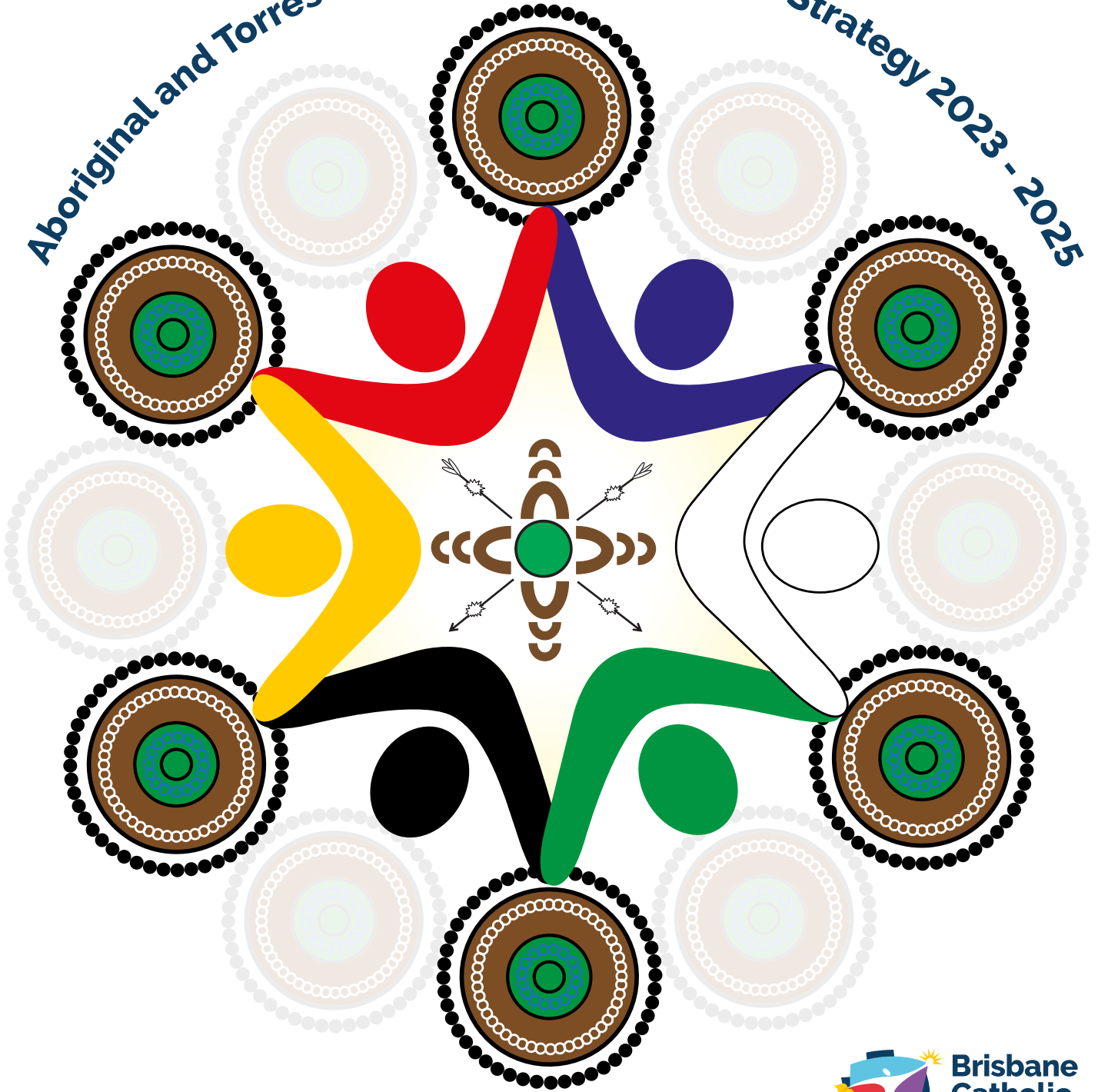




Molun Sabe

Aboriginal and Torres Strait Islander Education Strategy 2023 - 2025







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Message from the Deputy Executive Director



I am pleased to endorse the Molum Sabe 2023-2025 Strategy. This strategy clearly outlines ways in which staff in our schools and offices can work in partnership with families and community, ensuring that our Aboriginal and Torres Strait Islander students achieve their goals and aspirations through education. Molum Sabe 2023-2025 is underpinned by Brisbane Catholic Education's Strategic Plan 2021-2025 which aims to grow the engagement, progress, achievement and wellbeing of each of our students. The five priority areas of the Molum Sabe 2023-2025 strategy, Catholic Identity, Learning and Teaching, Wellbeing, Our people, and Diversity and Inclusion, have been identified as specific focus areas essential for Aboriginal and Torres Strait Islander students to realise their potential through education, and as the key to shaping their future.

