

Narragunnawali
Reconciliation in Schools and Early Learning

NARRAGUNNAWALI

Sacred Heart Catholic Primary School

Reconciliation Action Plan

For the year 2017

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Our Vision for Reconciliation

Our Vision for Reconciliation at Sacred Heart Catholic Primary School is fostering of a mutual respect between Aboriginal and Torres Strait Island people and non-Indigenous people entrenched in the values and moral fo a Catholic School. We will dot his through:

Providing students opportunities to be successful through education

Acknowledgement of Aboriginal and Torres Strait Islander culture and Tradition

Knowledge, understanding and empathy of the unique journeys of all people brought together in the Sacred Heart Community

Empowering Aboriginal and Torres Strait Islander students to be proud of the cultural diversity that they bring to Sacred Heart School and the power of change that comes with sharing and celebrating their diversity with school, local community and globally.

The Working Group

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Mary Schick	principal	Mary_Schick@rok.catholic.edu.au
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Action Plan

RELATIONSHIPS			
Action	Details/notes	Responsibility	Timeline
Aboriginal and Torres Strait Islander people in the classroom	<p>Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures. This may not be possible for every learning activity but it should be something that schools and early learning services do regularly.</p> <p>Building relationships and working together with your local Aboriginal and/or Torres Strait Islander community is essential for the success of this action. Please keep in mind that it is more respectful to establish a relationship with the community before asking community members to contribute to activities in the school or early learning service.</p> <p>Click here for some ideas about developing relationships with the community.</p> <p>Our Notes:</p> <p>Indigenous TA. CEO Indigenous Educational Support Officers. Parents, students and staff from St Brendans and St Ursula's, other people or organisations that could provide advice and get involved with projects and activities in the school. (Stakeholder list).</p>	<ul style="list-style-type: none"> Mary Schick 	Ongoing
Aboriginal and Torres Strait Islander representation on committees	<p>Involving Aboriginal and Torres Strait Islander people in decision making, forming strategic direction and providing opportunities to children and students will make school or early learning operational planning more inclusive and is a great opportunity to bolster relationships with your local community.</p> <p>Building relationships and working together with your local Aboriginal and/or Torres Strait Islander community is essential for the success of this action. Please keep in mind that it is more respectful to establish a relationship with the community before asking community members to contribute to activities in the school or early learning service.</p> <p>Click here for some ideas about developing relationships with the community.</p> <p>Our Notes:</p> <p>Membership of RAP Working Group. Invitation and welcome to membership of the School Board and P&F.</p>	<ul style="list-style-type: none"> Mary Schick 	Ongoing
Cultural awareness for staff	<p>Providing opportunities for staff to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures will help to reduce prejudice and increase respect for Aboriginal and Torres Strait Islander peoples.</p> <p>It is important for all Australians to have an understanding of Aboriginal and Torres Strait Islander cultures, including their unique connection to the land, seas and waterways. Improving the level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures will form the basis for building better relationships between Aboriginal and Torres Strait Islander people and the rest of the community.</p> <p>Aboriginal and Torres Strait Islander cultural awareness training for staff is a good starting point, and can be an introduction for ongoing and in depth development of knowledge and understanding. Look online to find an Aboriginal and Torres Strait Islander cultural awareness provider in your area.</p> <p>Reconciliation Australia's online introductory tool Share Our Pride is a good place to start your cultural awareness journey.</p>	<ul style="list-style-type: none"> Mary Schick 	Ongoing

