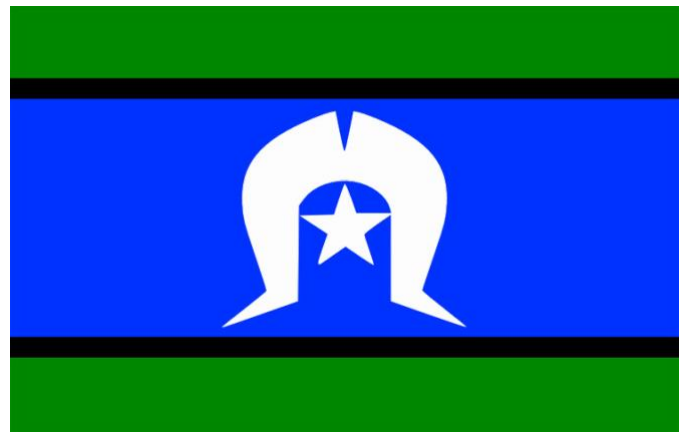




Our Lady of Mount Carmel  
Aboriginal Education Plan  
2018 - Onwards



Our Lady of Mount Carmel acknowledges the Whadjuk people of the Noongar nation, the Traditional Custodians on the land which our school stands.

We pay our deepest respect to Elders, both past and present and those who will become Elders for future generations.

We wish to acknowledge and recognise the strength, resilience and capacity of Noongar people and the cultural significance and contributions Aboriginal and Torres Strait Islanders bring to our society.



The purpose of this document is to promote Aboriginal people and their culture. At Our Lady of Mount Carmel we strongly believe that Aboriginal people and perspectives are imperative to creating a more unified and inclusive society. We want to place a greater emphasis on Aboriginal perspectives in our classrooms and with the wider school and Hilton community.

**When developing an Aboriginal Education Plan (AEP), one must realise that it is a working document in which 4 stages are evident; reflect, innovate, stretch and elevate. As this is a new frontier this document is in the drafting stage or 'Reflect' stage which is for new organisations only beginning to develop their AEP.**

## **VISION**

***Here at OLMC we seek to create a respectful environment, that enhances learning, nurtures our young, and empowers our whole school community to authentically live out the faith that we proclaim.***

## **Mission Statement**

Our Mission here at OLMC is to continue to:

- Clearly articulate our shared vision
- Build a vibrant, creative and faith-filled Catholic school community
- Actively embrace our school motto of 'TRUTH, PRAYER and SERVICE'
- Work in close partnership with our Parish community
- Be a place of welcome, where all who enter feel valued and respected
- Develop a collaborative culture based upon respectful relationships
- Provide a diverse, inclusive, flexible and innovative curriculum that meets student needs
- Provide ongoing, quality professional development for all staff
- Provide and maintain quality resources and facilities
- Develop a strong pastoral care network

