CURRENT RAP REFRESH – TABLE – OUTDOOR SCHOOL

The RAP school strategic plan has been developed so that our school can order and place the RAP actions 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, VAEAI – Victorian Aboriginal Education Association Inc. and the staff from Outdoor School.

The strategic plan is divided into three sections that reflect the nature of the actions: **Relationships**, **Respect** and **Opportunities**. The plan lists 23 Actions, 14 that are required #

Action	Commitment	Goal	Deliverables	Who/When
Future # Aboriginal and Torres Strait Islander People in the Classroom **Classroom**	We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.	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.	15MC – Improve the partnership with ACHE (Aboriginal Cultural Hertitage Education) Access Uncle Dozer/Sam Atkinson for Bullawah and Bulanginya aspects of Future Maker programs. Establish relationship Kevin Cooper – Baranjuk Footprints.	Marrung Lead contact with Program Leaders Ongoing
			15 MC/Bogong – Investigate a potential program partnership (possibly building towards a possible Future Makers program) between Outdoor School and the Koorie Academy of Excellence (KAE).	Marrung Leads with Campus Prin Ongoing
			Develop promotional footage for the KAE programs.	Teaching Staff with Mandy End 2027

			Bogong – Review partnership with Gadhungal Marring (GM) - Raymond Timbery and what is the most effective way to involve them in the program.	ES, Teaching and Admin Staff Ongoing
			Summit to Sea (S2S) – Development of Gunai/Kurnai (GK) relationship with a view to having GK people on program working with students via Gunaikurnai Land and Waters Aboriginal Corporation (GLWAC) – Kylie Martin. Look to expand the GK relationship into the Ngarigo mob given the program travelled.	Program Leader Jarrod Quinn Ongoing
			Kimberly Extensions – Ongoing development of partnerships with: • Ian Waina (Kwini Traditional Owner) • Kwini Women Elders – accessing a Women on Country Grant – Rock Art Aust. • Kalumburu School – possible exchange • Kalumburu Community • Rock Art Australia	Program Leader Ongoing
			Other Possibilities:	Marrung Lead

			15MC – Taungurung Land and Waters Council – Wawa BiiK. 15 Bogong – Dhudhuroa – Johnny Murray Bogong – Jaithmathang – Through Gadhungal Marring.	Jodie Morrow Marty Eriksson Ongoing
Opportunities for Aboriginal and Torres Strait Islander Students and Children **Classroom**	We commit to providing opportunities for all Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community.	Develop relationships with organisations that directly link Aboriginal and Torres Strait Islander students to our School.	Explore a possible relationship with the Victorian Aboriginal Education Association Inc (VAEAI) and communicate the opportunity that may exist for our facilities to support the vision of VAEAI – Rachael Cannon Siemsen	Principal Marrung Lead Ongoing
			Explore a possible relationship with the Victorian Aboriginal Child and Community Agency	Principal End 2027
Aboriginal and Torres Strait Islander Representation on Committees **School**	We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our school's committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.	Invite and support local Aboriginal and/or Torres Strait Islander community members to be part of the School Board.	We currently have Dakira Cooper, a proud Gunai and Yuin woman. Dakira to start to establish the next person to take her role on the Board. Explore options around a possible Gadhungal Marring staff member.	Principal Marrung Lead End 2027
Elders and Traditional Owners Share	We are committed to forging a meaningful and ongoing relationship	Collaborate with Traditional Owners to develop and deliver	15MC • Uncle Dozer Atkinson. • Kianna Atkinson	Principal

