 2)	/student/academic pursuits/level of cognitive functioning
(3 3 2 1)	/student/academic pursuits/level of cognitive functioning/self assessment
(3 3 2 1 1)	/student/academic pursuits/level of cognitive functioning/self assessment/capable
(3 3 2 1 2)	/student/academic pursuits/level of cognitive functioning/self assessment/O.K.

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(3 3 2 2)           /student/academic pursuits/level of cognitive functioning/parent assessment
(3 3 2 2 1)         /student/academic pursuits/level of cognitive functioning/parent assessment/high
(3 3 2 2 2)         /student/academic pursuits/level of cognitive functioning/parent assessment/low
(3 3 3)             /student/academic pursuits/learning style
(3 3 3 1)           /student/academic pursuits/learning style/independent
(3 3 3 2)           /student/academic pursuits/learning style/small group
(3 3 3 3)           /student/academic pursuits/learning style/seeks help
(3 3 3 3 1)         /student/academic pursuits/learning style/seeks help/in small group situation
(3 3 3 4)           /student/academic pursuits/learning style/relates to own life
(3 3 3 5)           /student/academic pursuits/learning style/needs to be shown
(3 3 3 6)           /student/academic pursuits/learning style/need to be jollied
(3 3 3 7)           /student/academic pursuits/learning style/chooses mental challenges
(3 3 3 8)           /student/academic pursuits/learning style/listens
(3 3 3 8 1)         /student/academic pursuits/learning style/listens/well
(3 3 3 8 2)         /student/academic pursuits/learning style/listens/poorly
(3 4)               /student/attitude to school
(3 4 1)             /student/attitude to school/personal satisfaction
(3 4 1 1)           /student/attitude to school/personal satisfaction/likes
(3 4 1 1 1)         /student/attitude to school/personal satisfaction/likes/particular subjects
(3 4 1 1 1 1)       /student/attitude to school/personal satisfaction/likes/partic. subj./Ab. Studies
(3 4 1 1 1 2)       /student/attitude to school/personal satisfaction/likes/particular subjects/music
(3 4 1 1 1 3)       /student/attitude to school/personal satisfaction/likes/particular subjects/drama
(3 4 1 1 1 4)       /student/attitude to school/personal satisfaction/likes/particular subjects/art
(3 4 1 1 2)         /student/attitude to school/personal satisfaction/likes/particular teachers
(3 4 1 1 2 1)       /student/attitude to school/personal satisfaction/likes/partic. teach/respect for
(3 4 1 1 3)         /student/attitude to school/personal satisfaction/likes/friends
(3 4 1 1 4)         /student/attitude to school/personal satisfaction/likes/better option than leaving
(3 4 2)             /student/attitude to school/dissatisfaction
(3 4 2 1)           /student/attitude to school/dissatisfaction/dislikes
(3 4 2 1 1)         /student/attitude to school/dissatisfaction/dislikes/particular teachers
(3 4 2 1 2)         /student/attitude to school/dissatisfaction/dislikes/particular subjects
(3 4 2 1 2 1)       /student/attitude to school/dissatisfaction/dislikes/partic. subj./work too hard
(3 4 2 1 2 2)       /student/attitude to school/dissatisfaction/dislikes/partic. subj./irrelevant
(3 4 2 1 3)         /student/attitude to school/dissatisfaction/dislikes/too much work
(3 4 3)             /student/attitude to school/attitude to study
(3 4 3 1)           /student/attitude to school/attitude to study/respons for academic endeavours
(3 4 3 1 1)         /student/attitude to school/attitude to study/respons for academ.endeav./internal
(3 4 3 1 2)         /student/attitude to school/attitude to study/respons for academ.endeav./external
(3 4 3 1 3)         /student/attitude to school/attitude to study/respons for academ.endeav/tries hard
(3 4 4)             /student/attitude to school/perceived rel. bet. sch. and work
(3 4 4 1)           /student/attitude to school/perceived rel. bet. sch. and work/high
(3 4 4 2)           /student/attitude to school/perceived rel. bet. sch. and work/low
(3 4 4 3)           /student/attitude to school/perceived rel. bet. sch. and work/some
(3 4 5)             /student/attitude to school/attendance
(3 4 5 1)           /student/attitude to school/attendance/good
(3 4 5 2)           /student/attitude to school/attendance/poor
(3 4 5 2 1)         /student/attitude to school/attendance/poor/illness
(3 4 5 2 2)         /student/attitude to school/attendance/poor/reluctance
(3 4 6)             /student/attitude to school/lateness
(3 4 6 1)           /student/attitude to school/lateness/frequent
(3 4 6 2)           /student/attitude to school/lateness/infrequent
(3 4 7)             /student/attitude to school/retention
(3 4 7 1)           /student/attitude to school/retention/when decided to stay
(3 4 7 2)           /student/attitude to school/retention/doubts about staying
(3 5)               /student/extra curric. activities
(3 5 1)             /student/extra curric. activities/SRC
(3 5 2)             /student/extra curric. activities/conferences
(3 5 3)             /student/extra curric. activities/trips and excursions
(3 5 4)             /student/extra curric. activities/music
(3 5 5)             /student/extra curric. activities/sport
(3 5 7)             /student/extra curric. activities/Ab. sts' SRC
(3 6)               /student/comm. involvement
(3 6 1)             /student/comm. involvement/sport
(3 6 1 1)           /student/comm. involvement/sport/football
(3 6 1 1 1)         /student/comm. involvement/sport/football/listens and acts
(3 6 1 2)           /student/comm. involvement/sport/basketball
(3 6 1 3)           /student/comm. involvement/sport/tennis
(3 6 1 4)           /student/comm. involvement/sport/swimming
(3 6 1 5)           /student/comm. involvement/sport/athletics
(3 6 1 6)           /student/comm. involvement/sport/friends
(3 6 1 7)           /student/comm. involvement/sport/acceptance
(3 6 1 8)           /student/comm. involvement/sport/achievement
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(3 6 1 8 1)        /student/comm. involvement/sport/achievement/gifted
(3 6 1 8 2)        /student/comm. involvement/sport/achievement/success
(3 6 1 8 2 1)      /student/comm. involvement/sport/achievement/success/when applies self
(3 6 1 9)          /student/comm. involvement/sport/relationships
(3 6 1 9 1)        /student/comm. involvement/sport/relationships/good
(3 6 1 10)         /student/comm. involvement/sport/pressure
(3 6 1 10 1)       /student/comm. involvement/sport/pressure/negative reaction
(3 6 1 10 2)       /student/comm. involvement/sport/pressure/poor sport
(3 6 1 11)         /student/comm. involvement/sport/cricket
(3 6 1 11 1)       /student/comm. involvement/sport/cricket/with boys
(3 6 1 12)         /student/comm. involvement/sport/soccer
(3 6 1 13)         /student/comm. involvement/sport/hockey
(3 6 1 14)         /student/comm. involvement/sport/softball
(3 6 1 15)         /student/comm. involvement/sport/netball
(3 6 2)            /student/comm. involvement/part-time work
(3 6 3)            /student/comm. involvement/church
(3 6 4)            /student/comm. involvement/other
(3 6 5)            /student/comm. involvement/music
(3 6 5 1)          /student/comm. involvement/music/gifted
(3 6 5 2)          /student/comm. involvement/music/success
(3 8)              /student/future
(3 8 1)            /student/future/career aspirations
(3 8 1 1)          /student/future/career aspirations/professional
(3 8 1 2)          /student/future/career aspirations/paraprofessional
(3 8 1 3)          /student/future/career aspirations/skilled trade
(3 8 1 4)          /student/future/career aspirations/clerical
(3 8 1 5)          /student/future/career aspirations/labourer
(3 8 1 6)          /student/future/career aspirations/CDEP
(3 8 1 7)          /student/future/career aspirations/unemployment
(3 8 1 8)          /student/future/career aspirations/hospitality
(3 8 2)            /student/future/undecided
(3 8 3)            /student/future/exploring options
(3 8 4)            /student/future/further study
(3 8 4 1)          /student/future/further study/university
(3 8 4 1 1)        /student/future/further study/university/journalism
(3 8 4 1 2)        /student/future/further study/university/nursing
(3 8 4 1 3)        /student/future/further study/university/social worker
(3 8 4 1 4)        /student/future/further study/university/music
(3 8 4 2)          /student/future/further study/TAFE
(3 8 4 2 1)        /student/future/further study/TAFE/photography
(3 8 4 3)          /student/future/further study/knowledge of
(3 8 4 4)          /student/future/further study/contact with
(3 8 5)            /student/future/work then study
(3 8 6)            /student/future/place
(3 8 6 1)          /student/future/place/away from home
(3 8 6 2)          /student/future/place/stay at home
(3 9)              /student/Ab. identity
(3 9 1)            /student/Ab. identity/others' perception
(3 9 1 1)          /student/Ab. identity/others' perception/physical
(3 9 2)            /student/Ab. identity/self identification
(3 9 2 1)          /student/Ab. identity/self identification/expressing identity
(3 9 2 1 1)        /student/Ab. identity/self identification/expressing identity/writing
(3 9 2 1 1 1)      /student/Ab. identity/self identification/expressing identity/writing/topic choice
(3 9 2 1 2)        /student/Ab. identity/self identification/expressing identity/art
(3 9 2 1 2 1)      /student/Ab. identity/self identification/expressing identity/art/colours
(3 9 2 1 2 2)      /student/Ab. identity/self identification/expressing identity/art/style
(3 9 2 1 3)        /student/Ab. identity/self identification/expressing identity/speaking
(3 9 2 1 4)        /student/Ab. identity/self identification/expressing identity/use of stickers
(3 9 2 2)          /student/Ab. identity/self identification/pride in identity
(3 9 2 3)          /student/Ab. identity/self identification/language
(3 9 2 4)          /student/Ab. identity/self identification/Ab. issues involvement
(3 9 2 5)          /student/Ab. identity/self identification/isolation
(3 9 2 6)          /student/Ab. identity/self identification/very strong
(3 9 2 7)          /student/Ab. identity/self identification/uses Ab. studies room
(3 9 2 8)          /student/Ab. identity/self identification/Aboriginal sports teams
(3 9 2 9)          /student/Ab. identity/self identification/Aboriginal newsletter
(3 9 2 10)         /student/Ab. identity/self identification/Nunga art
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(3 9 3)              /student/Ab. identity/reference groups
(3 9 3 1)            /student/Ab. identity/reference groups/identification group
(3 9 3 1 1)          /student/Ab. identity/reference groups/identification group/acceptance
(3 9 3 2)            /student/Ab. identity/reference groups/comparison group
(3 9 3 2 1)          /student/Ab. identity/reference groups/comparison group/acceptance
(3 9 4)              /student/Ab. identity/identity development
(3 9 4 1)            /student/Ab. identity/identity develop/finding identity
(3 9 4 1 1)          /student/Ab. identity/identity develop/finding id./seeking info. from
(3 9 4 1 1 1)        /student/Ab. identity/identity develop/finding id./seeking info. fr/parent(s)
(3 9 4 1 1 2)        /student/Ab. identity/identity develop/finding id./seeking info. fr/exten family
(3 9 4 1 1 3)        /student/Ab. identity/identity develop/finding id./seeking info. fr/Ab. people
(3 9 4 1 1 4)        /student/Ab. identity/identity develop/finding id./seeking info. fr/text sources
(3 9 4 1 1 5)        /student/Ab. identity/identity develop/finding id./seeking info. from/videos
(3 9 4 1 2)          /student/Ab. identity/identity development/finding identity/exploring issues
(3 9 4 2)            /student/Ab. identity/identity development/crisis
(3 9 4 2 1)          /student/Ab. identity/identity development/crisis/shame
(3 9 4 2 1 1)        /student/Ab. identity/identity development/crisis/shame/uses term
(3 9 4 2 1 1 1)      /student/Ab. identity/identity development/crisis/shame/uses term/lightly
(3 9 4 2 2)          /student/Ab. identity/identity development/crisis/resistance
(3 9 4 2 3)          /student/Ab. identity/identity development/crisis/acceptance
(3 9 4 2 4)          /student/Ab. identity/identity development/crisis/hostility
(3 9 4 2 6)          /student/Ab. identity/identity development/crisis/consolidation
(3 9 4 2 7)          /student/Ab. identity/identity development/crisis/self actualisation
(3 9 4 2 8)          /student/Ab. identity/identity development/crisis/confusion
(3 9 4 2 9)          /student/Ab. identity/identity development/crisis/timing of
(3 9 4 2 9 1)        /student/Ab. identity/identity development/crisis/timing of/year 9 or 10
