

Opportunities

This is an opportunity to close the gap.
To work as a partnership and in consultation with the Kulin nation
To create infusion opportunities were students' share knowledge and resources

Opportunities in the classroom

Commitments	Actions	Goals and deliverables	Responsibilities	Timeline
Embed Cross-curriculum Priority through Curriculum Planning	Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.	<ul style="list-style-type: none"> We will conduct a curriculum audit to see where the cross curriculum priority of Aboriginal and Torres Strait Islander history and cultures is and is not addressed. We will allocate time for teachers to review and consider future opportunities to meaningfully embed this cross curricular priority. Where possible, we will ensure school camps include a session/activity that supports the teaching and learning of Aboriginal and Torres Strait Islander culture. 	<p>Learning Leaders (SS) Unit Coordinators (JS)</p> <p>Director of Staff Learning and Research?</p> <p>Director of Experiential Learning</p>	<p>End of Term 1, 2020</p> <p>End of Term 1, 2020</p> <p>Ongoing</p>
Australian Professional Standards for Teachers - School Specific	All teachers are supported to understand and meaningfully engage with the Australian Professional Standards for Teachers, specifically Focus Area 2.4: 'Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians'.	<ul style="list-style-type: none"> We will allocate time for staff to share examples of how they meaningfully engage in the following standards. This can take place within learning teams. <p>ATSIL teaching standards 2.4</p> <p>1.4. Strategies for teaching Aboriginal and Torres Strait Islander students</p> <ul style="list-style-type: none"> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. <p>2.4. Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.</p> <ul style="list-style-type: none"> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 	Director of Staff Learning and Research	End of 2020

Opportunities around the school

Staff Engagement with RAP	Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.	<ul style="list-style-type: none"> We will provide all staff with a copy of this Reconciliation Action Plan draft for consultation, feedback and inclusion of ideas for commitments and actions. We will provide ongoing opportunities for all staff to contribute to the Reconciliation Action Plan and to join the Reconciliation Action Plan committee. 	<p>RAP committee</p> <p>RAP committee</p>	<p>2020</p> <p>Ongoing</p>
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RAP Budget Allocation	We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.	<ul style="list-style-type: none"> We will plan an itemised budget for annual Reconciliation Action Plan related initiatives (For example: Murrundindi visits, staff professional learning, student experiences, ground developments, artwork etc.). We will establish a fundraising committee to seek out grants/sponsorship/donations that will enhance the implementation of our Reconciliation Action Plan. 	RAP committee Director of Business Operations RAP committee	End of 2019 End of Term 3, 2019
Inclusive Policies	All staff in our school are aware of policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. We have a plan in place to ensure all staff comply with these policies in their daily practice. Our internal policies have been, or will be, amended to ensure they are also inclusive of Aboriginal and Torres Strait Islander people and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.	<ul style="list-style-type: none"> We will review existing policies. Where necessary, policies will be amended or created to reflect this commitment. 	RAP committee Heads of School School Principal	End of 2020

Opportunities in the community

Commitments	Actions	Goals and deliverables	Responsibilities	Timeline
Celebrate RAP Progress	We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.	<ul style="list-style-type: none"> We will review the implementation of our Reconciliation Action Plan. We will report back to our school community on the progress of our Reconciliation Action Plan at least once per year (In Focus, Assembly, Facebook page etc.). 	RAP committee RAP committee	End of 2020 As required
Aboriginal and Torres Strait Islander Languages	We commit to providing students with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about Aboriginal and Torres Strait Islander languages. We acknowledge the importance of language maintenance and revitalisation efforts and will provide students with opportunities to learn – or learn about – the First Language of their local area.	<ul style="list-style-type: none"> We will visibly display welcome signs (wominjeka) within classrooms and buildings. We will acquire picture story books written in or including a translation of local Indigenous languages. We will work in collaboration with Elders to explore opportunities to learn about and utilise the Wurrundjeri language within the classroom. For example, creation of stories, learning of songs/poems etc. 	RAP committee Buildings and Grounds RAP committee Library Staff Classroom teachers	End of 2019 End of 2020 End of 2020