Histories and Cultures **School**	with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.	culturally appropriate student learning opportunities.	• Taungurung • Kevin Cooper Bogong • Gadhungal Marring staff. (Raymond Timbery) • Dhudhuroa • Jaithmathang Summit to Sea • Uncle Buzzy • Kylie Martin GLAWAC Kimberley • Ian Waina	Campus Principals Program Coordinator Marrung Lead Ongoing
			Bogong – Development of an audio or video "Caring for Country" which is inclusive of perspectives from Traditional Custodians. This would provide an appropriate introduction that can be used when TOs cannot be physically onsite at each program. Note – 15MC have completed this.	Campus Principal Marrung Lead Mish & Georgia End 2027
# Cultural Responsiveness for Staff **School**	We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait	Ongoing development of staff capacity to engage with and work within the Aboriginal and Torres Strait Islander context.	All staff to have completed at least 1 of the 4 new "Cultural Responsiveness and Capacity Building Units (CRCBU) webinars provided by the Education Department First Nation Policy Strategy Policy and Programs (FNPSPP), replacing the old CUS training. All 4 webinars are completed	Principal and All Staff End 2028

	Islander perspectives, contributions and cultures.			
# Welcome to Country **Community**	Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal land Torres Strait Islander peoples as the First Australians and Custodians of the Land.	Develop relationships with local Aboriginal and Torres Strait Islander community members who can deliver a Welcome to Country for major events.	15MC – Make arrangements for a Welcome to Country at the start of all journeys on the Murray River. Ensure that these are reflected in the School Budget.	Program Leaders Marrung Lead Ongoing
			Bogong – GM staff to conduct a Smoking Ceremony on each Future Maker program.	Program Leaders Marrung Lead Ongoing
			Students write their own Acknowledgment of Country on a Murray River journey or bush trip. Ensure this page is in their Future Maker booklet.	Marrung Lead Alice Ongoing

# Celebrate National Reconciliation Week **Community**	Our school community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.	Ensure all dates of Aboriginal and Torres Strait Islander significance are catered for and explicitly connect to curriculum plus teaching and learning.	Maintain a formal and consistent curriculum plus teaching and learning plan for Reconciliation week. Term 1, 2027.	Marrung Lead Learning Specialist Program Leader Ongoing
			Ensure other dates of Aboriginal and Torres Strait Islander significance are listed on our school calendar and recognised within our programs inc NAIDOC Week.	Marrung Lead Learning Specialist Program Leader Ongoing
Create Stakeholder List **Community**	We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.	To have a current stakeholder list that clearly outlines key parties that the school can contact for a range of reasons.	Develop a stakeholder list of First Nations key contacts with their contact details and the possible purpose for contact with associated process.	Marrung Leads End 2027
			Develop a list of Elders that we engage with and their contact details that they are happy for us to have.	Marrung Leads End 2027
			Future Maker Program Leaders to develop a list of Marrung Leads within their home schools and where they are up to with their RAPS. Reflect this process in an updated PL role document.	Marrung Leads Program Leaders of Future Maker Programs

				End 2027
			Develop Relationship – Vaso Elefsiniotis - Senior Project Officer: Languages Education and Curriculum Victorian Aboriginal Education Association Incorporated Vaso Elefsiniotis vaso@vaeai.org.au p. 03 9481 0800 | m. 0409028658	Georgia S and Kim Mc End 2026
# Build Relationships with Community **Community**	We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community.	To have a healthy and positive relationship with the local Aboriginal and Torres Strait Islander community.	Contact and meet with all Traditional Custodians on whose country we run programs	Marrung Leads End 2027
			Contact Parks Victoria re trip intentions and visitation numbers etc required in particular locations. Reflect this process in an updated PL role document.	Campus Prins Program Leaders End 2027
			Continue to develop an opportunity for the Kalumburu School students to have an experience away from home with Outdoor School.	Paul H & Georgie S End 2027
# Teach about Reconciliation **Classroom**	Our school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey.	Development of specific resources for teaching about reconciliation .	Each year the current theme for reconciliation week be included in the programs occurring at the time. Where applicable a student presentation to be included for future years.	Marrung Leads Learning Specialist Teaching Staff