(3 9 4 3)            /student/Ab. identity/identity development/recent
(3 9 5)              /student/Ab. identity/racism
(3 9 5 1)            /student/Ab. identity/racism/failure to recognise
(3 9 5 2)            /student/Ab. identity/racism/recognises
(3 9 5 2 1)          /student/Ab. identity/racism/recognises/deals with
(3 9 5 2 1 1)        /student/Ab. identity/racism/recognises/deals with/brushes it off
(3 9 5 2 1 2)        /student/Ab. identity/racism/recognises/deals with/anger
(3 9 5 2 1 3)        /student/Ab. identity/racism/recognises/deals with/aggression
(3 9 5 2 1 3 1)      /student/Ab. identity/racism/recognises/deals with/aggression/verbal
(3 9 5 2 1 3 2)      /student/Ab. identity/racism/recognises/deals with/aggression/physical
(3 9 5 2 1 3 2 1)    /student/Ab. identity/racism/recognises/deals with/aggression/physical/frequent
(3 9 5 2 1 3 2 2)    /student/Ab. identity/racism/recognises/deals with/aggression/physical/infrequent
(3 9 5 2 1 4)        /student/Ab. identity/racism/recognises/deals with/withdrawal
(3 9 5 2 1 5)        /student/Ab. identity/racism/recognises/deals with/talks to offender
(3 9 5 2 1 6)        /student/Ab. identity/racism/recognises/deals with/seeks mediator
(3 9 5 2 1 7)        /student/Ab. identity/racism/recognises/deals with/resolved
(3 9 5 2 1 8)        /student/Ab. identity/racism/recognises/deals with/tit-for-tat
(3 9 5 2 1 9)        /student/Ab. identity/racism/recognises/deals with/not let it get to me
(3 9 5 2 1 10)       /student/Ab. identity/racism/recognises/deals with/stands up for self
(3 9 5 2 1 11)       /student/Ab. identity/racism/recognises/deals with/gets hurt
(3 9 5 2 1 12)       /student/Ab. identity/racism/recognises/deals with/bottles it up
(3 9 5 3)            /student/Ab. identity/racism/reaction
(3 9 5 3 1)          /student/Ab. identity/racism/reaction/more determined to succeed
(3 9 5 3 2)          /student/Ab. identity/racism/reaction/get in position to educate
(3 9 5 3 3)          /student/Ab. identity/racism/reaction/trying to stop racial tension
(3 9 6)              /student/Ab. identity/fitting into dominant culture
(3 9 6 1)            /student/Ab. identity/fitting into dominant culture/behavioural adaptation
(3 9 7)              /student/Ab. identity/conflicts
(3 9 7 1)            /student/Ab. identity/conflicts/own identity and white values
(3 9 7 2)            /student/Ab. identity/conflicts/ideal self image and value systems
(3 9 8)              /student/Ab. identity/challenges to
(3 9 8 1)            /student/Ab. identity/challenges to/from Aboriginal sts
(3 9 8 2)            /student/Ab. identity/challenges to/from non-Aboriginal sts
(3 10)               /student/physical
(3 10 1)             /student/physical/health
(3 10 1 1)           /student/physical/health/good
(3 10 1 2)           /student/physical/health/poor
(3 10 1 3)           /student/physical/health/sometimes poor
(3 10 2)             /student/physical/gender
(3 10 2 1)           /student/physical/gender/sex differences
(3 10 2 2)           /student/physical/gender/embarassment
(3 10 3)             /student/physical/Aboriginal
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(3 11)          /student/identification
(3 11 1)        /student/identification/Nicolas
(3 11 2)        /student/identification/Helen
(3 11 3)        /student/identification/Marcia
(3 11 4)        /student/identification/Toby
(3 11 5)        /student/identification/Lucy
(3 11 6)        /student/identification/Larry
(3 11 7)        /student/identification/Bret
(3 11 8)        /student/identification/Lisa
(3 11 9)        /student/identification/Sally
(3 11 10)       /student/identification/Lyn
(3 11 11)       /student/identification/Gina
(4)             /immed family
(4 1)           /immed family/structure
(4 1 1)         /immed family/structure/parents
(4 1 1 1)       /immed family/structure/parents/both at home
(4 1 1 2)       /immed family/structure/parents/father only at home
(4 1 1 3)       /immed family/structure/parents/mother only at home
(4 1 2)         /immed family/structure/siblings
(4 1 2 1)       /immed family/structure/siblings/several
(4 1 2 2)       /immed family/structure/siblings/1 or 2
(4 1 2 3)       /immed family/structure/siblings/only child
(4 1 3)         /immed family/structure/position in family
(4 1 3 1)       /immed family/structure/position in family/eldest
(4 1 3 2)       /immed family/structure/position in family/youngest
(4 1 3 3)       /immed family/structure/position in family/middle of 3 or more
(4 1 3 4)       /immed family/structure/position in family/2nd of 4 or more
(4 2)           /immed family/stability
(4 2 1)         /immed family/stability/mobility of st.
(4 2 1 1)       /immed family/stability/mobility of st./low
(4 2 1 2)       /immed family/stability/mobility of st./high
(4 3)           /immed family/relationships within
(4 3 1)         /immed family/relationships within/mother and st.
(4 3 1 1)       /immed family/relationships within/mother and st./mother supportive
(4 3 1 2)       /immed family/relationships within/mother and st./mother corrects
(4 3 1 3)       /immed family/relationships within/mother and st./reluctance to speak in front of
(4 3 1 4)       /immed family/relationships within/mother and st./problems
(4 3 1 4 1)     /immed family/relationships within/mother and st./problems/shared
(4 3 1 4 2)     /immed family/relationships within/mother and st./problems/not shared
(4 3 1 5)       /immed family/relationships within/mother and st./achievements
(4 3 1 5 1)     /immed family/relationships within/mother and st./achievements/shared
(4 3 1 5 2)     /immed family/relationships within/mother and st./achievements/not shared
(4 3 1 6)       /immed family/relationships within/mother and st./confidence in
(4 3 2)         /immed family/relationships within/father and st.
(4 3 2 1)       /immed family/relationships within/father and st./confidence in
(4 3 2 4)       /immed family/relationships within/father and st./problems
(4 3 2 4 1)     /immed family/relationships within/father and st./problems/shared
(4 3 2 5)       /immed family/relationships within/father and st./achievements
(4 3 2 5 1)     /immed family/relationships within/father and st./achievements/shared
(4 3 3)         /immed family/relationships within/siblings and st.
(4 3 3 1)       /immed family/relationships within/siblings and st./strong positive
(4 3 3 2)       /immed family/relationships within/siblings and st./variable
(4 4)           /immed family/Aboriginality
(4 4 1)         /immed family/Aboriginality/both parents Aboriginal
(4 4 2)         /immed family/Aboriginality/mother Aboriginal
(4 4 3)         /immed family/Aboriginality/father Aboriginal
(4 5)           /immed family/identity
(4 5 1)         /immed family/identity/kinship links
(4 5 1 1)       /immed family/identity/kinship links/strong
(4 5 1 2)       /immed family/identity/kinship links/weak
(4 5 1 3)       /immed family/identity/kinship links/selective
(4 5 1 4)       /immed family/identity/kinship links/sought later in life
(4 7)           /immed family/cultural identity
(4 7 1)         /immed family/cultural identity/obligations
(4 7 2)         /immed family/cultural identity/involvement
(4 7 2 1)       /immed family/cultural identity/involvement/recent
(4 7 2 2)       /immed family/cultural identity/involvement/issues
(4 7 3)         /immed family/cultural identity/language
(4 7 4)         /immed family/cultural identity/heritage sharing
(4 7 4 1)       /immed family/cultural identity/heritage sharing/a lot
(4 7 4 2)       /immed family/cultural identity/heritage sharing/a little
(4 7 4 3)       /immed family/cultural identity/heritage sharing/recent
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(4 7 5)	/immed family/cultural identity/two worlds
(4 7 6)	/immed family/cultural identity/suppressed
(4 8)	/immed family/family traditions
(4 8 1)	/immed family/family traditions/upbringing
(4 8 1 1)	/immed family/family traditions/upbringing/strict
(4 8 1 2)	/immed family/family traditions/upbringing/Christian
(4 8 1 3)	/immed family/family traditions/upbringing/as white
(4 8 1 3 1)	/immed family/family traditions/upbringing/as white/loss of tradition
(4 8 1 3 1 1)	/immed family/family traditions/upbringing/as white/loss of tradition/taken away
(4 8 1 4)	/immed family/family traditions/upbringing/includes Ab. traditions
(4 8 2)	/immed family/family traditions/protective
(4 9)	/immed family/school contact
(4 9 1)	/immed family/school contact/frequent
(4 9 1 1)	/immed family/school contact/frequent/positive
(4 9 1 2)	/immed family/school contact/frequent/negative
(4 9 2)	/immed family/school contact/infrequent
(4 9 2 1)	/immed family/school contact/infrequent/positive
(4 9 2 2)	/immed family/school contact/infrequent/negative
(4 9 3)	/immed family/school contact/initiated by
(4 9 3 1)	/immed family/school contact/initiated by/school
(4 9 3 2)	/immed family/school contact/initiated by/parent
(4 9 3 3)	/immed family/school contact/initiated by/student
(4 9 4)	/immed family/school contact/attitude toward
(4 9 4 1)	/immed family/school contact/attitude toward/positive
(4 9 4 2)	/immed family/school contact/attitude toward/negative
(4 9 4 3)	/immed family/school contact/attitude toward/ambivalent
(4 9 5)	/immed family/school contact/support for curriculum
(4 10)	/immed family/socio-economic factors
(4 10 1)	/immed family/socio-economic factors/father's edn
(4 10 1 1)	/immed family/socio-economic factors/father's edn/primary
(4 10 1 2)	/immed family/socio-economic factors/father's edn/secondary
(4 10 1 3)	/immed family/socio-economic factors/father's edn/post secondary
(4 10 2)	/immed family/socio-economic factors/mother's edn
(4 10 2 1)	/immed family/socio-economic factors/mother's edn/primary
(4 10 2 2)	/immed family/socio-economic factors/mother's edn/secondary
(4 10 2 3)	/immed family/socio-economic factors/mother's edn/post secondary
(4 10 3)	/immed family/socio-economic factors/siblings' edn
(4 10 3 1)	/immed family/socio-economic factors/siblings' edn/primary
(4 10 3 2)	/immed family/socio-economic factors/siblings' edn/jun. secondary
(4 10 3 3)	/immed family/socio-economic factors/siblings' edn/sen. secondary
(4 10 3 4)	/immed family/socio-economic factors/siblings' edn/post secondary
(4 10 3 4 1)	/immed family/socio-economic factors/siblings' edn/post secondary/aiming for
(4 10 4)	/immed family/socio-economic factors/father's employment
(4 10 4 1)	/immed family/socio-economic factors/father's employment/unemployed
(4 10 4 2)	/immed family/socio-economic factors/father's employment/invalid
(4 10 4 3)	/immed family/socio-economic factors/father's employment/labourer
(4 10 4 4)	/immed family/socio-economic factors/father's employment/skilled worker
(4 10 4 5)	/immed family/socio-economic factors/father's employment/professional
(4 10 4 6)	/immed family/socio-economic factors/father's employment/paraprofessional
(4 10 4 7)	/immed family/socio-economic factors/father's employment/post compulsory student
(4 10 4 8)	/immed family/socio-economic factors/father's employment/clerical
(4 10 5)	/immed family/socio-economic factors/mother's employment
(4 10 5 1)	/immed family/socio-economic factors/mother's employment/home duties
(4 10 5 1 1)	/immed family/socio-economic factors/mother's employment/home duties/used to work
(4 10 5 1 2)	/immed family/socio-economic factors/mother's employment/home duties/never worked
(4 10 5 2)	/immed family/socio-economic factors/mother's employment/service industry
(4 10 5 3)	/immed family/socio-economic factors/mother's employment/skilled worker
(4 10 5 4)	/immed family/socio-economic factors/mother's employment/professional
(4 10 5 5)	/immed family/socio-economic factors/mother's employment/paraprofessional
(4 10 5 6)	/immed family/socio-economic factors/mother's employment/post compulsory student
(4 10 5 7)	/immed family/socio-economic factors/mother's employment/clerical
(4 10 6)	/immed family/socio-economic factors/siblings' employment
(4 10 6 1)	/immed family/socio-economic factors/siblings' employment/unemployed
(4 10 6 2)	/immed family/socio-economic factors/siblings' employment/home duties
(4 10 6 3)	/immed family/socio-economic factors/siblings' employment/labourer
(4 10 6 4)	/immed family/socio-economic factors/siblings' employment/service industry
(4 10 6 5)	/immed family/socio-economic factors/siblings' employment/skilled worker
(4 10 6 6)	/immed family/socio-economic factors/siblings' employment/professional
(4 10 6 7)	/immed family/socio-economic factors/siblings' employment/paraprofessional
(4 10 6 8)	/immed family/socio-economic factors/siblings' employment/post compulsory student
(4 10 6 9)	/immed family/socio-economic factors/siblings' employment/CDEP
(4 10 6 10)	/immed family/socio-economic factors/siblings' employment/clerical

