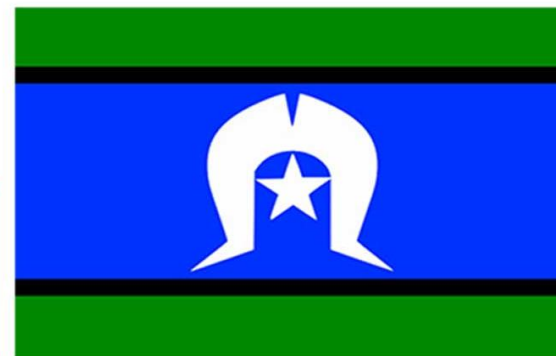


# School Strategic Plan for Outdoor School Reconciliation Action Plan 2021 to 2024



ENTITY	SIGNED
<b>Endorsed by School Principal:</b>	
<b>Endorsed by Traditional Owners:</b>	
<b>Endorsed by KESO:</b>	
<b>Endorsed by School Council President:</b>	
<b>LAECG:</b>	
<b>Date:</b>	

## Outdoor School Reconciliation Action Plan

### School Acknowledgment of Country:

#### Vision:

Walking together with Aboriginal and Torres Strait Islander people, we will promote positive understandings and experiences of culture.

We will build and deepen relationships to connect students to Country by listening to local Aboriginal and Torres Strait Islander Elders and community members.

We will recognise and respect the proud culture of Aboriginal and Torres Strait Islander people as part of our shared national story and identity, and promote further reconciliation in Australia by our staff and students.

(Map of Outdoor School Campuses linked)

## School Profile:

<b>Vision</b>	<b>Educating for sustainable living.</b>
<b>Educative Purpose</b>	<b>Developing future ready young people.</b>
<b>School Values</b>	<p><b>Respect – displayed by:</b></p> <ul style="list-style-type: none"> <li>• Acting fairly with care and compassion.</li> <li>• Actively listening and acknowledging perspectives of others.</li> <li>• Showing empathy towards others.</li> </ul> <p><b>Integrity – displayed by:</b></p> <ul style="list-style-type: none"> <li>• Honest in all interactions.</li> <li>• Being a person who can be reliable, dependable and trustworthy.</li> <li>• Responsibility for own and accountability around others’ actions.</li> </ul> <p><b>Community – displayed by:</b></p> <ul style="list-style-type: none"> <li>• Establishing and maintaining genuine, positive and supportive relationships.</li> <li>• Celebrating and valuing all people in an inclusive manner.</li> <li>• Acknowledging and working together with a shared meaningful vision.</li> </ul> <p><b>Educational Excellence– displayed by:</b></p> <ul style="list-style-type: none"> <li>• Being optimistic and positive.</li> <li>• An adventurous inclination to initiate and undertake new and daring challenges.</li> <li>• Resilience in adapting to challenges and adversity in a range of situations.</li> </ul>



## Purpose of a RAP school strategic plan:

The RAP school strategic plan has been developed so that our school can order and place the RAP priorities into one document. It means that our school can make sure we address and achieve all the RAP priorities as developed and endorsed by the Koorie Education Support Officers (KESO), LAECG, Aboriginal and Torres Strait Islander Elders and the staff from Outdoor School.

The strategic plan is divided into four years and in each year there is a priority list. Each year, the list will be assessed as completed or requiring further attention. If this is the case, it will be placed in the priority list for the following year, or modified in consultation with all of our stakeholders.

### Plan:

2021 RAP Priorities	Current Actions In Place	Proposed Action	Who	Resources Required
<p>• <b>BUILD RELATIONSHIPS WITH COMMUNITY – Build relationships with the local Aboriginal and Torres Strait Islander community that are founded on mutual respect, trust and inclusiveness.</b></p>	<p>The process of developing the RAP has started the process of strengthening the connections with the local Aboriginal and Torres Strait Islander community.</p>	<p>Create a new role of Reconciliation Coordinator at each campus. The coordinator/s will have a major task of continuing to coordinate the further building of relationships with the local Aboriginal and Torres Strait Islander communities upon whose country the school offers programs.</p> <ul style="list-style-type: none"> <li>• OSB staff attend at least one LAECG meeting and engage with the group on our schools current and future curriculum.</li> <li>• Program Leaders to identify who are the RAP's for the places their programs go to, and who the stakeholders are within the community.</li> <li>• Traditional Owners are invited to significant school events</li> <li>• Welcome to Country organised at significant school events</li> <li>• Traditional owners and LAECG are invited to visit school, contribute to student learning</li> </ul>	<p>Reconciliation Coordinator (RC)</p> <p>Program Leaders</p> <p>Campus Principals</p>	<p><a href="#">Reconciliation Australia (RA) website resources for this specific action.</a></p> <p>KESO's</p> <p>LAECG</p> <p><a href="#">Reconciliation Australia (RA) website resources for this specific action.</a></p>