<b>Action Plan</b>			
<b>Action</b>	<b>Elaboration/Detail</b>	<b>Responsibility</b>	<b>Timeline</b>
<b>Relationships in the Classroom</b>			
<b>Aboriginal and Torres Strait Islander People in the Classroom</b>	<p>Having an Aboriginal and Torres Strait Islander (TSI) 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><b>OLMC RESPONSIVE ACTION</b></p> <p>Our Lady of Mount Carmel employs an Aboriginal Teacher Assistant (ATA) to provide cultural input and education. The ATA is present to aid teachers' and the school on cultural aspects of the Aboriginal culture. The ATA is assigned to classes where Aboriginal students are present and are delegated to those students for educational aid and remediation. One of the key roles of the ATA is to be the medium between, school, Aboriginal students and their families and ensures that communication and a positive relationship is maintained.</p>	Jacinta Taylor-Foster (2016-2019)	Ongoing
<b>Early Years Learning Framework – Early Learning Specific</b>	<p><a href="#">The Early Years Learning Framework (EYLF)</a> describes a set of Principles, Practices and Outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school.</p> <p>The five Principles outlined in the EYLF are intended to, naturally and holistically, inform teachers' practice and support children's Learning Outcomes. Principle 4 specifically relates to a teachers' responsibility to teach a 'respect for diversity'. This includes teaching about Aboriginal and Torres Strait Islander peoples and their unique ways of knowing and being.</p> <p>There are several practices outlined in the EYLF that specifically relate to the ways that teachers interact with Aboriginal and Torres Strait Islander children (Responsiveness to children, Cultural competence), as well as the importance of teaching all children about Aboriginal and Torres Strait Islander histories, cultures and contributions.</p> <p>Learning Outcome 2 of the EYLF requires that 'children are connected with and contribute to their world'. This Outcome is a great opportunity to embed in your learning environments the principles of relationships and respect that make up the basis of reconciliation between Aboriginal and Torres Strait Islander peoples and the wider community. Your early learning service may want to conduct a staff meeting to determine how RAP activities can be linked to the Early Years Learning Framework and in particular, Outcome 2.</p> <p>For Australian government funded early childhood services, the Professional Support Coordinator (PSC) and the Indigenous Professional Support Unit (IPSU) networks in each state and territory deliver training and mentoring services to support their implementation of the EYLF. Invite someone from the IPSU to workshop how to connect your RAP to the EYLF. There are also resources on the <a href="#">KidsMatter</a> website that will help educators embrace Aboriginal and Torres Strait Islander ways of being knowing and doing.</p> <p><b>OLMC RESPONSIVE ACTION</b></p> <p>In regard to this strategy, teachers will seek the help of the ATA if needed, to provide additional input to their planning.</p>	Kindy, Pre-Primary, Year 1 and 2 teachers.  Alex Lerede Nicole Deller Danielle Bianca Holyoake  Jacinta Taylor-Foster	Ongoing

	Consulting with the ATA will ensure that teachers are deepening their understanding of Aboriginal culture, history and contributions within their planning.		
<b>Cultural learning opportunities for Aboriginal and Torres Strait Islander students and children</b>	<p>Providing cultural learning opportunities that promote a positive and strong sense of identity, belonging, and self-belief is not only important to improving Aboriginal and Torres Strait Islander students' and children's learning outcomes, but contributes to quality learning experiences for all students.</p> <p>Such learning opportunities can also have flow-on effect to the wider community and increase a shared pride for Aboriginal and Torres Strait Islander cultures, identities and histories. There are many Aboriginal and Torres Strait Islander education programs and organisations that can provide support to teachers, educators, students and children, some of which are listed below:</p> <ul style="list-style-type: none"> <li>• <a href="#">SNAICC</a> (Secretariat of National Aboriginal and Islander Child Care) is a national non-government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families.</li> <li>• <a href="#">The Stronger Smarter Institute</a> delivers quality leadership programs for teachers and educators to enhance the teaching of Aboriginal and Torres Strait Islander students and children.</li> <li>• <a href="#">AIME</a> (Australian Indigenous Mentoring Experience) is a dynamic educational program that is proven to support Aboriginal and Torres Strait Islander students through high school and into university, employment or further education at the same rate as all Australian students.</li> <li>• <a href="#">What Works. The Work Program</a> is designed to assist schools and early learning services to plan and take action to improve educational outcomes for Aboriginal and Torres Strait Islander students and children.</li> </ul> <p><b>OLMC RESPONSIVE ACTION</b> This strategy will require whole school participation and awareness. The ATA should be proactive in regards to cultural learning opportunities that can benefit Aboriginal and TSI students. The ATA should frequently correspond with the Aboriginal Education Team at CEWA, in regards to current approved learning programs and opportunities. The above resources will be made known and available to staff, students families.</p>	Jacinta Taylor-Foster  Robert Rossi  All staff (support)	Ongoing
<b>Elder and Traditional Owner sharing experiences, cultures and histories</b>	<p>Inviting Elders and Traditional Owners to share their stories and speak to children, students and staff about the histories and cultures of the local area can be a valuable learning experience that promotes reconciliation through understanding.</p> <p>It is important to remember that Aboriginal and Torres Strait Islander peoples represent hundreds of different cultures with diverse histories. Traditional Owners are generally the only people who can speak with cultural authority about the land and Country on which your school or early learning service is located. It is important to consult with Elders in your local community about who has cultural authority to speak about Country.</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><b>OLMC RESPONSIVE ACTION</b> It is the responsibility of the ATA to ensure that the staff know how they can get in contact with an elder or traditional owner (TO) for education purposes. As an ATA it is our duty to know</p>	Jacinta Taylor-Foster  Kevin Duffy Julie Kay	Ongoing