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(4 10 7)          /immed family/socio-economic factors/housing
(4 10 7 1)        /immed family/socio-economic factors/housing/own home
(4 10 7 2)        /immed family/socio-economic factors/housing/renting
(4 10 7 3)        /immed family/socio-economic factors/housing/bedroom
(4 10 7 3 1)      /immed family/socio-economic factors/housing/bedroom/own
(4 10 7 3 2)      /immed family/socio-economic factors/housing/bedroom/shares with
(4 10 7 3 2 1)    /immed family/socio-economic factors/housing/bedroom/shares with/student sibling
(4 10 7 3 2 2)    /immed family/socio-economic factors/housing/bedroom/shares with/non-st. sibling
(4 10 7 3 2 3)    /immed family/socio-economic factors/housing/bedroom/shares with/several siblings
(4 10 7 3 2 4)    /immed family/socio-economic factors/housing/bedroom/shares with/other fam. member
(4 10 8)          /immed family/socio-economic factors/study support
(4 10 8 1)        /immed family/socio-economic factors/study support/yes
(4 10 8 2)        /immed family/socio-economic factors/study support/no
(4 11)            /immed family/future for student
(4 11 1)          /immed family/future for student/academic expectations
(4 11 1 1)        /immed family/future for student/academic expectations/high
(4 11 1 2)        /immed family/future for student/academic expectations/low
(4 11 1 3)        /immed family/future for student/academic expectations/open ended
(4 11 2)          /immed family/future for student/career aspirations
(4 11 2 1)        /immed family/future for student/career aspirations/professional
(4 11 2 2)        /immed family/future for student/career aspirations/skilled trade
(4 11 2 3)        /immed family/future for student/career aspirations/labourer
(4 11 2 4)        /immed family/future for student/career aspirations/CDEP
(4 11 2 5)        /immed family/future for student/career aspirations/service industry
(4 11 2 6)        /immed family/future for student/career aspirations/paraprofessional
(4 11 2 7)        /immed family/future for student/career aspirations/unemployment
(4 11 3)          /immed family/future for student/perceived rel. bet. sch. and work
(4 11 3 1)        /immed family/future for student/perceived rel. bet. sch. and work/high
(4 11 3 2)        /immed family/future for student/perceived rel. bet. sch. and work/some
(4 11 3 3)        /immed family/future for student/perceived rel. bet. sch. and work/low
(4 11 4)          /immed family/future for student/encouragement
(4 11 4 1)        /immed family/future for student/encouragement/strong
(4 11 4 2)        /immed family/future for student/encouragement/weak
(4 11 4 3)        /immed family/future for student/encouragement/consistent
(4 11 4 4)        /immed family/future for student/encouragement/inconsistent
(4 11 4 5)        /immed family/future for student/encouragement/helped with HWork
(4 11 4 5 1)      /immed family/future for student/encouragement/helped with HWork/mother
(4 11 4 5 2)      /immed family/future for student/encouragement/helped with HWork/father
(4 11 5)          /immed family/future for student/support emotionally
(4 11 5 1)        /immed family/future for student/support emotionally/appropriate
(4 11 5 2)        /immed family/future for student/support emotionally/inappropriate
(4 11 5 3)        /immed family/future for student/support emotionally/challenges teachers
(4 11 6)          /immed family/future for student/pride in
(4 11 6 1)        /immed family/future for student/pride in/openly expressed
(4 11 6 2)        /immed family/future for student/pride in/implied
(4 11 6 3)        /immed family/future for student/pride in/not mentioned
(4 11 8)          /immed family/future for student/pressures to
(4 11 8 1)        /immed family/future for student/pressures to/study
(4 11 8 1 1)      /immed family/future for student/pressures to/study/homework
(4 11 8 1 1 1)    /immed family/future for student/pressures to/study/homework/mother
(4 11 8 1 1 2)    /immed family/future for student/pressures to/study/homework/father
(4 11 8 2)        /immed family/future for student/pressures to/succeed
(4 11 8 2 1)      /immed family/future for student/pressures to/succeed/mother
(4 11 8 2 1 1)    /immed family/future for student/pressures to/succeed/mother/watchdog
(4 11 8 3)        /immed family/future for student/pressures to/stay
(4 11 8 3 1)      /immed family/future for student/pressures to/stay/mother
(4 11 8 3 2)      /immed family/future for student/pressures to/stay/father
(4 12)            /immed family/racism
(4 12 1)          /immed family/racism/a little
(4 12 2)          /immed family/racism/a lot
(4 12 3)          /immed family/racism/dealing with it
(4 12 3 1)        /immed family/racism/dealing with it/physical
(5)               /extend family
(5 1)             /extend family/Aboriginal
(5 1 1)           /extend family/Aboriginal/st. knowledge of
(5 1 1 1)         /extend family/Aboriginal/st. knowledge of/limited
(5 1 1 2)         /extend family/Aboriginal/st. knowledge of/extensive
(5 1 2)           /extend family/Aboriginal/st. contact with
(5 1 2 1)         /extend family/Aboriginal/st. contact with/limited
(5 1 2 2)         /extend family/Aboriginal/st. contact with/extensive
(5 1 3)           /extend family/Aboriginal/st. relationship with
(5 1 3 1)         /extend family/Aboriginal/st. relationship with/student rejection of
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APPENDIX 7 (continued)