	<p>Encourage staff to build on their cultural awareness training by regularly attending local events such as lectures and seminars, watching films and documentaries, and reading books and journal articles about Aboriginal and Torres Strait Islander histories and cultures.</p> <p>Our Notes:</p> <p>Professional Development planned for beginning of 2017 school year - road trip led by Aboriginal elders to local Aboriginal Sacred Sites. Previous PD - Crossing Cultures and Kanyini 2012..... Attendance at Aboriginal and Torres Strait Island Catholic Education Conference May 2016 - Mary Schick, Samantha Suthers, Selwyn Toby and Carolyn Willie</p>		
RAP approved by Principal or Director	<p>In order for you to publicly declare the actions you are committing to, your RAP must be approved by the highest level of leadership in your school or early learning service. Ideally this person is part of your Working Group.</p> <p>Having this support for the RAP is integral to the success and sustainability of your plan. Effective leadership will focus attention on the content of the RAP and push for its development and implementation at critical times. Executive level support for the RAP will also ensure fellow senior staff members understand the significance of the RAP and the school or early learning service's Vision for Reconciliation.</p>	<ul style="list-style-type: none"> Mary Schick 	Ongoing
Celebrate National Reconciliation Week	<p>National Reconciliation Week (NRW) is held annually from 27 May to 3 June. It is a time to celebrate and build on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians. Each year has a different theme set by Reconciliation Australia.</p> <p>Preceded by National Sorry Day on 26 May, NRW is framed by two key events in Australia's history, which provide strong symbols for reconciliation:</p> <ul style="list-style-type: none"> 27 May 1967 – the referendum that saw more than 90 per cent of Australians vote to give the Australian Government power to make laws for Aboriginal and Torres Strait Islander people and recognise them in the census. 3 June 1992 – the Australian High Court delivered the Mabo decision, which recognised that Aboriginal and Torres Strait Islander people have a special relationship with the land. This paved the way for land rights known as native title. <p>NRW is a great opportunity for you to organise an event and to attend public events in your local community as a way of strengthening community understanding of the week.</p> <p>Think about organising an excursion or sending home information about NRW events and encouraging parents and families to attend. All public events are listed on Reconciliation Australia's website. If your school or early learning service organises an event, please register it here.</p>	<ul style="list-style-type: none"> Mary Schick 	2015-05-27 - 2015-06-03
Create stakeholder list	<p>Having knowledge of the Aboriginal and Torres Strait Islander communities, organisations and stakeholders in your local area is important to growing your network and commitment to reconciliation beyond the school or early learning service. Developing a stakeholder list is a great first step to developing ongoing relationships and will also help to grow a network of support for and awareness of your RAP. Consider sharing your list with other schools or early learning services in the area.</p> <p>You can also use the list to procure goods and services from Aboriginal and Torres Strait Islander businesses wherever possible. Indigenous Business Direct and Supply Nation can assist with sourcing Aboriginal and Torres Strait Islander businesses in your area.</p> <p>Our Notes:</p> <p>Indigenous TA. CEO Indigenous Educational Support Officers. Parents.</p>	<ul style="list-style-type: none"> Mary Schick 	Ongoing

	<p>Students and staff from St Brendan's and St Ursula's. Other people and organisations: Aunty Nicki Hatfield, Carolyn, James Waterson, Malcolm Mann</p>		
Cultural awareness for students and children	<p>Providing opportunities for students and children to extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures will help to reduce prejudice and increase respect for Aboriginal and Torres Strait Islander peoples.</p> <p>It is important for all Australians to have an understanding of Aboriginal and Torres Strait Islander cultures, including their unique connection to the land, seas and waterways. Improving the level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures will form the basis for building better relationships between Aboriginal and Torres Strait Islander people and the rest of the community.</p> <p>Ideas for developing student and children's knowledge and understanding include:</p> <ul style="list-style-type: none"> • initiate activities to establish relationships with students and children from a school or early learning service (nearby or interstate) with a strong connection to Aboriginal and Torres Strait Islander culture (consider developing a sister school partnership, pen pal relationships, letter and email writing or online video conversations) • encourage students, children and their families to attend local events such as community days, festivals and performances, and to read books and watch films by Aboriginal and Torres Strait Islander authors and directors • participate in online introductory learning activities and tools such as Share Our Pride and AIME's Cultural Engagement Tutorial <p>Our Notes:</p> <p>Excursions: Dreamtime Centre for Year 4. Indigenous Perspectives at Capricorn Caves, FLOW?, Indigenous presenter at Year 6 Camp to Mapleton. Incursions: Parents, students and staff from St Brendan's and St Ursula's, other people or organisations that could provide advice and get involved with projects and activities in the school. (Stakeholder list).</p>	<ul style="list-style-type: none"> • Mary Schick 	Ongoing
Family and community room	<p>Establish a space for Aboriginal and Torres Strait Islander students and children, families and community members where they could have a cup of tea, meet with staff and students, hold meetings or just get together with other community members.</p> <p>Creating a space for Aboriginal and Torres Strait Islander students and children, families and community members demonstrates that you are genuine about building strong relationships with the Aboriginal and Torres Strait Islander community.</p> <p>Our Notes:</p> <p>Students meet with Indigenous Liaison Officer in Meeting Room. Pinboard to be used for a cultural display.</p>	<ul style="list-style-type: none"> • Mary Schick 	Ongoing