	<p>how to contact Elders and TOs. On the GECKOS (Growing Enriched Cultural Knowledge in Our Schools) website there is a list of Elders and TOs who are partnered and trusted by CEWA to conduct educational programs and learning experiences. Included Elders and TOs at important events for Welcome and Acknowledgment of country is imperative to building and maintaining connection and exposure to Aboriginal culture.</p> <p>Elders will be invited to be involved in the RAP working group as of 2018.</p> <p>More visits from local Elders for staff and students are also on the agenda for 2018.</p>		
<p style="text-align: center;"><b>Cultural awareness for staff</b></p>	<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> <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><b><u>OLMC RESPONSIVE ACTION</u></b></p> <p>This strategy should be a shared responsibility between the Administration team and the ATA. It is the responsibility of the Administration team to ensure that their staff are engaging, maintaining and developing their professional knowledge, which includes Cultural awareness professional development. The administration team and the ATA should collaborate and confer on professional development that is relevant and beneficial to staff professional knowledge. The ATA should maintain communication with the Aboriginal Education team at CEWA, keeping informed at upcoming and developing cultural awareness professional learning experiences. However, if staff are interested in a specific Cultural awareness PD they should discuss the PD with the administration team.</p> <p>At the commencement of 2016 OLMC participated in CIP (Cultural Immersion Program) presented by Katie Oriti, David Cusack and Cheryl Bradley, all members of the Aboriginal Education Team, who provided an insight into cultural awareness and how OLMC can develop and incorporate this into their planning.</p> <p>Efforts will be made to make sure new staff who haven't had the opportunity to do the CIP are able to do so.</p>	<p>Kevin Duffy</p> <p>Julie Kay</p> <p>Jacinta Taylor-Foster</p> <p>Robert Rossi</p>	<p>When relevant PD is being offered or when it is required</p>
	<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</p>	<p>Kevin Duffy</p>	<p>Ongoing</p>

<p><b>RAP approved by Principal or Director</b></p>	<p>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> <p><b>OLMC RESPONSIVE ACTION</b> The RAP should be critically reflected upon and discussed between the ATA and the Principal to ensure that there is a commitment to the strategies proposed. An open invitation to staff, parents and local Elders will be shared at the beginning of 2018 with the aim of developing an ongoing working group.</p>	<p>Jacinta Taylor-Foster</p>	
<p><b>Celebrating important cultural events</b></p> <p><b>(National Reconciliation Week, NAIDOC, Harmony Day etc.)</b></p>	<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"> <li>• <b>27 May 1967</b> – 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.</li> <li>• <b>3 June 1992</b> – 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.</li> </ul> <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> <p><b>OLMC RESPONSIVE ACTION</b> This year OLMC celebrated the major Cultural events such as Harmony Day, Sorry Day, National Reconciliation week and NAIDOC Week celebrations. The planning and implementation of activities and education falls upon the ATA, with the assistance of Australasian studies coordinator. These events educate students and the parents at OLMC. These events are about promoting Aboriginal culture through meaningful engagement and participation. Along with OLMCs involvement, outside school events will be promoted amongst the school community.</p>	<p>Jacinta Taylor-Foster</p> <p>Robert Rossi</p>	<p>Ongoing</p>
<b>RESPECT</b>			
<p><b>Teaching about Reconciliation</b></p>	<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"> <li>• For early years, ask students about what reconciliation means to them and look at terms such as friendship, harmony, acceptance and understanding;</li> <li>• 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;</li> </ul>	<p>All staff</p> <p>Jacinta Taylor-Foster</p>	<p>Ongoing</p>