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(5 1 4)          /extend family/Aboriginal/encouragement from
(5 1 5)          /extend family/Aboriginal/support from
(5 1 6)          /extend family/Aboriginal/acceptance by
(5 1 7)          /extend family/Aboriginal/interested in
(5 1 8)          /extend family/Aboriginal/role models
(5 2)            /extend family/non-Aboriginal
(5 2 1)          /extend family/non-Aboriginal/st. knowledge of
(5 2 2)          /extend family/non-Aboriginal/st. contact with
(5 2 3)          /extend family/non-Aboriginal/st. relationships with
(5 2 4)          /extend family/non-Aboriginal/encouragement from
(5 2 5)          /extend family/non-Aboriginal/support from
(5 2 6)          /extend family/non-Aboriginal/acceptance by
(6)              /Ab. community
(6 1)            /Ab. community/existence of
(6 1 1)          /Ab. community/existence of/identifiable
(6 1 1 1)        /Ab. community/existence of/identifiable/yes
(6 1 1 2)        /Ab. community/existence of/identifiable/no
(6 1 2)          /Ab. community/existence of/cohesive
(6 1 3)          /Ab. community/existence of/several groups
(6 1 4)          /Ab. community/existence of/conflict between groups
(6 2)            /Ab. community/problems perceived
(6 2 1)          /Ab. community/problems perceived/alcohol
(6 2 2)          /Ab. community/problems perceived/petrol sniffing
(6 2 3)          /Ab. community/problems perceived/glue sniffing
(6 2 4)          /Ab. community/problems perceived/racism
(6 2 5)          /Ab. community/problems perceived/negative influences
(6 2 6)          /Ab. community/problems perceived/lack of family support
(6 3)            /Ab. community/pressures on student
(6 3 1)          /Ab. community/pressures on student/to display Aboriginality
(7)              /whole community
(7 1)            /whole community/racism
(7 1 1)          /whole community/racism/stereotype Aboriginal people
(7 1 1 1)        /whole community/racism/stereotype Aboriginal people/name calling
(7 2)            /whole community/mix
(7 2 1)          /whole community/mix/well
(7 2 2)          /whole community/mix/selectively
(7 3)            /whole community/expectation re
(7 3 1)          /whole community/expectation re/retention
(7 3 1 1)        /whole community/expectation re/retention/high
(8)              /Ab. students
(8 1)            /Ab. students/career orientation
(8 1 1)          /Ab. students/career orientation/sch. and work relationship
(8 1 1 1)        /Ab. students/career orientation/sch. and work relationship/high
(8 1 1 2)        /Ab. students/career orientation/sch. and work relationship/low
(8 1 2)          /Ab. students/career orientation/own aspirations
(8 1 2 1)        /Ab. students/career orientation/own aspirations/high
(8 1 2 2)        /Ab. students/career orientation/own aspirations/low
(8 1 3)          /Ab. students/career orientation/retention
(8 1 3 1)        /Ab. students/career orientation/retention/high
(8 1 3 2)        /Ab. students/career orientation/retention/low
(8 2)            /Ab. students/peer group
(8 2 1)          /Ab. students/peer group/identity of
(8 2 1 1)        /Ab. students/peer group/identity of/strong
(8 2 1 2)        /Ab. students/peer group/identity of/divided
(8 2 2)          /Ab. students/peer group/position in
(8 2 2 1)        /Ab. students/peer group/position in/member of
(8 2 2 2)        /Ab. students/peer group/position in/rejected by
(8 2 2 3)        /Ab. students/peer group/position in/leader of
(8 2 3)          /Ab. students/peer group/strength of
(8 2 4)          /Ab. students/peer group/support from
(8 2 5)          /Ab. students/peer group/conflict with
(8 2 5 1)        /Ab. students/peer group/conflict with/'coconut'
(8 2 5 2)        /Ab. students/peer group/conflict with/torn between groups
(8 2 5 3)        /Ab. students/peer group/conflict with/between groups of
(8 2 6)          /Ab. students/peer group/expectations of
(8 2 6 1)        /Ab. students/peer group/expectations of/conform to group
(8 2 6 2)        /Ab. students/peer group/expectations of/do your own thing
(8 2 6 3)        /Ab. students/peer group/expectations of/leave school early
(8 2 6 4)        /Ab. students/peer group/expectations of/don't succeed
(8 2 6 5)        /Ab. students/peer group/expectations of/identifying with group
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(8 2 7)           /Ab. students/peer group/special group
(8 2 7 1)         /Ab. students/peer group/special group/attitude to school
(8 2 7 1 1)       /Ab. students/peer group/special group/attitude to school/positive
(8 2 7 2)         /Ab. students/peer group/special group/attitude to study
(8 2 7 2 1)       /Ab. students/peer group/special group/attitude to study/positive
(8 2 7 3)         /Ab. students/peer group/special group/support each other
(8 2 8)           /Ab. students/peer group/reaction to racism
(8 2 8 1)         /Ab. students/peer group/reaction to racism/tit-for-tat
(8 3)             /Ab. students/outside school
(8 3 1)           /Ab. students/outside school/relationships
(8 3 1 1)         /Ab. students/outside school/relationships/good
(8 3 1 2)         /Ab. students/outside school/relationships/varied
(8 4)             /Ab. students/transience
(9)               /non-Ab. students
(9 1)             /non-Ab. students/career orientation
(9 1 1)           /non-Ab. students/career orientation/sch. and work relationship
(9 1 1 1)         /non-Ab. students/career orientation/sch. and work relationship/high
(9 1 1 2)         /non-Ab. students/career orientation/sch. and work relationship/low
(9 1 2)           /non-Ab. students/career orientation/own aspirations
(9 1 2 1)         /non-Ab. students/career orientation/own aspirations/high
(9 1 2 2)         /non-Ab. students/career orientation/own aspirations/low
(9 1 3)           /non-Ab. students/career orientation/retention
(9 1 3 1)         /non-Ab. students/career orientation/retention/high
(9 1 3 2)         /non-Ab. students/career orientation/retention/low
(9 2)             /non-Ab. students/peer group
(9 2 1)           /non-Ab. students/peer group/identity of
(9 2 2)           /non-Ab. students/peer group/position in
(9 2 2 1)         /non-Ab. students/peer group/position in/member of
(9 2 2 1 1)       /non-Ab. students/peer group/position in/member of/relationships with
(9.2 2 1 1 1)     /non-Ab. students/peer group/position in/member of/relationships with/good
(9 2 2 1 1 2)     /non-Ab. students/peer group/position in/member of/relationships with/variable
(9 2 2 1 1 3)     /non-Ab. students/peer group/position in/member of/relationships with/poor
(9 2 2 1 2)       /non-Ab. students/peer group/position in/member of/popular
(9 2 2 2)         /non-Ab. students/peer group/position in/rejected by
(9 2 2 3)         /non-Ab. students/peer group/position in/leader of
(9 2 2 4)         /non-Ab. students/peer group/position in/nickname
(9 2 2 5)         /non-Ab. students/peer group/position in/respected by
(9 2 3)           /non-Ab. students/peer group/strength of
(9 2 4)           /non-Ab. students/peer group/support from
(9 2 5)           /non-Ab. students/peer group/conflict with
(9 2 5 1)         /non-Ab. students/peer group/conflict with/'coconut'
(9 2 5 2)         /non-Ab. students/peer group/conflict with/torn between groups
(9 2 6)           /non-Ab. students/peer group/expectations of
(9 2 6 1)         /non-Ab. students/peer group/expectations of/conform to group
(9 2 6 2)         /non-Ab. students/peer group/expectations of/do your own thing
(9 2 6 3)         /non-Ab. students/peer group/expectations of/Ab. sts leave early
(9 2 6 4)         /non-Ab. students/peer group/expectations of/Ab. sts don't succeed
(9 2 7)           /non-Ab. students/peer group/racism
(9 2 7 1)         /non-Ab. students/peer group/racism/overt
(9 2 7 1 1)       /non-Ab. students/peer group/racism/overt/frequent
(9 2 7 1 2)       /non-Ab. students/peer group/racism/overt/infrequent
(9 2 7 2)         /non-Ab. students/peer group/racism/covert
(9 2 8)           /non-Ab. students/peer group/power
(10)              /signif. others
(10 1)            /signif. others/boyfriend
(10 2)            /signif. others/baby
(10 3)            /signif. others/youth worker
(10 4)            /signif. others/church members
(10 5)            /signif. others/best friend
(11)              /teachers
(11 1)            /teachers/pedagogical competence
(11 1 1)          /teachers/pedagogical competence/flexibility
(11 1 2)          /teachers/pedagogical competence/volunteering help
(11 1 3)          /teachers/pedagogical competence/academic support
(11 1 3 1)        /teachers/pedagogical competence/academic support/in school
(11 1 3 2)        /teachers/pedagogical competence/academic support/out of school
(11 1 3 3)        /teachers/pedagogical competence/academic support/lack of
(11 1 4)          /teachers/pedagogical competence/simplifying things
(11 1 5)          /teachers/pedagogical competence/following things up
(11 1 6)          /teachers/pedagogical competence/consistency
(11 1 6 1)        /teachers/pedagogical competence/consistency/even tempered
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(11 1 7)         /teachers/pedagogical competence/recognition of racism
(11 1 7 1)       /teachers/pedagogical competence/recognition of racism/yes
(11 1 7 1 1)     /teachers/pedagogical competence/recognition of racism/yes/doing someth'g about it
(11 1 7 2)       /teachers/pedagogical competence/recognition of racism/no
(11 1 8)         /teachers/pedagogical competence/providing structure
(11 2)           /teachers/perceptions of teachers'
(11 2 1)         /teachers/perceptions of teachers'/valuing edn
(11 2 2)         /teachers/perceptions of teachers'/valuing individ sts
(11 2 3)         /teachers/perceptions of teachers'/expectations of sts
(11 2 3 1)       /teachers/perceptions of teachers'/expectations of sts/positive
(11 2 3 2)       /teachers/perceptions of teachers'/expectations of sts/negative
(11 2 3 3)       /teachers/perceptions of teachers'/expectations of sts/further edn
(11 2 3 4)       /teachers/perceptions of teachers'/expectations of sts/demanding
(11 2 3 4 1)     /teachers/perceptions of teachers'/expectations of sts/demanding/cult. unrealistic
(11 2 4)         /teachers/perceptions of teachers'/valuing Ab. culture
(11 2 4 1)       /teachers/perceptions of teachers'/val'g Ab. cult./knowledge of sts' cult's
(11 2 4 1 1)     /teachers/perceptions of teachers'/val'g Ab. cult./knowl.of sts'cult's/know it all
(11 2 4 1 2)     /teachers/perceptions of teachers'/val'g Ab. cult./knowl.of sts'cult's/unrealistic
(11 2 5)         /teachers/perceptions of teachers'/racism                  expectations of sts
(11 2 6)         /teachers/perceptions of teachers'/discipline
(11 2 6 1)       /teachers/perceptions of teachers'/discipline/too strict
(11 2 6 2)       /teachers/perceptions of teachers'/discipline/firm
(11 2 7)         /teachers/perceptions of teachers'/insincerity
(11 3)           /teachers/rel. with students
(11 3 1)         /teachers/rel. with students/quality
(11 3 1 1)       /teachers/rel. with students/quality/respect for sts
(11 3 1 2)       /teachers/rel. with students/quality/contact with parents
(11 3 2)         /teachers/rel. with students/personal support
(11 3 2 1)       /teachers/rel. with students/personal support/primary school
(11 3 2 1 1)     /teachers/rel. with students/personal support/primary school/high
(11 3 2 1 2)     /teachers/rel. with students/personal support/primary school/low
(11 3 2 2)       /teachers/rel. with students/personal support/high school
(11 3 2 2 1)     /teachers/rel. with students/personal support/high school/high
(11 3 2 2 1 1)   /teachers/rel. with students/personal support/high school/high/individual teachers
(11 3 2 2 2)     /teachers/rel. with students/personal support/high school/low
(11 3 3)         /teachers/rel. with students/encouragement
(11 3 4)         /teachers/rel. with students/influence
(11 3 4 1)       /teachers/rel. with students/influence/to do something about wrongs
(11 3 5)         /teachers/rel. with students/conflict
(11 3 6)         /teachers/rel. with students/liking them
(11 3 7)         /teachers/rel. with students/determines st's success
(11 3 8)         /teachers/rel. with students/relax with
(11 3 9)         /teachers/rel. with students/sense of humour
(11 3 10)        /teachers/rel. with students/sharing
(11 3 10 1)      /teachers/rel. with students/sharing/interests
(11 3 10 2)      /teachers/rel. with students/sharing/personal information
(11 3 11)        /teachers/rel. with students/listens
(11 3 12)        /teachers/rel. with students/security
(11 3 13)        /teachers/rel. with students/mutual respect
(11 3 14)        /teachers/rel. with students/frightened of st.
(11 4)           /teachers/career orientation
(11 4 1)         /teachers/career orientation/making links overt
(11 4 2)         /teachers/career orientation/career counselling
(11 4 3)         /teachers/career orientation/links with post sec. institutions
(11 4 4)         /teachers/career orientation/DEET links
(11 5)           /teachers/perceptions of
(11 5 1)         /teachers/perceptions of/student's
(11 5 1 1)       /teachers/perceptions of/student's/academic ability
(11 5 1 1 1)     /teachers/perceptions of/student's/academic ability/high
(11 5 1 1 2)     /teachers/perceptions of/student's/academic ability/conceptual problems
(11 5 1 2)       /teachers/perceptions of/student's/potential
(11 5 1 3)       /teachers/perceptions of/student's/attainment
(11 5 1 3 1)     /teachers/perceptions of/student's/attainment/in rel. to ability
(11 5 1 3 1 1)   /teachers/perceptions of/student's/attainment/in rel. to ability/completes work
(11 5 1 3 1 2)   /teachers/perceptions of/student's/attainment/in rel. to ability/work incomplete
(11 5 1 3 2)     /teachers/perceptions of/student's/attainment/average
(11 5 1 4)       /teachers/perceptions of/student's/approach to sch. work
(11 5 1 4 1)     /teachers/perceptions of/student's/approach to sch. work/homework
(11 5 1 4 2)     /teachers/perceptions of/student's/approach to sch. work/grade aim for
(11 5 1 4 3)     /teachers/perceptions of/student's/approach to sch. work/consistent
(11 5 1 4 4)     /teachers/perceptions of/student's/approach to sch. work/inconsistent
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(11 5 1 6)          /teachers/perceptions of/student's/leadership abilities
(11 5 1 6 1)        /teachers/perceptions of/student's/leadership abilities/role model
(11 5 1 7)          /teachers/perceptions of/student's/enthusiasm
(11 5 1 8)          /teachers/perceptions of/student's/manner
(11 5 1 9)          /teachers/perceptions of/student's/ability to cope
(11 5 1 10)         /teachers/perceptions of/student's/background knowledge
(12)                /school
(12 1)              /school/environment
(12 1 1)            /school/environment/supportive
(12 1 1 1)          /school/environment/supportive/anti-harass. strategies
(12 1 1 2)          /school/environment/supportive/SBM policy in place
(12 2)              /school/curriculum
(12 2 1)            /school/curriculum/orgn of classes
(12 2 1 1)          /school/curriculum/orgn of classes/Ab. sts with friends
(12 2 1 2)          /school/curriculum/orgn of classes/Ab. sts on own
(12 2 2)            /school/curriculum/subjects
(12 2 2 1)          /school/curriculum/subjects/choices
(12 2 2 2)          /school/curriculum/subjects/timetable flexibility
(12 2 2 3)          /school/curriculum/subjects/flexibility within courses
(12 2 2 4)          /school/curriculum/subjects/Ab. Studies
(12 2 3)            /school/curriculum/cultural inclusivity
(12 2 3 1)          /school/curriculum/cultural inclusivity/Ab.Studies for all
(12 2 3 2)          /school/curriculum/cultural inclusivity/text books
(12 2 3 2 1)        /school/curriculum/cultural inclusivity/text books/vetted
(12 2 3 2 2)        /school/curriculum/cultural inclusivity/text books/Ab. perspective
(12 2 3 2 2 1)      /school/curriculum/cultural inclusivity/text books/Ab. perspective/no
(12 2 3 3)          /school/curriculum/cultural inclusivity/reflects dominant values
(12 2 3 4)          /school/curriculum/cultural inclusivity/pastoral care
(12 2 4)            /school/curriculum/social justice
(12 2 4 1)          /school/curriculum/social justice/Ab. Ed support
(12 2 4 2)          /school/curriculum/social justice/homework centre
(12 2 4 2 1)        /school/curriculum/social justice/homework centre/reality
(12 2 4 2 2)        /school/curriculum/social justice/homework centre/talked about
(12 2 4 3)          /school/curriculum/social justice/tutoring for Ab. sts
(12 2 4 4)          /school/curriculum/social justice/computer access
(12 2 4 4 1)        /school/curriculum/social justice/computer access/making student different
(12 2 4 5)          /school/curriculum/social justice/carried too far
(12 2 5)            /school/curriculum/types of courses
(12 2 5 1)          /school/curriculum/types of courses/academic mainly
(12 2 5 2)          /school/curriculum/types of courses/practical mainly
(12 2 5 3)          /school/curriculum/types of courses/mixture
(12 2 5 4)          /school/curriculum/types of courses/community relevant
(12 2 5 5)          /school/curriculum/types of courses/arts
(12 2 6)            /school/curriculum/extra curricula acts.
(12 2 6 1)          /school/curriculum/extra curricula acts. /SRC
(12 2 6 2)          /school/curriculum/extra curricula acts. /Ab. sts SRC
(12 2 6 3)          /school/curriculum/extra curricula acts. /sport
(12 2 6 4)          /school/curriculum/extra curricula acts. /music
(12 2 7)            /school/curriculum/career orientation
(12 2 7 1)          /school/curriculum/career orientation/work experience
(12 2 7 2)          /school/curriculum/career orientation/providing role models
(12 2 8)            /school/curriculum/academic ethos
(12 2 8 1)          /school/curriculum/academic ethos/assessment
(12 2 9)            /school/curriculum/structures
(12 2 9 1)          /school/curriculum/structures/prevent Ab. sts succeeding
(12 3)              /school/teachers
(12 3 1)            /school/teachers/stability
(12 3 2)            /school/teachers/number of
(13)                /environ inter-rel
(13 1)              /environ inter-rel/between
(13 1 1)            /environ inter-rel/between/home and school
(13 1 2)            /environ inter-rel/between/home and Ab. groups
(13 1 3)            /environ inter-rel/between/home and non-Ab. groups
(13 1 4)            /environ inter-rel/between/school and Ab. community
(13 2)              /environ inter-rel/match of expectations
(13 2 1)            /environ inter-rel/match of expectations/home and school
(13 2 2)            /environ inter-rel/match of expectations/school and gen. community
(13 3)              /environ inter-rel/emphasis on competition
(13 3 1)            /environ inter-rel/emphasis on competition/own and home
(13 3 2)            /environ inter-rel/emphasis on competition/own and school
(13 3 3)            /environ inter-rel/emphasis on competition/home and school
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APPENDIX 7 (continued)

```
(20)            /data types
(20 1)          /data types/interview
(20 1 1)        /data types/interview/first
(20 1 2)        /data types/interview/subseque1t
(20 2)          /data types/documents
(20 2 1)        /data types/documents/school r3ports
(20 2 1 1)      /data types/documents/school r3ports/primary school
(20 2 1 2)      /data types/documents/school r3ports/jun. sec. school
(20 2 1 3)      /data types/documents/school r3ports/sen.sec. school
(20 2 2)        /data types/documents/referenc3s
(20 2 2 1)      /data types/documents/referenc3s/teacher
(20 2 2 2)      /data types/documents/referenc3s/other
(20 2 3)        /data types/documents/wk.exp. :eports
(20 2 4)        /data types/documents/writing >y student
(20 3)          /data types/reflections
```