RESPECT

Action	Details/notes	Responsibility	Timeline
Teach about reconciliation	<p>Teaching about the concept, history and process of reconciliation can help to provide context and understanding of your school or early learning service's RAP and how it fits into the broader story of reconciliation in Australia.</p> <p>What does reconciliation mean? The concept of reconciliation can be explored at all year levels:</p>	<ul style="list-style-type: none"> • Mary Schick 	Ongoing

	<ul style="list-style-type: none"> • for early years, ask students about what reconciliation means to them and look at terms such as friendship, harmony, acceptance and understanding; • for middle years, talk about the concept of reconciliation and the importance of developing an understanding of our shared history and how it has shaped our relationships with each other; • for senior years, explore the history of formal reconciliation in Australia and look at some of the key milestones for reconciliation. Reconciliation Australia has created a factsheet that marks key events for reconciliation in Australia, and a number of other resources for teaching about reconciliation. Scootle also has a number of learning activities that you could use to teach about reconciliation. 		
Teach about days of national significance	<p>Throughout the year there are a number of nationally significant days/ weeks for Aboriginal and Torres Strait Islander peoples and reconciliation. These days can be used to provide an opportunity to engage in the Early Years Learning Framework or the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority. Some of these important days and events include:</p> <p>26 January</p> <p>Australians hold many different views on what 26 January means. For many, it isn't a day for celebration. Instead, 26 January represents a day on which Aboriginal and Torres Strait Islander ways of life were changed forever. For some, it is known as Survival Day, and a celebration of the survival of people and culture, and the continuous contributions Aboriginal and Torres Strait Islander people make to Australia.</p> <p>Anniversary of the National Apology – 13 February</p> <p>On 13 February 2008, former Prime Minister Kevin Rudd moved a motion of apology to Australia's Aboriginal and Torres Strait Islander peoples in the House of Representatives, apologising for past laws, policies and practices that devastated Australia's first peoples, in particular members of the Stolen Generations. This anniversary acts as a reminder to all Australians that sorry is more than a word—and that communities, peak body organisations, politicians and policy makers must continue to work together in order to achieve key outcomes for Aboriginal and Torres Strait Islander peoples.</p> <p>National Close the Gap Day – March</p> <p>Close the Gap is Australia's biggest health equality campaign, which aims to achieve health equality between Aboriginal and Torres Strait Islanders and non- Indigenous Australians within our generation. On National Close the Gap Day hundreds of thousands of Australians take action by holding events around the nation to celebrate the successes of Close the Gap so far and raise awareness about the work that still needs to be done.</p> <p>ANZAC Day – 25 April</p> <p>Aboriginal and Torres Strait Islander peoples have a long and proud, but often little known, history of contributing to Australia's military efforts. ANZAC Day is a great opportunity to teach about Aboriginal and Torres Strait Islander peoples who have served and continue to serve in all major conflicts alongside their non-Indigenous comrades. The AIATSIS Library has developed an online collection about Indigenous Australian war service. The Australian War Memorial provides information on Aboriginal and Torres Strait Islander Australian servicemen and women and Behind the News has developed Indigenous ANZACs learning material.</p> <p>National Sorry Day – 26 May</p> <p>National Sorry Day has been held each year since 1998 and was born out of a key recommendation in <i>Bringing them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families</i> which was tabled in Federal Parliament on 26 May 1997.</p> <p>National Sorry Day commemorates and remembers all those who have been affected by government policies of forced removal of Aboriginal and Torres Strait Islander children that resulted in the Stolen Generations.</p> <p>National Reconciliation Week – 27 May to 3 June</p>	<ul style="list-style-type: none"> • Mary Schick 	Ongoing