	<ul style="list-style-type: none"> <li>For senior years, explore the history of formal reconciliation in Australia and look at some of the key milestones for reconciliation.</li> </ul> <p>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.</p> <p><b>OLMC RESPONSIVE ACTION</b> As OLMC is a Catholic School, reconciliation should be interwoven through multiple teaching programs. It should be evident in Religious Education programs and in subsequent Aboriginal and Torres Strait Islander cross curriculum priorities. Teacher should be teaching reconciliation throughout the year; with an emphasis on reconciliation during National Reconciliation week.</p>	Robert Rossi	
<p><b>Teaching/ Celebration about days of National Significance</b></p>	<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> <ul style="list-style-type: none"> <li>26th of January – Australia Day/Survival Day</li> <li>13<sup>th</sup> February – Anniversary of National Apology</li> <li>March – National Close the Gap Day</li> <li>25<sup>th</sup> April – ANZAC Day</li> <li>26<sup>th</sup> of May – National Sorry Day</li> <li>27<sup>th</sup> May to June 3<sup>rd</sup> – National Reconciliation Week</li> <li>27<sup>th</sup> May – Commemoration of the 1967 Referendum</li> <li>3<sup>rd</sup> June – Mabo Day</li> <li>2<sup>nd</sup> to the 9<sup>th</sup> July (First Week of July) NAIDOC Week</li> <li>4<sup>th</sup> August – National Aboriginal and Torres Strait Islander Children’s Day</li> <li>9<sup>th</sup> – August International Day of World’s Indigenous Peoples</li> </ul> <p><b>(For elaborations on each of these significant days and their importance, please visit their respective websites)</b></p> <p><b>OLMC RESPONSIVE ACTION</b> At OLMC in 2016 it was decided between the ATA and administration team to focus on the highlighted national days of significance. It was discussed and concluded that these days were the most relevant to OLMC as a school community and the educational benefits of focusing on these events in regards to history and education. In 2017 and onward, administration and the ATA will continue to decide the celebration focus of National days of significance.</p>	<p>Kevin Duffy Julie Kay</p> <p>Jacinta Taylor-Foster Robert Rossi</p>	Ongoing
<p><b>Explore Aboriginal and Torres Strait Islander contemporary issues</b></p>	<p>Raising awareness of contemporary issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples can give children, students and staff a deeper understanding and empathy for Aboriginal and Torres Strait Islander peoples.</p> <p>Aboriginal and Torres Strait Islander media organisations can offer insight into Aboriginal and Torres Strait Islander perspectives and can be a rich source of information when teaching about contemporary issues in the classroom. See below for information about Aboriginal and Torres Strait Islander media outlets and organisations:</p> <ul style="list-style-type: none"> <li>National Indigenous Television (NITV)</li> <li>@IndigenousX (twitter account and website)</li> <li>Aboriginal and TSI researchers, educators, activists, performers, writers and artists share contemporary issues weekly.</li> <li>Central Australian Aboriginal Media Association (CAAMA)</li> <li>The Koori Mail</li> </ul>	<p>All staff</p> <p>Jacinta Taylor-Foster</p> <p>Robert Rossi</p>	Ongoing



	<ul style="list-style-type: none"> <li>• Reconciliation News</li> <li>• National Indigenous Radio Service (NIRS)</li> </ul> <p>You could ask local Aboriginal and Torres Strait Islander organisations if there are any local Indigenous media associations or publications that your school or early learning service can subscribe to.</p> <p><b>OLMC RESPONSIVE ACTION</b> At OLMC this strategy needs to have a greater emphasis. For our school to develop and become thoroughly culturally aware we must engage in critical conversation and discussion on contemporary Indigenous issues. This can be achieved by quick weekly discussions on contemporary Indigenous issues. Students will be given opportunities to provide responses to how they feel and what we can do as a school society to engage and assist with these issues.</p>		
<p><b>Acknowledgement /Welcome to Country</b></p>	<p><b>An Acknowledgement of Country</b> 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 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>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.</p> <p><b>A Welcome to Country</b> 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><b>OLMC RESPONSIVE ACTION</b> An evident strength at OLMC is their acknowledgment to country at weekly assemblies and significant events. A brief acknowledgement that can be read out at OLMC events is on the second page of this RAP document. The responsibility for organising a welcome to country falls to the ATA and they can use their own personal contacts, or they</p>	<p>Jacinta Taylor-Foster</p> <p>Robert Rossi</p> <p>Kevin Duffy Julie Kay</p>	<p>Ongoing</p>