MATRIX OF STUDENT RELATED FACTORS ASSOCIATED WITH RETENTION AND ATTAINMENT THAT HELPED CATEGORISE THE STUDENTS INTO THREE GROUPS

	STUDENT RELATED FACTORS	a Helen	a Lisa	a Lucy	a Marcia	b Sally	b Larry	b Nicol	c Gina	c Toby	c Bret
R A	Good Mathematical skills (extension / advanced)	1	1								
R A	Did very well in Primary School or Junior High School	1	1111	1							
R A	Encourages self / confident	1	11	1	11						
A	Aims for more than a mere pass	11	11	1	1	1					
R A	Academically successful compared with Aboriginal peers	11	1	1	1		1	i		1	
R A	Positive self-concept and/or academic self-concept	1	1	1	1	11	1	1			1
A	Seen as being academically capable	11	111	11	1	1	11	1111	1	11	
R A	Isolated self from negative influences in Junior HS	1	11	11	11	11	111				
R A	Sees strong relationship between work and school	111	111	11	1	1	11	11	1	1	
R A	Decided on a career or looking at further study	11111	11	11	111	11	1	1	11		11
R A	Wants to succeed / learn	1111	111	111	11	11	11	1	1	1	1
A	Asks for help	11	1111	11	11	1111	11			1	
A	Works hard at school / tries hard	11	1	1	1	1111	1		1		
A	Does homework and/or well organised in study time	1	1	111	11	111	1	1	1	1	
R A	Determined / persistent / stubborn / pushed self	1	11	1	111	1	1			1	
A	Seeks help in own time (out of school)	11	11		1	11				1	
R A	Doesn't want to be like students who have left school	1	1	11	1				1	1	
R A	Intrinsic motivation		1		1	1	1		1	1	
R A	Wants to be / is a role model	1	1		1				1		
R A	Mature(d)		11			1			1		
R A	Likes to finish things / not ready to leave yet			11						11	
R A	Behavioural change							1	11	11	1
R A	Natural talent in particular curriculum area(s)							111			1111

a - expected stayers   b - possible stayers   c - unexpected stayers   R - RETENTION   A - ATTAINMENT

1 - number of times each factor was referred to by interviewees

APPENDIX 9

GUIDELINES FOR NEGOTIATING CONSENT

Lincoln and Guba (1985, 254-255) stressed the importance of acquiring informed consent from all participants in an inquiry. Each participant should sign a form designed specifically for this purpose. The form, prepared in advance, should contain, at least, specific information about what participation means in practice, a place for the participant to sign that (s)he understands this and permission to quote.

Lincoln and Guba (1985) believed that participants needed to know:
- the purpose of the inquiry
- the name, address and phone number of the person seeking consent
- that participation was entirely voluntary and that they could withdraw at any time
- how to withdraw if they so desired
- how attempts to ensure confidentiality and anonymity would be made, but that they could not be guaranteed, for example, under law

before they consented to participate.

I used this information, and advice from my supervisor, to help me design consent forms appropriate for this study. These forms can be found in Appendices 1, 2 and 3. Integral to each of the consent forms is the Plain English Statement (Appendix 4) as this contains all of the above information, plus extra that I felt was necessary. The content of the Plain English Statement was also explained verbally to each participant. This meant that the forms participants signed were relatively simple and straight forward.

In terms of the anonymity not being guaranteed no reference was made to the law, as this might have frightened some of the participants, and no information about illegal activities was to be collected. However, reference was made to the fact that it would be difficult to disguise the students from other people in their schools as the students were already well known.

In addition, students could choose who they wanted me to speak to about them and each participant had an opportunity to edit interview data before these data analysed.

APPENDIX 10

FACTORS RELATED TO STUDENTS' RETENTION ONLY

			EXPECTED STAYERS (4 students)		POSSIBLE STAYERS (3 students)		UNEXPECTED STAYERS (3 students)	
Category	No. of sts	RETENTION ONLY FACTORS	2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent
S	6	Student is a leader among peers	2	0	1	1	1	1
S	5	Student is good at / keen interest in sport	2	0	1	1	1	0
S	4	Student is still young / immature	1	0	2	0	1	0
S	3	Students don't want to do nothing with their lives	1	1	0	1	0	0
M		General expectations that student will stay	1	0	2	0	0	0
P		Most / many of students' friends at school are non-Aboriginal	1	0	0	1	0	1
T	2	Teacher chases up absences from school and classes	0	1	1	0	0	0
P		Student supports other Aboriginal students	1	0	0	0	0	1
S		Student has an affinity for people	0	0	0	1	1	0
C	1	Community expects that students complete yr 12 / almost all do	0	0	0	1	0	0
T		Teachers suggested that student leave	0	0	0	0	0	1
F		Parent suggested that student leave school	0	0	0	0	0	1
F		Older sibling completed year 12	0	0	0	0	0	1
Sc		School wants high Aboriginal retention rate	0	0	0	0	0	1
Sc		AEW is sounding board	0	0	0	0	0	1
M		Abstudy	0	0	0	0	0	1

C   Community related factor
F   Family related factor   S   Student related factor
M   Multiple environment related factor   Sc School related factor
P   Peer related factor   T   Teacher related factor

FACTORS RELATED TO STUDENTS' ATTAINMENT ONLY

Category	No. of sts	ATTAINMENT ONLY FACTORS	(4 students) EXPECTED STAYERS		(3 students) POSSIBLE STAYERS		(3 students) UNEXPECTED STAYERS	
			2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent
T	10	Teachers have established good relationships with students	3	1	2	1	1	2
S	9	Students are seen as being academically capable	3	1	2	1	0	2
S		Student does homework and / or is well organised in study time	3	1	2	1	0	2
S	8	Student relates work to own experience or gives Aboriginal perspective	2	1	2	0	1	2
S	7	Student asks for help with work	3	1	2	0	0	1
S		Student works hard at school / tries hard	3	1	2	0	0	1
S		Student has good literacy skills	3	1	2	1	0	1
S		Student has an independent learning style	2	1	1	0	1	2
T	6	Teachers provide individual / small group help and encouragement	2	1	2	1	0	0
F		Parents actively support student's learning (help with HW; liase with Ts; etc)	3	0	1	1	1	0
S	5	Student aims for more than a mere pass	3	1	1	0	0	0
T		Teachers provide help / reassurance without being asked for it	0	1	1	1	0	2
T		Teachers are willing to negotiate deadlines / order / presentation	1	0	1	0	1	2
S	4	Student seeks help in own time (out of lesson or school time)	3	0	1	0	0	0
Sc		Student receives AITAS tutorial assistance	3	0	1	0	0	0
Sc		School has or has had a Homework Centre	2	0	1	0	0	1
F		Parents put pressure on student to do homework	2	0	0	1	0	1
T		Teacher provides academic help out of lesson time	2	0	1	0	1	0
T		Teachers are not racist	2	0	0	0	0	2
P	3	Special group of Aboriginal students help each other	1	1	1	0	0	0
S		Student helps others with their work	1	1	0	0	0	1
T		The AERT provides academic assistance	1	0	2	0	0	0
T		Teachers provide choices and invite / support cultural input	1	0	0	0	0	2
T		Teachers take time to explain work requirements clearly	0	0	0	1	0	2

C   Community related factor
F   Family related factor
M   Multiple environment related factor
P   Peer related factor

S   Student related factor
Sc School related factor
T   Teacher related factor

FACTORS RELATED TO STUDENTS'
ATTAINMENT ONLY

			EXPECTED STAYERS (4 students)		POSSIBLE STAYERS (3 students)		UNEXPECTED STAYERS (3 students)	
Category	No. of sts	ATTAINMENT ONLY FACTORS	2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent
S	2	Student has good mathematical skills (done extensior or adv. courses)	2	0	0	0	0	0
P		Student and peers in friendly competition	1	0	1	0	0	0
Sc		School has provided academic support programs	1	0	0	0	0	1
T		Teachers have tried to make the curriculum inclusive	0	0	1	0	0	1
S	1	Student actively seeks challenges	1	0	0	0	0	0
Sc		Female teacher for all female class	0	1	0	0	0	0
F		Parents have encouraged student to ask for help	1	0	0	0	0	0
F		There has been a family expectation that the student would succeed	0	0	1	0	0	0
T		Teacher uses a variety of teaching strategies	0	0	0	0	1	0
T		teacher has facilited opportunities for the student to demonstrate his skills	0	0	0	0	1	0
T		Teacher builds on what the students know and provides gentle pressure	0	0	0	0	0	1

C   Community related factor
F   Family related factor   S   Student related factor
M   Multiple environment related factor   Sc   School related factor
P   Peer related factor   T   Teacher related factor

FACTORS RELATED TO STUDENTS'
RETENTION & ATTAINMENT

			EXPECTED STAYERS (4 students)		POSSIBLE STAYERS (3 students)		UNEXPECTED STAYERS (3 students)	
Category	No. of sts	RETENTION & ATTAINMENT FACTORS	2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent
S	10	Students want to succeed / learn	3	1	2	1	1	2
F		Parents encourage and support students	3	1	2	1	1	2
T		Teachers recognise academic or special potential ar d / or goal orientation	3	1	2	1	1	2
F	9	Family expectation that student will stay at school and get a job	3	1	2	1	1	1
S		Student has decided on a career and / or is looking at further study	3	1	2	1	1	1
S		Student sees a strong relationship between work and school	3	1	2	1	0	2
S	8	Student has a positive self-concept and / or academic self-concept	3	1	2	1	1	0
F		Parents value education	3	1	2	1	1	0
F		There is immediate family support for the student's career choice	3	1	1	1	1	1
S	7	Student is determined / persistent / has pushed self	3	1	2	0	0	1
S		Student is academically successful relative to his or her Aboriginal peers	3	1	2	0	0	1
P		Student has a good relationship with all his or her peers	3	1	1	0	0	2
P		Student has positive peer pressure and / or support	3	0	1	1	1	1
S	6	Student isolated self from negative influences in Junior High School	3	1	2	0	0	0
Sc		Student has benefitted from Work Experience	3	1	1	1	0	0
F		Student wants to please or not disappoint his or her parents	3	1	1	0	0	1
F		Parents recognise that student has ability	2	1	0	1	1	1
Sc		School offers special courses for Aboriginal students or students "at risk"	1	0	2	0	1	2
P	5	Student was part of a special group of Aboriginal students in Junior HS	3	1	1	0	0	0
S		Student encourages self or is confident	3	1	0	0	0	1
S		Student is seen to be intrinsically motivated	2	1	1	0	0	1
F		Olders sibling(s) did not complete year 12	2	1	1	0	0	1
S		Student doesn't want to be like his or her peers that have left school	2	1	0	0	0	2
Sc		Aboriginal Studies or Aboriginal perspective in Aust. St. of particular interest	1	0	1	1	0	2