	<p>National Reconciliation Week (NRW) is celebrated across Australia each year between 27 May and 3 June. The dates commemorate two significant milestones in the reconciliation journey—the anniversaries of the successful 1967 referendum and the High Court Mabo decision (Mabo Day). It is a time to celebrate and build on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians. Each year has a different theme set by Reconciliation Australia. Scootle contains a number of learning activities produced by Reconciliation Australia that you could use during NRW and throughout the year.</p> <p>1967 Referendum – 27 May</p> <p>This day marks the anniversary of Australia’s most successful referendum and a defining event in our nation’s history. The 1967 referendum saw over 90 per cent of Australians vote to give the Commonwealth the power to make laws for Aboriginal and Torres Strait Islander peoples and recognise them in the national census.</p> <p>Mabo Day – 3 June</p> <p>The Mabo decision was named after Eddie (Koiki) Mabo, of Mer Island in the Torres Straits, who challenged the Australian legal system and fought for recognition of the rights of Aboriginal and Torres Strait Islander peoples as the Traditional Owners of their land. The Mabo decision was a turning point for the recognition of Aboriginal and Torres Strait Islander peoples’ rights, because it acknowledged their unique connection with the land. It also led to the Australian Parliament passing the Native Title Act in 1993.</p> <p>NAIDOC Week – first week of July</p> <p>NAIDOC Week is a celebration of the histories, cultures and achievements of Aboriginal and Torres Strait Islander peoples. Each year has a different theme set by the National NAIDOC Committee. NAIDOC stands for ‘National Aborigines and Islanders day Observance Committee’. This was the name of the committee that was originally responsible for organising the national NAIDOC Week activities and over time the acronym has become the name for the entire festival.</p> <p>National Aboriginal and Torres Strait Islander Children’s Day – 4 August</p> <p>Children’s day, and the week leading up to it, is a time for Aboriginal and Torres Strait Islander families to celebrate the strengths and culture of their children. The day is an opportunity for all Australians to show their support for Aboriginal children, as well as learn about the cultural impact that community, culture and family play in the life of every Aboriginal and Torres Strait Islander child. Each year has a different theme set by the Secretariat of National Aboriginal and Islander Child Care.</p> <p>International Day of the World’s Indigenous Peoples – 9 August</p> <p>The United Nations International Day of the World’s Indigenous Peoples is celebrated every year on 9 August. Globally, there are over 350 million Indigenous people, representing over 5,000 cultures and languages in more than 70 different countries. The UN General Assembly first proclaimed the Day of the World’s Indigenous People in 1994 and adopted the UN Declaration on the Rights of Indigenous Peoples in 2007.</p>		
<p>Acknowledgement of Country</p>	<p>An Acknowledgement of Country is a way of showing awareness of and respect for the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which a meeting or event is being held. It recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to their Country.</p> <p>Showing respect to Traditional Owners can be done on a daily basis, and should be done at regular meetings and events throughout the year, such as assemblies, staff meetings, parent information nights, and sports carnivals.</p> <p>There are no set protocols or wording for an Acknowledgement of Country, though often a statement may take the following form: “I would like to acknowledge that this meeting is being held on the Country of the (appropriate group) people, and pay my respect to Elders both past and present.” It helps to think about how you might</p>	<ul style="list-style-type: none"> • Mary Schick 	<p>Ongoing</p>