<ul style="list-style-type: none"> <li>• <b>CREATE STAKEHOLDER LIST – Maintain a list of Aboriginal and Torres Strait Islander communities, organisations and other key stakeholders within the local area to help implement RAP initiatives.</b></li> </ul>	<p>We currently have an informal list of stakeholders.</p>	<p>The list of stakeholders to be updated every year. List to include information about how each stakeholder can be partnered with to help implement RAP initiatives.</p>	<p>Leading Teachers RC</p>	
<ul style="list-style-type: none"> <li>• <b>CULTURAL COMPETENCE FOR STAFF –Provide opportunities for staff to build and extend knowledge and understanding of Aboriginal and Torres Strait Islander cultures.</b></li> </ul>	<p>All staff who were at Outdoor School in 2019 participated in the ROSA conference where the CUST training was undertaken</p>	<ul style="list-style-type: none"> <li>• Staff that have yet to complete the CUST Training to do so.</li> <li>• Professional development day allocated in 2021 for all Outdoor School Staff.</li> <li>• PD day to be focussed on cultural safety and respect in the classroom</li> <li>• School induction materials to include an induction on the implementation of the RAP and include CUST training as part of induction of new staff.</li> </ul>	<p>Campus Principals  Leading Teachers</p>	<p><a href="#">Reconciliation Australia (RA) website resources for this specific action.</a></p> <p>Summary of key concepts contained in <a href="#">this document</a> as pre-reading for the PD day.</p> <p>PD Day <a href="#">training resources.</a></p>
<ul style="list-style-type: none"> <li>• <b>CELEBRATE NATIONAL RECONCILIATION WEEK – Celebrate each year 27 May- 3 June.</b></li> </ul>	<p>We have been celebrating Reconciliation Week and acknowledging other days of National significance at both campuses already to some extent.</p>	<p>Make this an integral part of any program running during Reconciliation week or other days of National significance. Include these events in the school calendar. Develop a formal and consistent curriculum. Invite input from Aboriginal and Torres Strait Islander community members on celebration activities and events.</p>	<p>RC  Leading Teacher  Teaching Staff</p>	<p><a href="#">Reconciliation Australia (RA) website resources for this specific action.</a></p> <p>Utilise and further develop existing materials available on school servers.</p>
<ul style="list-style-type: none"> <li>• <b>TEACH ABOUT DAYS OF NATIONAL SIGNIFICANCE – Organise and participate in events</b></li> </ul>		<p>Include these events in the school calendar. Develop a formal and consistent curriculum. Invite input from Aboriginal and Torres Strait Islander community members on celebration activities and events.</p>	<p>RC  Leading Teacher  Teaching Staff</p>	<p><a href="#">Reconciliation Australia (RA) website resources for this specific action.</a></p> <p>Utilise and further develop existing materials available on</p>

to celebrate or commemorate days/weeks of national significance.				school servers.
<ul style="list-style-type: none"> <li>• <b>STAFF ENGAGEMENT WITH RAP –</b> Encourage staff to be involved in the ongoing development and implementation of the RAP through staff development opportunities.</li> </ul>	Several members of staff have been very active in the RAP committee developing this plan.	<p>Give the draft plan to staff and ask for input or suggestions.</p> <p>Specific actions within the RAP to be delegated to staff as a means to help with engagement.</p>	<p>Outdoor School Principal Campus Principals</p> <p>Leading Teachers</p> <p>OS staff including support staff</p>	<a href="#">Reconciliation Australia (RA) website resources for this specific action.</a>
<ul style="list-style-type: none"> <li>• <b>RAP LAUNCH</b></li> </ul>		A launch to be held early in 2021.	Outdoor School Principal Campus Principals	<a href="#">Reconciliation Australia (RA) website resources for this specific action.</a>
<ul style="list-style-type: none"> <li>• <b>ACKNOWLEDGEMENT OF COUNTRY –</b> Develop understanding of what it means to acknowledge Country, and provide everyone the opportunity to do so at meetings and events throughout the year.</li> </ul>	Currently we have Acknowledgement of Country at all meetings and during the introduction session at the start of the program. Both Campuses also have a sign acknowledging the Traditional Owners of the land our campuses are on.	<ul style="list-style-type: none"> <li>• All meetings at school to commence with an Acknowledgement of Country, which is written into the agenda, and the reading to be routinely shared among attending staff.</li> <li>• Every day during a program there is to be an Acknowledgement of Country at a suitable time.</li> <li>• Connect to cultural competence development of staff.</li> <li>• Provide student learning materials to support their learning.</li> </ul>	<p>OSB staff including support staff</p> <p>Teaching Staff</p> <p>Leading Teacher</p> <p>RC</p>	<a href="#">Reconciliation Australia (RA) website resources for this specific action.</a>
<b>ABORIGINAL AND TORRES STRAIT ISLANDER FLAGS –</b> Fly or display the	These are currently flown at both campuses during program. Bogong	<ul style="list-style-type: none"> <li>• Provide lighting on the flags at 15 Mile Creek so they can be left up at night.</li> <li>• Develop a process whereby students are involved in raising the flags at each</li> </ul>	Principal Campus Principals	<a href="#">Reconciliation Australia (RA) website resources for this specific action.</a>