C   Community related factor
F   Family related factor   S   Student related factor
M   Multiple environment related factor   Sc School related factor
P   Peer related factor   T   Teacher related factor

FACTORS RELATED TO STUDENTS'
RETENTION & ATTAINMENT

			(4 students)		(3 students)		(3 students)	
			EXPECTED STAYERS		POSSIBLE STAYERS		UNEXPECTED STAYERS	
Category	No. of sts	RETENTION & ATTAINMENT FACTORS	2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent
P	4	Student has special friend who is like-minded	3	0	1	0	0	0
P		Student prefers to sit / work with other Aboriginal students	3	0	1	0	0	0
S		Student wants to be or already is a role model	3	0	0	0	0	1
S		Student has undergone a positive behavioural change	0	0	0	1	1	2
S	3	Student did very well in Primary School or Junior High School	2	1	0	0	0	0
F		Older sibling(s) needed to study further after left school	2	0	1	0	0	0
Sc		School has a special Aboriginal Student Representative Council	2	0	1	0	0	0
P		Student has been encouraged by his or her Aboriginal friends	2	0	1	0	0	0
F		Parents have facilitated review of employment / further study options	1	1	0	0	0	1
F		Parents relate education to employment opportunities	1	1	0	0	1	0
T		Individual teachers have contact with student's parents	1	1	0	0	0	1
M		Student has been involved in ASSPA sponsored activities	1	1	0	0	0	1
F		Younger siblings intend to complete year 12	1	0	1	0	0	1
F		Extended family encourage student to stay at school and work hard	0	1	1	0	0	1
S		Student has matured	1	0	1	0	0	1
T		Teacher has developed special teaching strategies for the student(s)	0	0	0	1	1	1
T		Students see teachers as consistent, fair and respectful of student	1	0	0	0	0	2
T		Teacher has encouraged career focus to motivate students	0	0	2	1	0	0
T	2	Teacher deals with racism in the class / encourages student to "fight"	2	0	0	0	0	0
T		Teachers are sensitive to cultural issues / student's feelings	2	0	0	0	0	0
Sc		Anti-racist harassment grievance procedures taught to all students	2	0	0	0	0	0
T		Teacher sits and talks with students / interested in them as individuals	1	0	0	1	0	0
Sc		School has put / kept positive Aboriginal students together	1	0	1	0	0	0
S		Student likes to finish things / is not ready to leave school yet	0	1	0	0	0	1

C   Community related factor
F   Family related factor
M   Multiple environment related factor
P   Peer related factor

S   Student related factor
Sc School related factor
T   Teacher related factor

FACTORS RELATED TO STUDENTS' RETENTION & ATTAINMENT

Category	No. of sts	RETENTION & ATTAINMENT FACTORS	EXPECTED STAYERS (4 students)		POSSIBLE STAYERS (3 students)		UNEXPECTED STAYERS (3 students)	
			2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent	2 Ab'l parents	1 Ab'l parent
F	2	Extended family supports student's career choice	1	0	0	0	0	1
F		Parents put pressure on student to stay at school and work hard	0	1	0	0	1	0
P		The group provides strength to resist negative pressures	1	0	0	0	1	0
S		Student has talent in a particular curriculum area	0	0	1	0	1	0
F		Extended family provide role models	0	0	0	0	1	1
T		Discipline has positive focus / encourages negotiation	0	0	0	0	0	2
F		Parents support student to pursue area where has talent	0	0	0	0	1	1
S	1	Student doesn't want to be like some of relatives	0	1	0	0	0	0
T		Student was generally treated as if he was "white"	0	0	0	1	0	0
F		Mother has kept close eye on student's behaviour and progress at school	0	0	0	1	0	0
C		Community has provided useful role models	0	0	0	1	0	0
T		Teachers provide general motivation	0	0	0	0	0	1
C		Support from local church group	0	0	0	0	0	1
F		Extended family support student to pursue area where has talent	0	0	0	0	1	0

C   Community related factor
F   Family related factor   S   Student related factor
M   Multiple environment related factor   Sc School related factor
P   Peer related factor   T   Teacher related factor

APPENDIX 13

FACTORS RELATED TO INDIVIDUAL STUDENTS' RETENTION ONLY

No. of sts	RETENTION ONLY FACTORS	EXPECTED STAYERS				POSSIBLE STAYERS			UNEXPECTED STAYERS		
		Helen	Lisa	Lucy	Marci	Nicol	Larry	Sally	Bret	Gina	Toby
6	Student is a leader among peers	2	1	0	0	2	0	1	2	2	0
5	Student is good at / has keen interest in sport	0	1	0	1	2	0	2	1	0	0
4	Student is still young / immature	1	0	0	0	0	1	1	2	0	0
3	Students don't want to do nothing with their lives	0	0	1	1	1	0	0	0	0	0
	General expectations that students will stay at school	0	1	0	0	0	1	1	0	0	0
	Most / many of friends at school are non-Aboriginal	0	1	0	0	1	0	0	0	0	1
2	Teacher chases up absences from school and class	0	0	1	0	0	1	0	0	0	0
	Student supports other Aboriginal students	2	0	0	0	0	0	0	0	2	0
	Student has an affinity for people	0	0	0	0	1	0	0	2	0	0
1	Community expects that students complete yr 12 / almost all do	0	0	0	0	1	0	0	0	0	0
	Teachers suggested that student leave	0	0	0	0	0	0	0	0	0	1
	Parent suggested that student leave school	0	0	0	0	0	0	0	0	0	1
	Older sibling completed year 12	0	0	0	0	0	0	0	0	0	1
	School wants a high Aboriginal retention rate	0	0	0	0	0	0	0	0	0	1
	Abstudy	0	0	0	0	0	0	0	0	0	1
	AEW is a good sounding board	0	0	0	0	0	0	0	0	1	0

0 This factor is not important for this student
1 This factor is important for this student
2 This factor is particularly important for this student

FACTORS RELATED TO INDIVIDUAL STUDENTS' ATTAINMENT ONLY

No. of sts	ATTAINMENT ONLY FACTORS	EXPECTED STAYERS				POSSIBLE STAYERS			UNEXPECTED STAYERS		
		Helen	Lisa	Lucy	Marci	Nicol	Larry	Sally	Bret	Gina	Toby
10	Teachers have established good relationships with students	2	1	2	2	2	2	1	1	2	2
9	Students are seen as being academically capable	2	2	2	1	2	2	1	0	1	2
	Student does homework and / or is well organised in study time	1	1	2	2	1	1	2	0	1	1
8	Student relates work to own experience or gives Aboriginal perspect	2	0	2	1	0	2	1	1	2	1
7	Student asks for help with work	2	2	2	2	0	2	2	0	0	1
	Student works hard at school / tries hard	2	1	1	1	0	1	2	0	1	0
	Student has good literacy skills	1	1	1	1	0	2	1	0	2	0
	Student has an independent learning style	2	0	2	1	0	2	0	2	2	2
6	Teachers provide individual / small group help and encouragement	0	2	2	2	1	1	2	0	0	0
	Parents actively support student's learning (HW; liase with Ts; etc)	2	2	0	2	1	0	1	1	0	0
5	Student aims for more than a mere pass	2	2	1	1	0	0	1	0	0	0
	Teachers provide help / reasurrance without being asked for it	0	0	1	0	1	1	0	0	1	1
	Teachers are willing to negotiate deadlines / order / presentation	1	0	0	0	0	1	0	0	2	2
4	Student seeks help in own time (out of lesson or school time)	2	2	0	1	0	0	2	0	0	0
	Student receives AITAS tutorial assistance	1	1	0	1	0	0	1	0	0	0
	School has or has had a Homework Centre	1	1	0	0	0	0	1	0	0	1
	Parents put pressure on student to do homework	1	0	0	1	1	0	0	0	0	1
	Teacher provides academic help out of lesson time	1	1	0	0	0	0	2	1	0	0
	Teachers are not racist	1	0	0	1	0	0	0	0	1	1
3	Special group of Aboriginal students help each other	0	1	1	0	0	0	1	0	0	0
	Student helps others with their work	0	1	1	0	0	0	0	0	0	1
	The AERT provides academic assistance	0	1	0	0	0	1	2	0	0	0
	Teachers provide choices and invite / support cultural input	0	1	0	0	0	0	0	0	1	1
	Teachers take time to explain work requirements clearly	0	0	0	0	1	0	0	0	1	2

0   This factor is not important for this student
1   This factor is important for this student
2   This factor is particularly important for this student

APPENDIX 14 (continued)

FACTORS RELATED TO INDIVIDUAL STUDENTS'
ATTAINMENT ONLY

No. of sts	ATTAINMENT ONLY FACTORS	EXPECTED STAYERS				POSSIBLE STAYERS			UNEXPECTED STAYERS		
		Helen	Lisa	Lucy	Marci	Nicol	Larry	Sally	Bret	Gina	Toby
2	Student has good mathematical skills (extension or advanced work)	1	1	0	0	0	0	0	0	0	0
	Student and peers in friendly competition	0	1	0	0	0	0	1	0	0	0
	School has provided support programs	0	0	0	1	0	0	0	0	2	0
	Teachers have tried to make the curriculum inclusive	0	0	0	0	0	1	0	0	0	1
1	Student actively seeks challenges	1	0	0	0	0	0	0	0	0	0
	Female teacher for all female class	0	0	1	0	0	0	0	0	0	0
	Parents have encouraged student to ask for help	0	0	0	1	0	0	0	0	0	0
	There has been a family expectation that the student would succeed	0	0	0	0	0	0	1	0	0	0
	Teacher uses a variety of teaching strategies	0	0	0	0	0	0	0	2	0	0
	Teacher has facilitated opportunities for st. to demonstrate skills	0	0	0	0	0	0	0	2	0	0
	Teacher builds on what student knows; applies gentle pressure	0	0	0	0	0	0	0	0	0	2

0   This factor is not important for this student
1   This factor is important for this student
2   This factor is particularly important for this student

FACTORS RELATED TO INDIVIDUAL STUDENTS' RETENTION & ATTAINMENT

No. of sts	RETENTION & ATTAINMENT FACTORS	EXPECTED STAYERS				POSSIBLE STAYERS			UNEXPECTED STAYERS		
		Helen	Lisa	Lucy	Marci	Nicol	Larry	Sally	Bret	Gina	Toby
10	Students want to succeed / learn	2	2	2	2	1	2	2	1	1	1
	Parents encourage and support students	2	2	2	2	2	2	2	2	2	1
	Teachers recognise academic potential and / or goal orientation	1	2	1	2	1	2	1	2	2	1
9	Family expect that student will stay at school and get a job	2	1	1	1	1	1	2	1	0	1
	Student has decided on a career and / or is looking at further study	2	2	2	2	1	1	2	2	2	0
	Student sees a strong relationship between work and school	2	2	2	1	2	2	1	0	1	1
8	Student has positive self-concept and / or academic self concept	1	1	1	1	1	1	2	1	0	0
	Parent value education	1	1	1	1	1	1	1	1	0	0
	There is immediate family support for student's career choice	1	1	1	1	1	0	1	2	2	0
7	Student is determined / persistent / has pushed self	1	2	1	2	0	1	1	0	0	1
	Student is academically successful relative to Aboriginal peers	2	1	1	1	0	1	1	0	0	1
	Student has a good relationship with all his or her peers	1	2	1	1	0	0	2	0	1	1
	Student has positive peer pressure and / or support	1	2	0	1	2	0	2	1	0	1
6	Student isolated self from negative influences in Junior High School	1	2	2	2	0	2	2	0	0	0
	Student has benefited from Work Experience	1	1	1	1	1	0	2	0	0	0
	Student wants to please or not disappoint his or her parents	1	1	1	1	0	1	0	0	1	0
	Student is seen to be intrinsically motivated	1	0	1	1	0	0	1	0	1	0
	Parents recognise that student has ability	1	0	1	1	1	0	0	1	1	0
	School offers special courses for Aboriginal students / sts "at risk"	0	1	0	0	0	1	1	2	1	1
5	Student was part of special group of Students in Junior HS	2	2	1	1	0	0	2	0	0	0
	Student encourages self or is confident	1	2	1	2	0	0	0	0	0	1
	Older sibling(s) did not complete year 12	1	1	1	0	0	1	0	0	1	0
	Student doesn't want to be like peers who have left school	1	1	2	0	0	0	0	0	1	1
	Aboriginal Studies or Aboriginal perspective in Aust. St. of interest	0	0	0	1	2	1	0	0	2	1