	<p>personalise and localise an Acknowledgement to make it as meaningful as possible, so this statement is just a guide.</p> <p>An Acknowledgement of Country is different from a Welcome to Country. A Welcome to Country can only be delivered by Traditional Owners or Aboriginal and Torres Strait Islander people who have been given permission from Traditional Owners to welcome visitors to their Country.</p> <p>You can access further information in Reconciliation Australia's Welcome to and Acknowledgement of Country factsheet.</p>		
Welcome to Country	<p>A Welcome to Country is delivered by Traditional Owners, or Aboriginal and Torres Strait Islander people who have been given permission from Traditional Owners, to welcome visitors to their Country. A Welcome to Country can take many forms, including singing, dancing, smoking ceremonies or a speech in traditional language or English.</p> <p>Protocols for welcoming visitors to Country have been part of Aboriginal and Torres Strait Islander cultures for thousands of years. Despite the absence of visible borders, Aboriginal and Torres Strait Islander groups have clear boundaries separating their Country from that of other groups. Crossing into another group's Country required a request for permission to enter, and when that permission was granted, the hosting group would welcome the visitors, offering them safe passage and outlining responsibilities whilst on Country.</p> <p>Please seek advice from your local Aboriginal and Torres Strait Islander community about hosting a Welcome to Country. You should consider allocating a budget to meet the potential costs associated with a Welcome to Country.</p> <p>A Welcome to Country is different from an Acknowledgement of Country. You can access detailed information in Reconciliation Australia's Welcome to Country and Acknowledgement of Country factsheet.</p>	<ul style="list-style-type: none"> Mary Schick 	Ongoing
Visibly demonstrate respect for Aboriginal and Torres Strait Islander cultures	<p>Visibly displaying Aboriginal and Torres Strait Islander cultures is an important part of creating welcoming environments for Aboriginal and Torres Strait Islander students, families and communities.</p> <p>It is important to collaborate with local Aboriginal and Torres Strait Islander community members, Traditional Owners, Elders and local Aboriginal and Torres Strait Islander organisations in planning these initiatives, particularly those that relate to the local area.</p> <p>Flying the Aboriginal and Torres Strait Islander flags is a great start to visibly demonstrating respect for Aboriginal and Torres Strait Islander cultures. You could also display artworks from Aboriginal and Torres Strait Islander artists, displaying Aboriginal and Torres Strait Islander language maps, promoting books and stories by Aboriginal and Torres Strait Islander authors, or displaying posters from Aboriginal and Torres Strait Islander organisations.</p> <p>Ask students to design an artwork or commission a local artist to design an artwork for your school or early learning service. You may also consider naming your buildings, class/staff rooms, or house groups using local Aboriginal and Torres Strait Islander languages or the names of significant local Aboriginal and Torres Strait Islander people.</p> <p>Our Notes:</p> <p>Third flagpole to be installed to display Torres Strait Islander flag daily with Aboriginal and Australian flags.</p> <p>Two Indigenous crosses on display in Admin building- attain additional Indigenous crosses for classrooms especially the Meeting Room. Good range of art pieces already on display around the school with Joe Butler paintings in library and outside Meeting Room, Darumbal symbols on large rock in Sacred Site. Aboriginal dot painting in school foyer.</p> <p>Posters displayed around the school for days of national significance.</p>	<ul style="list-style-type: none"> Mary Schick 	Ongoing

Celebrate days of national significance	<p>Throughout the year there are a number of nationally significant days/weeks for Aboriginal and Torres Strait Islander peoples and reconciliation. These include:</p> <p>Anniversary of National Apology– 13 February</p> <p>ANZAC Day – 25 April</p> <p>National Close the Gap Day – March</p> <p>Sorry Day – 26 May</p> <p>1967 Referendum anniversary – 27 May</p> <p>National Reconciliation Week– 27 May to 3 June</p> <p>Mabo Day– 3 June</p> <p>NAIDOC Week– first week of July</p> <p>National Aboriginal and Torres Strait Islander Children’s Day – 4 August</p> <p>International Day of the World’s Indigenous Peoples – 9 August</p> <p>Anniversary of the National Apology – 13 February</p> <p>These days/weeks provide an opportunity to engage in events hosted in your community or at your school or early learning service. You could celebrate these days of significance by teaching and learning about the significance of the day you are celebrating or commemorating and undertaking activities specific to the theme.</p>	<ul style="list-style-type: none"> • Mary Schick 	Ongoing
Aboriginal and Torres Strait Islander flags	<p>Flying or displaying flags is a great way to visibly demonstrate respect for Aboriginal and Torres Strait Islander cultures.</p> <p>There are two flags representing Indigenous Australians—one representing Aboriginal peoples, and one representing Torres Strait Islander peoples. Reconciliation Australia recommends that the Aboriginal and Torres Strait Islander flags be flown or displayed together.</p> <p>The Queensland Government has produced a short document on protocols regarding flying the flags that you may find useful. This is applicable in all states and territories.</p> <p>You can purchase your flags through Flag World or get in contact with your local Member of Parliament as they may be able to provide them free of charge.</p> <p>Our Notes:</p> <p>Third flagpole to be installed to display Torres Strait Islander flag daily with Aboriginal and Australian flags.</p>	<ul style="list-style-type: none"> • Mary Schick 	Ongoing
Physical Acknowledgement of Country	<p>A permanent Acknowledgement of Country is a way of showing awareness of and respect for the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which your school or early learning service is located.</p> <p>You could collaborate with a local Aboriginal and Torres Strait Islander community organisation to create a physical Acknowledgement of Country unique to your school or early learning service. The wording and design should make reference to your local area. Examples of a physical Acknowledgement of Country include an engraved plaque, a poster, artwork, cairn, or sculpture.</p> <p>Invite Aboriginal and Torres Strait Islander community members to attend an event celebrating the unveiling of your physical Acknowledgement of Country.</p>	<ul style="list-style-type: none"> • Mary Schick 	Ongoing
RAP launch	<p>Hosting a launch event is a great way to inform your community about your RAP and bring everyone (children, students, staff, parents, carers and community members) together to promote reconciliation.</p>	<ul style="list-style-type: none"> • Mary Schick 	Ongoing