	<p>can contact the Aboriginal Education Team at CEWA to redirect them to an approved Elder or Traditional Owner.</p> <p>OLMC will commit to hosting a Welcome to Country twice a year from 2018 onwards.</p>		
<p><b>Visible demonstration of respect for Aboriginal and Torres Strait Islander cultures</b></p>	<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><b>OLMC RESPONSIVE ACTION</b>  Within the classroom and around the school community there is positive discussion about Aboriginal culture. Throughout the year, teachers have displayed a high level of respect when teaching Aboriginal culture. At all relevant events the Aboriginal and Torres Strait Islander flags are flown; and teachers are willing to respectfully teach the Indigenous cross curriculum priority.</p> <p>Two major art pieces have been made with students and Indigenous community members in previous years and will strive to do more.</p>	All Staff	Ongoing
<p><b>Take action against racism (Preventative strategy)</b></p>	<p>Australia is a vibrant, multicultural country. Almost half of our population is born overseas or has a parent who was born overseas. One in five of us speak a language other than English at home.</p> <p>Unfortunately, many individuals and communities in Australia experience prejudice, discrimination and racism on a regular basis. Racism has serious consequences for the people who experience it. It can result in poor physical and mental health, reduced productivity and reduced life expectancy.</p> <p>You can promote awareness of and take action against racism and discrimination as part of your RAP. The Australian Human Rights Commission has a number of resources to use in learning and community activities designed to build awareness of the impact of racism and how to respond effectively when it occurs, including factsheets, videos, pledge sheets and curriculum resources.</p> <p>As well as teaching about racism and what can be done about it, you can act to prevent and respond effectively to racism by promoting a school and early learning service wide no racism policy, with messaging similar to anti-bullying policies already held by many schools and early learning services.</p> <p>You can also use the <a href="#">Commission's Workplace Cultural Diversity tool</a> to see how you are tracking in terms of cultural diversity.</p>	All staff	Ongoing

	<p><b>OLMC RESPONSIVE ACTION</b> OLMC promotes a culture of inclusiveness and caring for others. Action does need to be taken to update the bullying policy in regards to racism. This will be actioned by the ATA and leadership team.</p>		
<b>OPPORTUNITIES</b>			
<p><b>Embed cross-curriculum Priorities – School Specific</b></p>	<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. To help embed the cross-curriculum priority into your learning activities, you could:</p> <ul style="list-style-type: none"> <li>• Hold a staff meeting or professional learning opportunity to help your colleagues understand the priority</li> <li>• Provide links to Scootle for resources</li> <li>• Use Reconciliation Australia’s resources</li> <li>• Contact you State or Territory curriculum authority for State-based resources.</li> </ul> <p><b>OLMC RESPONSIVE ACTION</b> Another evident strength at OLMC is the strong planning and implementation of Indigenous perspectives across all year levels. Throughout the year, teachers have consistently sought input in regards to their planning. Scootle is one of the website resources that will be sent to all staff.</p>	<p>All teaching staff</p>	<p>Ongoing</p>
<p><b>Curriculum planning</b></p>	<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. Below are some ideas for curriculum planning:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop a list of resources for different year groups and subject areas that teachers can easily draw upon when planning units and lessons.</li> <li>• Contact your local state or territory education authority as they may have resources to help organise teaching and learning programs.</li> </ul> <p><b>OLMC RESPONSIVE ACTION</b></p>	<p>Respective curriculum planning groups</p>	<p>Ongoing</p>
<p><b>Local sites, events and excursions</b></p>	<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> <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>Jacinta Taylor-Foster  All staff</p>	<p>Ongoing</p>

	<p><b><u>OLMC RESPONSIVE ACTION</u></b></p> <p>The year 4 class recently went on a great excursion to Herdsman Lake along with the ATA. It was a positive experience for all with its main focus being Aboriginal culture and history. Contact was made with the local Elder Neville Collard and an openness to work with OLMC in the future was discussed.</p> <p>A list will be compiled of other important sites and excursions in the area for staff to look through.</p>		
<p><b>Inclusive policies</b></p>	<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"> <li>• Ensuring the needs of Aboriginal and Torres Strait Islander children and students are reflected in the strategic plan and budget (leadership and governance)</li> <li>• Having a designated position/s for Aboriginal and Torres Strait Islander students on the Student Representative Council (leaderships and governance)</li> <li>• Including Aboriginal and Torres Strait Islander people in the curriculum or assessment moderation process (curriculum)</li> <li>• Use local Aboriginal and Torres Strait Islander language words in communication materials (communications).</li> </ul> <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><b><u>OLMC RESPONSIVE ACTION</u></b></p>	<p>Administration Kevin Duffy Julie Kay</p> <p>All staff</p>	<p>Ongoing</p>
<p><b>Staff meetings about the RAP</b></p>	<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> <p><b><u>OLMC RESPONSIVE ACTION</u></b></p>	<p>All staff</p>	<p>When needed</p>