0   This factor is not important for this student
1   This factor is important for this student
2   This factor is particularly important for this student

FACTORS RELATED TO INDIVIDUAL STUDENTS' RETENTION & ATTAINMENT

No. of sts	RETENTION & ATTAINMENT FACTORS	EXPECTED STAYERS				POSSIBLE STAYERS			UNEXPECTED STAYERS		
		Helen	Lisa	Lucy	Marci	Nicol	Larry	Sally	Bret	Gina	Toby
4	Student has a special friend who is like-minded	1	2	0	1	0	0	2	0	0	0
	Student prefers to sit / work with other Aboriginal students	2	1	0	1	0	0	1	0	0	0
	Student wants to be or already is a role model	1	1	0	1	0	0	0	0	1	0
	Student has undergone a positive behavioural change	0	0	0	0	1	0	0	1	2	2
3	Student did very well in Primary School or Junior High School	1	2	1	0	0	0	0	0	0	0
	Older sibling(s) needed to study further when they left school	1	1	0	0	0	1	0	0	0	0
	School has a special Aboriginal Student Representative Council	1	1	0	0	0	1	0	0	0	0
	Student has been encouraged by Aboriginal friends	1	0	0	1	0	0	1	0	0	0
	Parents have facilitated review of employment / further study options	0	1	1	0	0	0	0	0	1	0
	Parents relate education to employment opportunities	0	0	2	1	0	0	0	1	0	0
	Individual teachers have contact with student's parents	1	0	1	0	0	0	0	0	1	0
	Student has been involved in ASSPA sponsored activities	1	0	1	0	0	0	0	0	1	0
	Younger siblings want to complete year 12	0	0	0	1	0	0	2	0	0	2
	Extended family encourage student to stay at school & work hard	0	0	1	0	0	0	2	0	0	1
	Student has matured	0	2	0	0	0	0	1	0	1	0
	Teacher has developed special teaching strategies for the student(s)	0	0	0	0	1	0	0	1	1	0
	Students see teachers as consistent, fair and respectful of them	0	0	0	1	0	0	0	0	1	2
	Teacher has encouraged career focus to motivate students	0	0	0	0	1	1	1	0	0	0
2	Teacher deals with racism in the class / encourages student to "fight"	1	0	0	1	0	0	0	0	0	0
	Teachers are sensitive to cultural issues / student's feelings	2	0	0	1	0	0	0	0	0	0
	Anti-racist harassment grievance procedures taught to all students	1	0	0	1	0	0	0	0	0	0
	Teacher sits and talks with students / interested in them individually	1	0	0	0	2	0	0	0	0	0
	School has put / kept positive Aboriginal students together	0	1	0	0	0	0	1	0	0	0
	Student likes to finish things / is not ready to leave yet	0	0	2	0	0	0	0	0	0	2

0 This factor is not important for this student
1 This factor is important for this student
2 This factor is particularly important for this student

FACTORS RELATED TO INDIVIDUAL STUDENTS' RETENTION & ATTAINMENT

No. of sts	RETENTION & ATTAINMENT FACTORS	EXPECTED STAYERS				POSSIBLE STAYERS			UNEXPECTED STAYERS		
		Helen	Lisa	Lucy	Marci	Nicol	Larry	Sally	Bret	Gina	Toby
2	Extended family supports student's career choice	0	0	0	1	0	0	0	0	1	0
	Parents put pressure on student to stay at school and work hard	0	0	1	0	0	0	0	1	0	0
	The group provides strength to resist negative pressures	0	0	0	1	0	0	0	1	0	0
	Student has talent in a particular curriculum area	0	0	0	0	0	2	0	2	0	0
	Extended family provide role models	0	0	0	0	0	0	0	2	1	0
	Discipline has positive focus / encourages negotiation	0	0	0	0	0	0	0	0	1	1
	Parents support student to pursue area where has talent	0	0	0	0	0	0	0	2	2	0
1	Student doesn't want to be like some of relatives	0	0	2	0	0	0	0	0	0	0
	Student was generally treated as if he was "white"	0	0	0	0	1	0	0	0	0	0
	Mother has kept close eye on student's behaviour and progress	0	0	0	0	1	0	0	0	0	0
	Community has provided useful role models	0	0	0	0	1	0	0	0	0	0
	Teachers provide general motivation	0	0	0	0	0	0	0	0	1	0
	Student has support from local church group	0	0	0	0	0	0	0	0	2	0
	Extended family support student to pursue area where has talent	0	0	0	0	0	0	0	1	0	0

0   This factor is not important for this student
1   This factor is important for this student
2   This factor is particularly important for this student

APPENDIX 16

FACTORS RELATED TO STUDENTS' ABORIGINAL IDENTITIES

Category	Number of students	IDENTITY FACTORS	2 Aboriginal parents (6 students)			1 Aboriginal parent (4 students)		
			Ex. stay.	Pos. stay.	Unex. stay.	Ex. stay.	Pos. stay.	Unex. stay.
P	10	Racism from non-Aboriginal students	3	2	1	1	1	2
F	9	Immediate family have frequent contact with extended family	3	2	1	1	1	1
F		Family member(s) employed by Aboriginal org'n or in Aboriginal role	3	2	1	1	1	1
M		AEW and / or AERT appointed to the school	3	2	1	1	0	2
P		Student mixes with other Aboriginal students out of class	3	2	1	1	0	2
S	8	Student is proud to be Aboriginal	3	1	1	1	0	2
P		Student believes racism is an issue at school	3	1	1	1	1	1
Sc		School has implemented anti-racism policy and procedures	2	1	1	1	1	2
F	7	Parents share / explore family heritage and / or Aboriginal issues	2	2	1	1	1	0
F		Student spends / has spent time with Aboriginal grandparent(s)	3	0	1	0	1	2
S		Student puts an Aboriginal perspective into school work	2	1	1	1	0	2
Sc	6	Student participates in special Aboriginal student activities	2	1	1	1	1	0
P		Student prefers to work with other Aboriginal students	3	2	0	1	0	0
T		Some teachers deal with racism / deal with it as an issue	2	1	1	1	1	0
Sc		School has Aboriginal Studies / Resource room & HW centre	3	1	0	1	0	1
C		Racism in the community is recognised as an issue	2	1	1	1	1	0
S		Student takes opportunities to learn about Aboriginal issues	1	1	1	0	1	2
T		Perceived racism from some teachers	2	1	0	1	0	2
T	5	AERT supports students academically	2	2	1	0	0	0
M		Student has contact with Aboriginal organisations (directly or through family)	2	2	1	0	0	0
F		Many of the student's Aboriginal relatives live nearby	2	1	1	0	0	1
P		Student is / was part of a special group of Aboriginal students in Junior HS	3	1	0	1	0	0
P		Pressure from Aboriginal peers to stop working and to leave school	2	1	0	1	0	1
P		Aboriginal students use the Aboriginal Studies Resource Room	2	1	0	1	0	1
Sc		School has implemented the ED Social Justice Action Plan	1	1	1	0	1	1

C   Community related factor
F   Family related factor   S   Student related factor
M   Multiple environment related factor   Sc School related factor
P   Peer related factor   T   Teacher related factor

FACTORS RELATED TO STUDENTS' ABORIGINAL IDENTITIES

Category	Number of students	IDENTITY FACTORS	2 Aboriginal parents (6 students)			1 Aboriginal parent (4 students)		
			Ex. stay.	Pos. stay.	Unex. stay.	Ex. stay.	Pos. stay.	Unex. stay.
M	5	Student uses DEET programs (HW Centre, Driver Ed Tutors, Traineeship)	2	1	0	1	1	0
M		Students involved with ASSPA directly or indirectly	1	1	1	1	0	1
T		Teacher encourages cultural input / alternative perspectives	2	1	0	1	0	1
T		Teacher incorporates Aboriginal perspectives / consults student re text	1	1	0	1	1	1
M		SACE Australian Studies incorporates an Aboriginal perspective	0	1	0	1	1	2
S	4	Wants to be or is recognised as a role model	2	1	1	0	0	0
T		Teachers recognise the strength of a special group of Aboriginal students	3	1	0	0	0	0
P		Student has a special Aboriginal friend	3	1	0	0	0	0
Sc		Student chooses Aboriginal Studies and / or special Aboriginal subjects	2	1	1	0	0	0
T		Teachers recognise talent and expose student to Aboriginal career options	1	1	1	0	1	0
F		Some of student's Aboriginal peers at school are relatives	1	1	1	0	0	1
S		Student shares cultural knowledge with teachers	2	0	0	1	0	1
Sc		Student has been taught ways to deal with racial conflict / harassment	1	0	0	0	1	2
Sc	3	Student is a member of the Aboriginal Students Representative Council	2	1	0	0	0	0
M		Student attends State / National / International Indigenous events	2	0	1	0	0	0
P		Most of the student's friends are Aboriginal	2	1	0	0	0	0
T		Some teachers are insensitive	2	1	0	0	0	0
C		Aboriginal groups in the community are divided	0	2	1	0	0	0
P		Student is a leader among his or her Aboriginal peers	1	0	1	0	0	1
S		Student complains to teachers about racism from his o her peers	2	0	0	0	0	1
S		Student feels "shame"	1	1	0	1	0	0
S		Student writes poetry and expresses Aboriginal issues n it	1	0	1	0	1	0
S		Student's career choice is related to their Aboriginal identity	2	0	0	0	1	0
F		Grantparents share cultural knowledge / family history	1	0	1	0	0	1
F		Parents teach student to be proud of his or her Aboriginality	2	0	0	1	0	0

C   Community related factor
F   Family related factor
M   Multiple environment related factor
P   Peer related factor

S   Student related factor
Sc School related factor
T   Teacher related factor

APPENDIX 16 (continued)

FACTORS RELATED TO STUDENTS' ABORIGINAL IDENTITIES

Category	Number of students	IDENTITY FACTORS	2 Aboriginal parents (6 students)			1 Aboriginal parent (4 students)		
			Ex. stay.	Pos. stay.	Unex. stay.	Ex. stay.	Pos. stay.	Unex. stay.
F	3	Parents strived to make / keep family ties	1	1	0	0	1	0
S		Student speaks or writes publically about Aboriginal issues	1	0	0	1	0	1
S		Student reacts negatively to racism	0	0	0	0	1	2
F	2	Family tree prepared	1	1	0	0	0	0
P		Some Aboriginal students rebel against racism	0	1	1	0	0	0
P		Student discusses Aboriginal issues with Aboriginal friends	2	0	0	0	0	0
Sc		School appoints leadership / support staff in addition to AERT / AEW	1	1	0	0	0	0
Sc		School has kept special group of Aboriginal students together	1	1	0	0	0	0
S		Student is a respected member of the general SRC	2	0	0	0	0	0
S		Student selected as Aboriginal Student of the Year	2	0	0	0	0	0
C		Community has Aboriginal youth groups and sporting teams	1	1	0	0	0	0
F		Parent supports student with perceived racism from teachers	2	0	0	0	0	0
M		Students participate in Aboriginal Sports Days	1	1	0	0	0	0
S		Student uses Aboriginal symbols or colours of the Aboriginal flag	1	0	0	0	1	0
M		Student identifies with other Aboriginal people through sport	0	1	0	1	0	0
F		Members of immediate and extended family share artistic interests	1	0	0	0	0	1
F		Members of immediate and extended family are role models	0	0	1	1	0	0
P		Aboriginal students stick together for strength	1	0	0	0	0	1
P		Student supports other Aboriginal students / acts as spokesperson	1	0	0	0	0	1
T		Teachers try to make the curriculum inclusive	0	1	0	0	0	1
S		Student sings / plays in Aboriginal school band or has done so	0	0	1	0	0	1
C		Role models in the community seen to be important	0	0	1	0	1	0
T		Teacher facilitates exposure to Aboriginal role models	0	0	1	0	1	0
F		Siblings share pride in Aboriginal identity	0	0	0	1	0	1

C   Community related factor
F   Family related factor
M   Multiple environment related factor
P   Peer related factor