	<p>You might like to consider planning the official launch of your RAP to coincide with a significant date such as National Reconciliation Week or NAIDOC Week.</p> <p>Your launch could include:</p> <ul style="list-style-type: none"> • a Welcome to Country • unveiling of your RAP poster • celebrating the implementation of a RAP action/s (e.g. flag raising or unveiling of physical Acknowledgement of Country) • a speech from a local Aboriginal or Torres Strait Islander Elder or community member who has been involved in the development of your RAP • a speech from a local business or organisation that supports your RAP • a presentation or performance by students, children or community members <p>Our Notes:</p> <p>Term 4 RAP evening: BBQ and RAP report / launch for Indigenous families, staff, P&F executive and School Board.</p>		
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OPPORTUNITIES

Action	Details/notes	Responsibility	Timeline
Embed cross-curriculum priority - School Specific	<p>The Australian Curriculum cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures presents a great opportunity for Australian teachers to engage in teaching and learning activities around this important part of our shared national identity.</p> <p>To help embed the cross-curriculum priority into your learning activities, you could:</p> <ul style="list-style-type: none"> • Hold a staff meeting or professional learning opportunity to help your colleagues understand the priority • Provide links to Scootle for resources • Use Reconciliation Australia's resources • Contact your State or Territory curriculum authority for State-based resources. 	<ul style="list-style-type: none"> • Mary Schick 	Ongoing
Curriculum planning	<p>Australian teachers and educators have a responsibility to teach all Australian students and children about Aboriginal and Torres Strait Islander histories and cultures as an important part of our shared national identity. Curriculum planning documents should reflect this responsibility and should be embedded in all teaching and learning programs.</p> <p>Below are some ideas for curriculum planning:</p> <ul style="list-style-type: none"> • Include an agenda item during planning days or curriculum meetings as a way to ensure Aboriginal and Torres Strait Islander histories, cultures and perspectives are integrated across all key learning areas. • Develop a list of resources for different year groups and subject areas that teachers can easily draw upon when planning units and lessons. • Contact your local state or territory education authority as they may have resources to help organise teaching and learning programs. 	<ul style="list-style-type: none"> • Mary Schick 	Ongoing
Local sites, events and excursions	<p>Teaching about the importance of local Aboriginal and Torres Strait Islander community knowledge is essential for developing relationships, understanding and respect for Aboriginal and Torres Strait Islander people, culture, Country and place.</p> <p>One way you can do this is by teaching about or visiting local sites and events. It is critical that you consult relevant local Aboriginal and Torres Strait Islander people and/or organisations in choosing which sites to visit and to ensure that appropriate protocols are followed during visits.</p>	<ul style="list-style-type: none"> • Mary Schick 	Ongoing