<p><b>Aboriginal and Torres Strait Islander flags all year round to demonstrate pride and respect for Australia's First Peoples.</b></p>	<p>has had a floodlight installed so that they can be left up at night.</p>	<p>Campus and learn about why they are doing it.</p>	<p>Leading Teachers</p>	
<p>• <b>CURRICULUM PLANNING</b> – Ensure Aboriginal and Torres Strait Islander histories and cultures are incorporated in curriculum planning, development and evaluation processes.</p>	<p>This is done to a limited extent at this stage. The Kimberley Cultural Experience program is the best example of this inclusion currently.</p>	<ul style="list-style-type: none"> <li>• Engage with Traditional Owners and the LAECG and begin discussions on how to include local information in curriculum in an appropriate way.</li> <li>• Seek to provide a platform for the voices of Aboriginal and Torres Strait Islander people to be directly presented to students.</li> <li>• Include histories and cultures information in all program booklets, at a level that is appropriate to all stakeholders.</li> <li>• Professional development / planning time for teaching staff.</li> </ul>	<p>Teaching Staff  Leading Teacher  RC</p>	<p><a href="#">Reconciliation Australia (RA) website resources for this specific action.</a></p> <p>Traditional Owners and other local Aboriginal and Torres Strait Islander community members.</p> <p>Sufficient planning time to develop curriculum and teaching and learning resources for programs.</p> <p>The LAECG.</p>
<p>• <b>LOCAL SITES, EVENTS AND EXCURSIONS</b> – Visit appropriate sites, attend significant events and explore Aboriginal and Torres Strait Islander perspectives on excursions.</p>	<p>Currently we are seeking advice. 15 Mile creek has already ceased the practice of taking male students to paradise falls after advice from the local Aboriginal and Torres Strait Islander community. Discussion about site visitation will rely on our school having stronger relationships with the community.</p>	<ul style="list-style-type: none"> <li>• We will continue to build our relationships with the local Aboriginal and Torres Strait Islander community, and as part of this we will ask advice and guidance on the appropriateness of site visitation, and the ongoing process of permissions, and work with community members to identify the opportunities for student learning that visitation may create.</li> <li>• We will ensure that all teaching staff are aware and comply with Outdoor School's position on visitation to significant cultural sites within our program areas.</li> </ul>	<p>RC  Outdoor School Principal</p>	<p><a href="#">Reconciliation Australia (RA) website resources for this specific action.</a></p> <p>Traditional Owners</p> <p>KESOs and the LAECG</p>