S   Student related factor
Sc School related factor
T   Teacher related factor

FACTORS RELATED TO STUDENTS' ABORIGINAL IDENTITIES

Category	Number of students	IDENTITY FACTORS	2 Aboriginal parents (6 students)			1 Aboriginal parent (4 students)		
			Ex. stay.	Pos. stay.	Unex. stay.	Ex. stay.	Pos. stay.	Unex. stay.
S	1	Student believes education is the answer for racism	1	0	0	0	0	0
S		Student stays out of racial conflict and tries to ease racial tension	0	0	1	0	0	0
F		Family involved in relaiming their cultural heritage	0	1	0	0	0	0
F		Conflict within the student's extended family	1	0	0	0	0	0
P		Conflict between groups of Aboriginal students	0	1	0	0	0	0
P		Non-Aboriginal friends encourage the student to complain about racism	1	0	0	0	0	0
C		Racism from personnel in the local office of a Government department	1	0	0	0	0	0
Sc		AEW chases up student absences	0	1	0	0	0	0
F		Extended family support extra curricula activities	0	0	1	0	0	0
M		Student sees material advantages in being Aboriginal	0	0	0	1	0	0
S		Student is pregnant	0	0	0	0	0	1
F		Non-Aboriginal grandparent is racist	0	0	0	0	0	1
F		Student has regular contact with absent Aboriginal parent	0	0	0	0	0	1
F		Siblings tease the student about his colour	0	0	0	0	0	1
P		Aboriginal students accuse student of being "white"	0	0	0	1	0	0
P		Aboriginal friends demand the student's time	0	0	0	1	0	0
T		Teacher seeks assistance of the District AEW to counter racism	0	0	0	0	1	0
M		District AEW works in the school	0	0	0	0	1	0
C		Close links with non-family Aboriginal people in the community	0	0	0	0	0	1
T		Teacher provides student with information about his extended family	0	0	0	0	1	0

C   Community related factor
F   Family related factor   S   Student related factor
M   Multiple environment related factor   Sc School related factor
P   Peer related factor   T   Teacher related factor

APPENDIX 17

FACTORS RELATED TO STUDENTS' INDIVIDUAL ABORIGINAL IDENTITIES

No. of sts	IDENTITY FACTORS	Both parents Aboriginal						1 parent Aboriginal			
		Bret	Helen	Larry	Lisa	Marci	Sally	Gina	Lucy	Nicol	Toby
10	Racism from non-Aboriginal students	1	1	1	1	1	1	1	1	1	1
9	Immediate family have frequent contact with extended family	1	1	1	1	1	1	0	1	1	1
	Family member(s) employed by Aboriginal org'n or in Aboriginal role	1	1	1	1	1	1	0	1	1	1
	AEW and / or AERT appointed to the school	1	1	1	1	1	1	1	1	0	1
	Student mixes with other Aboriginal students out of class	1	1	1	1	1	1	2	2	0	1
8	Student is proud to be Aboriginal	1	2	0	1	1	1	2	1	0	1
	Student believes racism is an issue at school	1	2	1	1	2	0	1	1	1	0
	School has implemented anti-racism policy and procedures	1	1	1	0	1	0	1	1	1	1
7	Parents share / explore family heritage and / or Aboriginal issues	1	1	1	0	1	1	0	1	1	0
	Student spends / has spent time with Aboriginal grandparent(s)	1	1	0	1	1	0	1	0	1	1
	Student puts an Aboriginal perspective into school work	1	1	1	0	1	0	1	1	0	1
6	Student participates in special Aboriginal student activities	1	1	0	0	1	2	0	1	1	0
	Student prefers to work with other Aboriginal students	0	2	1	1	1	1	0	1	0	0
	Some teachers deal with racism / deal with it as an issue	2	1	1	0	1	0	0	1	1	0
	School has Aboriginal Studies / Resource room & HW centre	0	1	0	1	1	1	0	1	0	1
	Racism in the community is recognised as an issue	1	1	1	1	0	0	0	1	2	0
	Student takes opportunities to learn about Aboriginal issues	1	0	1	0	1	0	1	0	1	1
	Perceived racism from some teachers	0	2	1	0	2	0	2	1	0	1
5	AERT supports students academically	1	1	1	0	1	1	0	0	0	0
	Student has contact with Aboriginal organisations (directly or through family)	1	1	1	0	1	1	0	0	0	0
	Many of the student's Aboriginal relatives live nearby	1	0	0	1	1	1	0	0	0	1
	Student is / was part of a special group of Aboriginal students in Junior HS	0	1	0	1	1	1	0	1	0	0
	Pressure from Aboriginal peers to stop working and to leave school	0	0	1	1	2	0	0	1	0	1
	Aboriginal students use the Aboriginal Studies Resource Room	0	1	0	1	0	1	0	1	0	1
	School has implemented the ED Social Justice Action Plan	1	0	0	1	0	1	0	0	1	1

0   This factor is not important for this student
1   This factor is important for this student
2   This factor is particularly important for this student

FACTORS RELATED TO STUDENTS' INDIVIDUAL ABORIGINAL IDENTITIES

No. of sts	DESCRIPTION OF FACTORS	Both parents Aboriginal						1 parent Aboriginal			
		Bret	Helen	Larry	Lisa	Marci	Sally	Gina	Lucy	Nicol	Toby
5	Student uses DEET programs (HW Centre, Driver Ed, Tutors, Traineeship)	0	2	0	0	1	1	0	1	1	0
	Students involved with ASSPA or receives ASSPA support	1	1	1	0	0	0	1	1	0	0
	Teacher encourages cultural input / alternative persectives	0	1	1	1	0	0	1	1	0	0
	Teacher incorporates Aboriginal perspectives / consults student re text	0	0	1	1	0	0	0	1	1	1
	SACE Australian Studies incorporates an Aboriginal perspective	0	0	1	0	0	0	1	1	1	1
4	Wants to be or is recognised as a role model	1	1	0	0	1	1	0	0	0	0
	Teachers recognise the strength of a special group of Aborigina students	0	1	0	1	1	1	0	0	0	0
	Student has a special Aboriginal friend	0	1	0	1	1	1	0	0	0	0
	Student chooses Aboriginal Studies and / or special Aboriginal subjects	1	1	1	0	1	0	0	0	0	0
	Teachers recognise talent and expose student to Aboriginal career options	2	1	1	0	0	0	0	0	1	0
	Some of student's Aboriginal peers at school are relatives	1	0	0	1	0	1	0	0	0	1
	Student shares cultural knowledge with teachers	0	1	0	1	0	0	1	1	0	0
	Student has been taught ways to deal with racial conflict / harassment	0	1	0	0	0	0	1	0	1	1
3	Student is a member of the Aboriginal Students Representative Council	0	1	0	1	0	1	0	0	0	0
	Student attends State / National / International Indigenous events	1	1	0	0	1	0	0	0	0	0
	Most of the student's friends are Aboriginal	0	1	0	0	1	1	0	0	0	0
	Some teachers are insensitive	0	2	1	0	1	0	0	0	0	0
	Aboriginal groups in the community are divided	2	0	1	0	0	1	0	0	0	0
	Student is a leader among his or her Aboriginal peers	1	1	0	0	0	0	1	0	0	0
	Student complains to teachers about racism from his or her peers	0	1	0	0	1	0	0	0	0	1
	Student feels "shame"	0	0	1	0	1	0	0	1	0	0
	Student writes poetry and expresses Aboriginal issues in t	1	0	0	0	1	0	0	0	1	0
	Student's career choice is related to their Aboriginal identity	0	2	0	0	1	0	0	0	1	0
	Grandparents share cultural knowledge / family history	1	0	0	0	1	0	1	0	0	0
	Parents teach student to be proud of his or her Aboriginality	0	1	0	0	1	0	0	1	0	0

0 This factor is not important for this student
1 This factor is important for this student
2 This factor is particularly important for this student

FACTORS RELATED TO STUDENTS' INDIVIDUAL ABORIGINAL IDENTITIES

No. of sts	DESCRIPTION OF FACTORS	Both parents Aboriginal						1 parent Aboriginal			
		Bret	Helen	Larry	Lisa	Marci	Sally	Gina	Lucy	Nicol	Toby
3	Parents strived to make / keep family ties	0	1	1	0	0	0	0	0	1	0
	Student speaks or writes publically about Aboriginal issues	0	2	0	0	0	0	1	1	0	0
	Student reacts negatively to racism	0	0	0	0	0	0	1	0	1	2
2	Family tree prepared	0	1	0	0	0	1	0	0	0	0
	Some Aboriginal students rebel against racism	1	0	1	0	0	0	0	0	0	0
	Student discusses Aboriginal issues with Aboriginal friends	0	1	0	0	1	0	0	0	0	0
	School appoints leadership / support staff in addition to AEF T / AEW	0	0	0	1	0	1	0	0	0	0
	School has kept special group of Aboriginal students together	0	0	0	1	0	1	0	0	0	0
	Student is a respected member of the general SRC	0	1	0	1	0	0	0	0	0	0
	Student selected as Aboriginal Student of the Year	0	1	0	1	0	0	0	0	0	0
	Community has Aboriginal youth groups and sporting teams	0	0	0	1	0	1	0	0	0	0
	Parents support student with perceived racism from teachers	0	1	0	0	1	0	0	0	0	0
	Students participate in Aboriginal Sports Days	0	0	0	1	0	1	0	0	0	0
	Student uses Aboriginal symbols or colours of the Aboriginal flag	0	1	0	0	0	0	0	0	1	0
	Student identifies with other Aboriginal people through sport	0	0	0	0	0	1	0	1	0	0
	Members of immediate and extended family share artistic interests	0	0	0	1	0	0	1	0	0	0
	Members of immediate and extended family are role models	1	0	0	0	0	0	0	1	0	0
	Aboriginal students stick together for strength	0	0	0	0	1	0	1	0	0	0
	Student supports other Aboriginal students / acts as spokesperson	0	2	0	0	0	0	1	0	0	0
	Teachers try to make curriculum inclusive	0	0	1	0	0	0	0	0	0	1
	Student sings / plays in Aboriginal school band or has done so	1	0	0	0	0	0	0	0	0	1
	Role models in the community seen to be important	1	0	0	0	0	0	0	0	1	0
	Teacher facilitates exposure to Aboriginal role models	1	0	0	0	0	0	0	0	1	0
	Siblings share pride in Aboriginal idenity	0	0	0	0	0	0	0	1	0	1

0 This factor is not important for this student
1 This factor is important for this student
2 This factor is particularly important for this student

FACTORS RELATED TO STUDENTS' INDIVIDUAL ABORIGINAL IDENTITIES

No. of sts	DESCRIPTION OF FACTORS	Both parents Aboriginal						1 parent Aboriginal			
		Bret	Helen	Larry	Lisa	Marci	Sally	Gina	Lucy	Nicol	Toby
1	Student believes education is the answer for racism	0	1	0	0	0	0	0	0	0	0
	Student stays out of racial conflict and tries to ease racial tension	1	0	0	0	0	0	0	0	0	0
	Family involved in reclaiming their cultural heritage	0	0	1	0	0	0	0	0	0	0
	Conflict within student's extended family	0	0	0	1	0	0	0	0	0	0
	Conflict between groups of Aboriginal students	0	0	0	0	0	1	0	0	0	0
	Non-Aboriginal friends encourage student to complain about racism	0	0	0	0	1	0	0	0	0	0
	Racism from personnel in local office of a Government department	0	0	0	1	0	0	0	0	0	0
	AEW chases up student absences	0	0	1	0	0	0	0	0	0	0
	Extended family support extra curricula activities	1	0	0	0	0	0	0	0	0	0
	Student sees material advantages in being Aboriginal	0	0	0	0	0	0	0	1	0	0
	Student is pregnant	0	0	0	0	0	0	1	0	0	0
	Non-Aboriginal grandparent is racist	0	0	0	0	0	0	1	0	0	0
	Student has regular contact with absent Aboriginal parent	0	0	0	0	0	0	1	0	0	0
	Siblings tease student about his colour	0	0	0	0	0	0	0	0	0	1
	Aboriginal students accuse student of being "white"	0	0	0	0	0	0	0	1	0	0
	Aboriginal friends demand student's time	0	0	0	0	0	0	0	1	0	0
	Teacher seeks assistance of District AEW to counter racism	0	0	0	0	0	0	0	0	1	0
	District AEW works in the school	0	0	0	0	0	0	0	0	1	0
	Close links with non-family Aboriginal people in the community	0	0	0	0	0	0	1	0	0	0
	Teacher provides student with information about his extended family	0	0	0	0	0	0	0	0	1	0

0   This factor is not important for this student
1   This factor is important for this student