	This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia.			Program leader End 2027
			Review and development of ongoing resources to update and fill any gaps. Create a folder for resources: • Reconciliation Week • NAIDOC week • MABO Day posters • Existing Prezi's	Marrung Leads End 2028
			Develop a campus specific staff uniform option that has connection to site. This could be a shirt or other branding.	Marrung Leads End 2027
Teach about Days of National Significance **Classroom**	We commit to incorporating nationally significant days for Aboriginal and Torres Strait Islander peoples and reconciliation into our curriculum to increase knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We also commit to including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January (Australia Day) and ANZAC Day.	Develop formal and consistent curriculum together with Bogong Leading teacher and teaching staff from both campuses around the significant dates that are listed within this action.	Work with Learning Specialist to add dates to school calendar and to give the heads up to the program leader/teaching staff member responsible for that weeks program to develop student learning resources to appropriately acknowledge the day.	Learning Specialist Marrung Lead Start 2027

# Explore Current Affairs & Issues **Classroom**	We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our school operates.	To provide opportunities for discussion on current affairs and issues with students, within the daily activities of the school program.	Development of display board (or permeant section within the display board) containing information about current issues which can be used as a teaching resource. Regular sharing of information to teaching staff about current issues as developments occur.	Marrung Lead All Staff End 2028
			Continue to develop a media portfolio that contains relevant information about current affairs and issues which is informative and useful for teaching staff.	Marrung Lead End 2027
			Bogong Campus to have Nakkarra Trail updated to include Notice Board	Marrung Lead Kath End 2028
#Acknowledgement of Country **School**	Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.	Develop understanding of what it means to acknowledge Country, and provide everyone the opportunity to do so at meetings and events throughout the year.	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. Every day during a program there is to be an Acknowledgement of Country at a suitable time.	All Staff Marrung Lead End 2027

Care For Country **School**	We commit to actively connecting with, and caring for, the Country/place on which our school stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time in memorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.	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.	Increase staff knowledge about the similarities and differences between contemporary sustainability curriculum concepts, and caring for country.	Learning Specialist Program Leaders End 2027
			Use Care for Country action to highlight the need for Indigenous perspectives to be included in land management going forward.	Learning Specialist Program Leaders End 2027
			Develop topic specific student learning resources which highlight the approach to caring for country and how this is similar to our sustainably efforts today. Possible Caring for Country Video with Gadhungal Marring Staff.	Marrung Lead End 2027 Mish
# Aboriginal & Torres Strait Islander Flags **Community**	Our school flies/displays the Aboriginal and Torres Strait Islander flag to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags	To have flags displayed permanently as often as possible and understood by students as to why they are displayed.	Develop students knowledge around the flying of 3 flags at each campus. Development of supportive teaching documentation and plan around the flying of the	Marrung Leads End 2027

	promotes a sense of community partnership and a commitment toward reconciliation.		flags and each flags symbolism.	
RAP Launch **Community**	Our school is proud to launch our RAP at an event that recognises the efforts of the working group and celebrates our school or service's commitment to reconciliation. We will use our RAP launch event to inform the wider community about our RAP and the many different ways they can get involved and take action toward reconciliation.	To celebrate and raise awareness in the community of the work the school is doing to promote reconciliation.	Outdoor School Event to celebrate our RAP's commencement. Possibly the School that is currently in. and/or invite Marrung Leads from other schools. Look at the possibility of the SEIL being involved as well. Could also be Gadhungal Marring working locally.	Outdoor School Principal Campus Principals Marrung Lead Start 2027
			To encourage other local schools to consider developing a RAP. Do this via cluster and Network meetings.	Principal End 2028
# Take Action Against Racism **Community**	We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our school.	Educate about racism in all forms – Overt, Covert and Institutional, inclusive of (bystander and ally formats – Problem/Solution).	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). Directly connect student information about respect with our positive action against racism.	Marrung Leads Learning Specialist Teaching Staff End 2027
			Modify presentations & further develop lessons linked to values (inclusive of anti racism). Display working resources for staff to access.	Marrung Leads End 2027

			Provide PD and resources to staff as to how to both identify and address racist behaviour when it happens.	Principal All staff End 2028
# Curriculum Planning **Classroom**	Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.	Seek to provide a platform for the voices of Aboriginal and Torres Strait Islander people to be directly presented to students.	Seek to include histories and cultures information in all student program booklets, at a level that is appropriate to all stakeholders. This will come from relevant curriculum within the Victorian Curriculum.	Marrung Leads Learning Specialist Teaching Staff. End 2027
			Continue to provide Professional Development opportunities and planning time for teaching staff.	Marrung Leads Learning Specialist Teaching Staff End 2027
			Subscribe all staff to VASO newsletter via vaso@vaeai.org.au p. 03 9481 0800 | m. 0409028658	Cherie End 2026
			Ensure that the Outdoor School curriculum is accurately mapped to the Victorian Curriculum and is embedded in our work.	Campus Principals End 2028