	<p>When you leave the school or early learning service and go into the community, whether locally or further afield, you could take the opportunity to include Aboriginal and Torres Strait Islander perspectives in the planning of the trip and during the trip.</p> <p>Our Notes:</p> <p>Excursions: Dreamtime Centre for Year 4. Indigenous Perspectives at Capricorn Caves, FLOW?, Indigenous presenter at Year 6 Camp to Mapleton.</p> <p>Incursions: Parents, students and staff from St Brendan's and St Ursula's, other people or organisations that could provide advice and get involved with projects and activities in the school. (Stakeholder list). St Brendan's dancers for NAIDOC Week celebrations.</p>		
Australian Professional Standards for Teachers - School Specific	<p>The Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers comprise seven standards that are interconnected, interdependent and overlapping. All Australian teachers should be familiar with these standards and be able to deliver on them.</p> <p>Focus Area 2.4 is to understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Aboriginal and Torres Strait Islander Australians and non-Indigenous Australians.</p> <p>This Focus Area presents a great opportunity for Australian teachers to engage in a deeper understanding of this important part of our shared national identity.</p> <p>For example you can:</p> <ul style="list-style-type: none"> • hold a staff meeting to discuss Focus Area 2.4 • join the RAP Working Group • learn about your local Aboriginal and Torres Strait Islander community • teach about contemporary issues <p>In looking at the Professional Standards, you could also discuss Focus Area 1.4 – strategies for teaching Aboriginal and Torres Strait Islander students.</p> <p>More information about Focus Areas 1.4 and 2.4 can be found on the AITSL website. Your jurisdiction may also have resources to assist teachers to meet the focus area.</p>	<ul style="list-style-type: none"> • Mary Schick 	Ongoing
Inclusive policies	<p><i>Sectoral policies</i></p> <p>Education sectors and governing bodies in each state and territory have policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.</p> <p>All staff in your school or early learning service should be aware of these policies and comply with them in their daily practice. Compliance with policies should be monitored, for example through staff meeting discussions, a policy audit, program planning or performance reviews.</p> <p><i>Local policies</i></p> <p>Consideration should be given to rewriting or amending current internal policies to be inclusive of Aboriginal and Torres Strait Islander peoples. Specific policy inclusions or amendments should reflect the current processes and environment within your school or early learning service.</p> <p>The following ideas are examples of how internal policies could be amended to be more inclusive of Aboriginal and Torres Strait Islander people and cultures:</p> <ul style="list-style-type: none"> • ensuring the needs of Aboriginal and Torres Strait Islander children and students are reflected in the strategic plan and budget (leadership and governance) • having a designated position/s for Aboriginal and Torres Strait Islander students on the Student Representative Council (leaderships and governance) • Including Aboriginal and Torres Strait Islander people in the curriculum or assessment moderation process (curriculum) 	<ul style="list-style-type: none"> • Mary Schick 	Ongoing

	<ul style="list-style-type: none"> Use local Aboriginal and Torres Strait Islander language words in communication materials (communications). <p>Policies should be inclusive even if there are not any Aboriginal and Torres Strait Islander children or students attending the school or early learning service.</p> <p>Our Notes:</p> <p>Policy: ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY STATEMENT</p> <p>All Catholic schools in the Diocese of Rockhampton will be culturally safe places of learning, growing and belonging for Aboriginal and Torres Strait Islander students, families and community members.</p>		
Staff meeting about the RAP	<p>A staff meeting/agenda item about the RAP will help you spread your RAP commitments widely and ensure there is genuine engagement across the board. It is also a good opportunity to invite staff to be part of your Working Group.</p> <p>This RAP is not one person's responsibility nor is it solely the responsibility of Aboriginal and Torres Strait Islander staff, it's everyone's business. Some actions in your RAP will be easier to achieve than others. With whole staff engagement and input the more challenging actions will feel far more achievable.</p>	<ul style="list-style-type: none"> Mary Schick 	Ongoing
RAP budget allocation	<p>Ensuring that your school or early learning service budget dedicates funds for specific actions in your RAP will assist you greatly in making sure all of your actions can be implemented. Setting aside specific resources will help strengthen the impact of your RAP.</p> <p>Expenditure required to undertake some RAP commitments might not necessarily be obvious during the early stages of your RAP planning. Examples of budget items you should consider include:</p> <ul style="list-style-type: none"> effective professional learning for staff paying guest speakers hosting a Welcome to Country attending events materials required for projects purchasing flags commissioning art works. 	<ul style="list-style-type: none"> Mary Schick 	Ongoing
Australian Children's Education and Care Quality Authority National Quality Standards - Early Learning Specific	<p>The National Quality Standards (NQS) for early learning environments requires staff to raise awareness of Aboriginal and Torres Strait Islander communities, including acknowledging the Traditional Owners of the land and local Elders. It also requires that there is a respect for community protocols and that children are supported to develop an understanding of their social and cultural heritage.</p> <p>Within the Guide to the National Quality Standard produced by ACECQA, an expansion of Quality Area 6; Collaborative partnerships with families and communities, suggests that assessors of a service may observe:</p> <p><i>an environment that reflects the lives of the children and families using the service and the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander communities.</i></p> <p>The guide also suggests that assessors may wish to discuss:</p> <p><i>how the nominated supervisor, educators and co-ordinators raise awareness of Aboriginal and Torres Strait Islander communities, including acknowledging the traditional owners of the land and local elders.</i></p> <p>This expansion on Quality Area 6 shows that an educators' professional responsibility extends beyond the text of the Standards themselves, and that these responsibilities explicitly include an engagement with Aboriginal and Torres Strait Islander histories, cultures and communities.</p> <p>You may wish to hold a meeting to discuss the Standard and how educators can build their capacity to ensure the Standard is being met. The NQS presents a great opportunity for educators and children to get a deeper understanding of this important part of our shared national identity.</p>	<ul style="list-style-type: none"> Mary Schick 	Ongoing