	<p>It is intended in 2018 for a RAP working group to come together, this will include staff and community members. Updates will be shared with all staff.</p>		
<p><b>RAP budget allocation</b></p>	<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. 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"> <li>• Effective professional learning for staff</li> <li>• Paying guest speakers</li> <li>• Hosting a Welcome to Country</li> <li>• Attending events</li> <li>• Materials required for projects</li> <li>• Purchasing flags</li> <li>• Commissioning art works.</li> </ul> <p><b><u>OLMC RESPONSIVE ACTION</u></b> Any costs incurred with such activities will be talked about as they arise throughout the year.</p>	<p>Administration Jacinta Taylor-Foster</p>	<p>When needed</p>
<p><b>Australian Children's Education and Care Quality Authority National Quality Standards – Early Learning Specific</b></p>	<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> <p><b><u>OLMC RESPONSIVE ACTION</u></b> OLMC staff are currently in the process of working through NQS components.</p>	<p>All staff</p>	<p>Ongoing</p>
	<p>Reporting to your community about the progress of your RAP allows your school or early learning service to take stock of</p>		

<p><b>Celebrate RAP progress</b></p>	<p>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"> <li>• A specific periodical RAP report or newsletter</li> <li>• Include RAP specific progress in other general reporting such as the annual report</li> <li>• Have a dedicated page on the school website for the RAP</li> <li>• Development of a RAP flyer with upcoming RAP activities and special events</li> <li>• Display photos of RAP projects and initiatives around the school or early learning service and in the community. This could also be an opportunity to state any refreshed commitments you intend to include in the next RAP.</li> </ul> <p>Please share your RAP achievements with us at Reconciliation Australia by emailing photos and news to <a href="mailto:schools@reconciliation.org.au">schools@reconciliation.org.au</a></p> <p><b><u>OLMC RESPONSIVE ACTION</u></b> Updating of website needs to be actioned to include RAP. Photos and displays of children's work are displayed regularly, these include anything to do with Indigenous learning and reconciliation activities. An annual update on the RAP should be given each year.</p>	<p>All staff</p>	<p>When needed</p>
<p><b>Teach about Aboriginal and Torres Strait Islander Languages</b></p>	<p>Learning about an Aboriginal and Torres Strait Islander Language is an important step in gaining a deeper understanding of Aboriginal and Torres Strait Islander cultures and history.</p> <p>For tens of thousands of years, hundreds of Aboriginal and Torres Strait languages have been spoken across Australia. Language identifies who we are and where we come from.</p> <p>Today, most of Australia's traditional languages are endangered. This means they are no longer being spoken daily. When we lose a language, we lose the unique knowledge and perspectives of the people that speak it, and for this reason, across Australia there is much work being done to ensure these precious languages continue to be used.</p> <p>There are number of engaging resources available with curriculum links for you to use in the classroom to learn about Aboriginal and Torres Strait Islander languages, including:</p> <ul style="list-style-type: none"> <li>• First Languages Australia</li> <li>• Marrin Gamu</li> <li>• Australian First Languages Map</li> <li>• Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS) map of Aboriginal and Torres Strait Islander language groups and regions.</li> </ul> <p>Reconciliation Australia has prepared further resources for use in learning activities.</p> <p><b><u>OLMC RESPONSIVE ACTION</u></b> Languages map has been included with in class teaching in year 4 this year. Noongar language is the focus as that is the local language group. A class has learnt the welcome song Wanjoo and in 2018, the whole school will learn it.</p>	<p>Jacinta Taylor-Foster</p> <p>External Indigenous Language specialist</p>	<p>When needed</p>

	<p>Early years have been taught heads, shoulders, knees and toes in Noongar and learning resources have been made for the activity.</p> <p>A native garden is also in the process of being made with signage displaying the names in Noongar to be completed by the end of 2018.</p>		
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