# Inclusive Policies **School**	All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.	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.	Develop a set of endorsed policies at the school level (as per Education Department requirements) and publish them as required.	Kim Ongoing
			Ensure that all School policies are inclusive of First Nations peoples	Kim Ongoing
			Ensure that the school is meeting all of the requirements of the Education Departments Preventing and Addressing Racism in Schools Policy Preventing and Addressing Racism in Schools: Policy | education.vic.gov.au	Marrung Leads Kim End 2027
			Explore Education Department Employment Policies around First Nations People.	Principal End 2026
			Review Marrung Lead duty statements	Marrung Lead End 2026
# Staff Engagement With RAP **School**	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	To ensure that all school staff know about the RAP and are able to contribute to the work as planned.	Print copy of draft RAP revision and display in staffroom. Engage staff to comment, invite attention and feedback. (Helps summarize 3 focus areas)	Marrung Leads All OS staff Start 2027
			Establish annual RAP budget for works, resources and services required.	Marrung Leads Principal

	opportunities facilitated by the RAP Working Group.			End 2026
			Where possible, support First Nations Peoples businesses.	All Staff Ongoing
			Consider applying for the National Quality Standard Reconciliation Awards as well as the DE Marrung Awards	Principal Marrung Leads Ongoing
Local Sites, Events & Excursions **Community**	We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.	We will continue to build our relationships with the local Aboriginal and Torres Strait Islander community, and aspart 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.	Create policy for visitation of sites and their significance. ACHE- permissions and invitations each excursion (Bullawah, Bullanginya, Warbys, Samaria (-Taunurung)	Marrung Leads Kim Roger Georgia End 2027
			Develop a List of Sites with appropriate levels of permission re access and knowledge sharing. Articulate the processes required to access these sites.	Marrung Leads Paul H End 2028
			Plan for some staff excursions locally to build staff knowledge around First Nations People history.	Marrung Leads Campus Prins End 2028

			Explore other opportunities for Outdoor School within the Aboriginal Cultural Heritage Education (ACHE) - Uncle Dozer & Kevin Cooper	Georgia S Ongoing
# Celebrate RAP Progress **Community**	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.	Celebrate our RAP progress within the school and throughout the community.	Have a celebration day each year, invite and acknowledge local community members. Invite education leaders from other local schools to promote development of RAPs at other schools. – Marrung Lead days.	School Principal Marrung Leads End 2027
			Use parts of the Bogong Campus Noticeboard, opposite the Supermarket, to share our RAP work.	Kim End 2026
			Articles and new information around First Nations people to be shared with staff (email, on the staff table, at meetings etc.) These will usually be positive,	Marrung Leads End 2026
			Use a local artist to create a mural that connects the site to First Nations Peoples life in that area.	Georgia H End 2027

Aboriginal & Torres Strait Islander Languages **Community**	We commit to providing students and children 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 and children with opportunities to learn – or learn about – the First Language of their local area.	Consult with local Aboriginal and Torres Strait Islander community members about how best to further develop language learning within our school.	Outdoor School to connect with Vaso Elefsiniotis: Senior Project Officer: Languages Education and Curriculum Victorian Aboriginal Education Association Incorporated vaso@vaeai.org.au p. 03 9481 0800 | m.0409028658	Marrung Leads Kim End 2027
			Establish a dictionary at both campuses for the relevant languages. Feed this content into signage around the school and word of the week etc	Marrung Leads Beno/Kim End 2027
			Establish signage on each campus in language (15MC – Bpangerang & Taungurung with Bogong Dhudhuroa and Jaithmathang) with pronunciation.	Marrung Leads with Facilities Managers End 2028