<p>Employment strategy</p>	<p>It is strongly suggested that recruitment policies clearly articulate that Aboriginal and Torres Strait Islander people are encouraged to apply for vacancies. Many workplaces, including education sectors, have established recruitment strategies and employment targets specifically to recruit, and train Aboriginal and Torres Strait Islander staff.</p> <p>You should check with your relevant education sector employer to see if there is an overarching Aboriginal and Torres Strait Islander Employment Strategy that covers your school or early learning service. If your education sector employer does not have an Aboriginal and Torres Strait Islander Employment Strategy, your school or early learning service should consider developing and implementing one.</p>	<ul style="list-style-type: none"> • Mary Schick 	<p>Ongoing</p>
<p>Celebrate RAP progress</p>	<p>Reporting to your community about the progress of your RAP allows your school or early learning service to take stock of how far you've come and give ideas about where you can go next.</p> <p>Reflecting on the progress that has been made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in your school or early learning service is essential and this progress should be celebrated. Considering the role your community plays in the RAP development it is worth making this progress public.</p> <p>How you celebrate and report on the progress of your RAP is up to you. Ideas for celebrating RAP progress include:</p> <ul style="list-style-type: none"> • A specific periodical RAP report or newsletter • Include RAP specific progress in other general reporting such as the annual report • Have a dedicated page on the school website for the RAP • Development of a RAP flyer with upcoming RAP activities and special events • Display photos of RAP projects and initiatives around the school or early learning service and in the community. <p>This could also be an opportunity to state any refreshed commitments you intend to include in the next RAP.</p> <p>Please share your RAP achievements with us at Reconciliation Australia by emailing photos and news to schools@reconciliation.org.au</p> <p>Our Notes:</p> <p>Term 4 RAP evening: BBQ and RAP report / launch for Indigenous families, staff, P&F executive and School Board. Term of RAP 2 or 3 years?</p>	<ul style="list-style-type: none"> • Mary Schick 	<p>Ongoing</p>
<p>Support Aboriginal and Torres Strait Islander owned businesses</p>	<p>Supporting Aboriginal and Torres Strait Islander businesses is a great way for organisations to support indirect Aboriginal and Torres Strait Islander employment. Establish a list of local, regional, state based and national Aboriginal and Torres Strait Islander businesses that can be used in the procurement of goods and/or services required for the implementation of your RAP and general business.</p> <p>Goods and/or services might include assistance in hosting events and coordinating celebrations, the provision of catering services, using Aboriginal and Torres Strait Islander consultancy or the purchase of curriculum and other RAP resources. You might also consider placing students with Aboriginal and Torres Strait Islander businesses and organisations for work experience.</p> <p>Indigenous Business Direct and Supply Nation can assist with sourcing Aboriginal and Torres Strait Islander businesses in your area.</p>	<ul style="list-style-type: none"> • Mary Schick 	<p>Ongoing</p>