2022 RAP Priorities	Current Actions In Place	Proposed Action	Who	Resources Required
<ul style="list-style-type: none"> <li>• <b>TEACH ABOUT RECONCILIATION – Teach about the concept, history and progress of reconciliation in Australia.</b></li> </ul>	<p>This is done currently to some extent with limited explicit teaching. The Kimberley Extension program teaches about reconciliation.</p>	<ul style="list-style-type: none"> <li>• Development of specific resources for teaching about reconciliation.</li> <li>• Each year the current theme for reconciliation week be included in the programs occurring at that time.</li> </ul>	<p>Leading Teachers  Teaching Staff</p>	<p><a href="#">RA Resources for this specific action.</a></p>
<ul style="list-style-type: none"> <li>• <b>ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE IN THE CLASSROOM – Enhance teaching and learning activities by engaging Aboriginal and Torres Strait Islander people from within the school community.</b></li> </ul>	<p>Kimberly Extensions program partners with Aboriginal and Torres Strait Islander people for the entire program.</p>	<ul style="list-style-type: none"> <li>• Engage local Aboriginal and Torres Strait Islander people to visit 15 Mile Creek and Bogong to partner in the design and delivery of Aboriginal and Torres Strait Islander curriculum across the programs.</li> </ul>	<p>Leading Teachers  RC</p>	<p><a href="#">RA Resources</a>  Traditional Owners  KESOs and the LAECG</p>
<ul style="list-style-type: none"> <li>• <b>EXPLORE CURRENT AFFAIRS AND ISSUES – Raise awareness of current affairs and</b></li> </ul>	<p>Staff attended virtual events and regularly viewed digital content</p>	<ul style="list-style-type: none"> <li>• Development of display board containing information about current issues which can be used as a teaching resource.</li> </ul>	<p>Leading Teachers  Teaching Staff</p>	<p><a href="#">RA Resources</a>  KESOs and the LAECG</p>



<p>issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation.</p>	<p>about current issues in 2020. Continue to work with KESO staff around upcoming current affairs and issues.</p>	<ul style="list-style-type: none"> <li>• Regular sharing of information to teaching staff about current issues as developments occur.</li> <li>• Continue to develop a media portfolio that contains relevant information about current affairs and issues which is informative and useful for teaching staff.</li> </ul>	<p>RC</p>	
<ul style="list-style-type: none"> <li>• <b>TAKE ACTION AGAINST RACISM –</b> Raise awareness of, teach about and take positive action against racism.</li> </ul>	<p>Respect is one of the school values, we have an emphasis on treating everyone with respect at all times.</p>	<ul style="list-style-type: none"> <li>• Student Intake to include the School's expectation that racist behaviour is not tolerated and is classified as a form of bullying (See DET resources).</li> <li>• Directly connect student information about respect with our positive action against racism.</li> <li>• Provide PD and resources to staff as to how to identify address racist behaviour when it does occur.</li> <li>• Educate about racism in all forms – Overt, Covert and Institutional, inclusive of (bystander and ally formats – Problem/Solution).</li> </ul>	<p>Leading Teachers  Teaching Staff</p>	<p><a href="#">RA Resources</a>  <a href="#">DET Resources</a></p>
<ul style="list-style-type: none"> <li>• <b>INCLUSIVE POLICIES –</b> Ensure policies are inclusive of Aboriginal and Torres Strait Islander people and aim to increase knowledge of Aboriginal and Torres Strait Islander histories and cultures.</li> </ul>	<p>At present there is little at the policy level from DET in this area.</p>	<ul style="list-style-type: none"> <li>• Develop a set of endorsed policies at the school level, which is published on our school website. Policies can address Aboriginal and Torres Strait Islander student engagement, Cultural Safety for Students, Acknowledgment of Country protocols, Stakeholder engagement, and Curriculum.</li> </ul>	<p>Campus Principals</p>	<p><a href="#">RA Resources</a></p>
<ul style="list-style-type: none"> <li>• <b>CELEBRATE RAP PROGRESS –</b> Within the school and throughout the community.</li> </ul>		<ul style="list-style-type: none"> <li>• Have a celebration day each year, invite and acknowledge local community members.</li> <li>• Invite education leaders from other local schools to promote development of RAPs at other schools.</li> </ul>	<p>School Principal</p>	<p><a href="#">RA Resources</a></p>

2023 RAP Priorities	Current Actions In Place	Proposed Action	Who	Resources Required
<ul style="list-style-type: none"> <li>• <b>WELCOME TO COUNTRY – Coordinate a Welcome to country for significant events.</b></li> </ul>	<p>We sometimes organise a Welcome to Country at the start of journeys on the Murray River. (But not always)</p>	<ul style="list-style-type: none"> <li>• <b>Develop relationships with local Aboriginal and Torres Strait Islander community members who can deliver a Welcome to Country for major events.</b></li> <li>• <b>These events could include NAIDOC Week, Campus Birthdays, Journey and Extension programs.</b></li> <li>• <b>Include the need to contact Traditional Owners during program planning into role descriptions.</b></li> <li>• <b>Explore options for Welcome to Country to be delivered to students on all programs – potentially in writing or via multimedia platforms.</b></li> <li>• <b>Provide supporting curriculum materials to enable teaching staff to support the key messages of the Welcome to Country</b></li> </ul>	<p>Leading Teacher RC Program Leaders</p>	<p><a href="#">RA Resources</a></p>
<ul style="list-style-type: none"> <li>• <b>ABORIGINAL AND TORRES STRAIT ISLANDER REPRESENTATION ON COMMITTEES – Encourage Aboriginal and Torres Strait Islander representation on committees.</b> <ul style="list-style-type: none"> <li>○ <b>Important to ask the question.</b></li> <li>○ <b>School board position could be an option.</b></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <b>Invite and support local Aboriginal and/or Torres Strait Islander community members to be part of the school board.</b></li> <li>• <b>Consult with KESOs and the LAECG on how to best achieve representation.</b></li> <li>• <b>Outdoor School staff members to seek to join local Aboriginal and Torres Strait Islander community committees such as the LAECG, WAN, DIN's.</b></li> </ul>	<p>School Principal RC</p>	<p><a href="#">RA Resources</a></p>

