****Student success stories****

****Meet Amey****

****Family upbringing****

**Life was alright growing up I came from quite a ‘western’ kind of family. I grew up in the Southern suburbs of Adelaide, Noarlunga, Pt. Noarlunga. I stayed there my whole life. Primary school was alright, nothing special really happened. A lot of teachers didn’t know I was Aboriginal and then high school it became more prominent that I was Aboriginal and that’s when teachers implemented strategies to help me like ILPs and all that kind of stuff.**

****Cultural heritage****

**It wasn’t more… like I’m half Greek and that was the prominent culture that I grew up with, but as Mum learnt her culture I learnt my culture and definitely through high school, meeting other people who were Aboriginal definitely helped because no one in my primary school was Aboriginal and meeting other Aboriginal people who knew more about their culture kind of pushed me to learn more about my culture.**

****SACE education****

**I went to a really great high school that really supported me and didn’t have any negative expectations but definitely looking into the community and going to uni and people are like “Oh!” People emphasised that I was going to uni because I was indigenous. People were like, “Oh this is super, this is great.” SACE was particularly good in Year 12, Year 11 was alright, there wasn’t a huge emphasis on SACE at my high school. I really feel like SACE prepared me for further academic life. I knew I wanted to go to Uni, I knew I wanted to be a teacher and I knew I wanted to do that lifestyle. I think it really prepared me for the life I’m living now. I definitely think that independent learning was talked about a lot, learning to learn. SACE really sets you up to do that. Research and looking elsewhere other than the internet for all knowledge. SACE has really put a lot of emphasis on that which helped me a lot at uni.**

****SACE strategies****

**We had an Indigenous team, set of teachers that we could turn to that weren’t our subject teachers so we could say, like, “Oh this subject is really tough” and they would advocate on our behalf if we were too nervous. Especially in the younger years, like Year 11 where the teachers are suddenly so strict and you’ve got to do all this work and having that team behind you to say “It’s ok if you’re stressed. We’re here to help you.”**

****Advice for future students****

**Take this time to cherish your education, don’t just squander it away. It’s really preparing you for life. If you don’t get a Year 12 qualification you can’t get a decent job anymore, which sucks. But it builds economic strength...and all that kind of stuff. Don’t be scared to talk to people, you don’t have to do it by yourself. There is a wonderful support system. You might not get it straight from your teachers but you can look elsewhere.**

****Career goals and aspirations****

**I hope to be a qualified Special Ed teacher. Teaching in schools, even though doing Special Education is still having an emphasis on Aboriginal communities and students and helping them, not only get their SACE but then go onto University. Moving past that SACE bit and onto a further education.**