2024 RAP Priorities		Action	Who	Resources required
<ul style="list-style-type: none"> <li>• <b>ELDERS AND TRADITIONAL OWNERS SHARE HISTORIES AND CULTURES</b> – Invite Elders and Traditional Owners to speak to students, children and staff about the histories and cultures of the local area.</li> </ul>	<p>The school has done so in the past to a limited extent.</p>	<ul style="list-style-type: none"> <li>• Continue to develop and support our school relationship with Aboriginal and Torres Strait Islander people in our community.</li> <li>• Staff PD that highlights the concept of cultural authority when speaking about Country.</li> <li>• Collaborate with Traditional Owners to develop and deliver culturally appropriate student learning opportunities.</li> </ul>	<p>RC Leading Teachers</p>	<p><a href="#">RA Resources</a></p>
<ul style="list-style-type: none"> <li>• <b>OPPORTUNITIES FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS AND CHILDREN</b> – Provide opportunities for Aboriginal and Torres Strait Islander children to engage in activities that celebrate their cultural heritage and identities</li> </ul>	<p>We are starting to do at both campuses, is important.</p>	<ul style="list-style-type: none"> <li>• Initiate contact with VAEAI and communicate the opportunity that may exist for our facilities to support the vision of VAEAI.</li> <li>• Investigate potential partnerships between Outdoor School and the Koorie Academy in 2025 and onwards.</li> </ul>	<p>Campus Principals Leading Teachers</p>	<p><a href="#">RA Resources</a> <a href="#">VAEAI website</a>  KESOs</p>
<ul style="list-style-type: none"> <li>• <b>ABORIGINAL AND TORRES STRAIT ISLANDER LANGUGES</b> – Teach and learn about Aboriginal and Torres Strait language including the language to the specific local area.</li> </ul>	<p>Some language information is currently displayed as a normal part of programs and school operations. Kimberley Cultural Experience program includes intensive language learning within the curriculum.</p>	<ul style="list-style-type: none"> <li>• Consult with local Aboriginal and Torres Strait Islander community members about how best to further develop language learning within our school.</li> <li>• Develop and run a PD for staff to develop a foundation of knowledge about Aboriginal and Torres Strait Islander languages.</li> <li>• In partnership with local Aboriginal and Torres Strait Islander community members, develop and run a PD for staff to learn a foundation of key language words and phrases.</li> </ul>	<p>RC</p>	<p><a href="#">RA Resources</a> <a href="#">Language Resource Guide</a>  Traditional Owners  KESOs and the LAECG</p>

<ul style="list-style-type: none"> <li>• <b>CARE FOR COUNTRY – Learn about First Peoples’ perspectives pertaining to caring for Country; consider these perspectives within broader sustainability plans; and physically demonstrate respect for the environment where your school is situated.</b></li> </ul>	<p><b>We have an existing sustainability curriculum, however it does not make reference to Aboriginal and Torres Strait Islander peoples perspectives on sustainability concepts.</b></p>	<ul style="list-style-type: none"> <li>• <b>Increase staff knowledge about the similarities and differences between contemporary sustainability curriculum concepts, and caring for country.</b></li> <li>• <b>Use Care for Country action to highlight the tendency for traditional land management knowledge to be co-opted and colonised.</b></li> <li>• <b>Develop topic specific student learning resources which highlight the approach to caring for country.</b></li> </ul>	<p><b>RC</b></p> <p><b>Leading Teachers</b></p> <p><b>Program Leaders</b></p>	<p><a href="#"><u>RA Resources</u></a></p>
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