Molum Sabe 2023-2025 supports the vision of the National Aboriginal and Torres Strait Islander Education strategy (2015):

All Aboriginal and Torres Strait Islander children and young people achieve their full learning potential, are empowered to shape their own futures, and are supported to embrace their culture and identity as Australia's First Nations Peoples.

As a nation, we recognise that more work needs to be done to achieve equitable educational outcomes for Aboriginal and Torres Strait Islander children and young people. Although there has been some progress, it is not yet widespread. We need to continue a committed, determined approach in our schools.

Molum Sabe 2023-2025 supports the implementation of key actions within the Brisbane Catholic Education Reconciliation Action Plan including promoting Reconciliation Australia's Narragunnawali: Reconciliation in Education program to schools in our network and encourage them to develop their own Reconciliation Action Plans via the Narragunnawali platform.

Our aim is to establish a positive cultural environment, quality teaching and effective school leadership to achieve the outcomes that each of our Aboriginal and Torres Strait Islander students deserve. Brisbane Catholic Education strives to build upon our successes to date and joins with others who have significantly improved the engagement, progress, achievement and wellbeing of Aboriginal and Torres Strait Islander students.

We commit to playing a part in weaving our success into the national patchwork until such time that it is complete. I encourage you to use this strategy to guide your efforts across our schools and offices and to remain strong in our collective resolve to succeed in line with our stated high expectations for learning for each of our Aboriginal and Torres Strait Islander students.

A handwritten signature in black ink that reads "Durm O'Riordan".

Durm O'Riordan

Deputy Executive Director,

Catholic Education Archdiocese of Brisbane



Theory of Action

Molum Sabe 2023-2025 is a three-year strategic plan to underpin increased outcomes for Aboriginal and Torres Strait Islander students. Molum Sabe 2023-2025 is a holistic strategy focused on all BCE staff and students gaining awareness of Aboriginal and Torres Strait Islander Cultures, Histories identity, and Spirituality. The strategy has five Key priorities linked to the BCE strategic plan. These include Catholic identity, Learning and Teaching, Wellbeing, Our People and Diversity and Inclusion. The implementation of the strategy lies with BCE Principals, Learning Leaders and those who provide education services to schools by providing structured support through working collaboratively with external experts from within and beyond BCE. Access to expertise ensures that the support provided is underpinned by current research. Principals and School leaders are key to the implementation of this strategy with school staff, students, and the Aboriginal and Torres Strait Islander community.

The Theory of Action is conceptual model that clearly positions the Molum (student) at the centre. It identifies role holders and their relationship in supporting the student's learning.

The model calls on the Sabe (knowledge) of the extended community to enhance student engagement and learning. The model guides the continuous improvement process of learning to build capacity in the role holders to plan for further learning for each student through authentic assessment, evaluation, and feedback.

Molum (Mow/lum): Aboriginal for child (Yuggera);

Sabe (Sa/beh): Torres Strait Islander Creol word for knowledge / understanding / knowing.

Purpose

Molum Sabe (the Aboriginal and Torres Strait Islander Strategy 2023-2025) is developed to bridge the gap in learning achievement and exceed learning expectations for each Aboriginal and Torres Strait Islander Learning in the BCE Community of Schools. Brisbane Catholic Education's Community of Schools believes: Every learner is created in the image and likeness of God and inspired by the Spirit, responds with passion and creative to life.



Context

Aboriginal and Torres Strait Islander students fully engage and thrive as learners when their spirituality, histories and cultures are honoured and valued. Aboriginal and Torres Strait Islander students become active learners when trust and respect are visible and embedded in the school community. Students become strong and confident in their identity and capacity to achieve when high expectations are set by themselves, their families, schools, and communities.

As Pope John Paul II recognised in his historic address to the Aboriginal and Torres Strait Islander peoples at Alice Springs in 1986:

You are part of Australia and Australia is a part of you. And the Church herself in Australia will not be fully the Church that Jesus wants her to be until you (the Aboriginal and Torres Strait Islander peoples of Australia) have made your contribution to her life and until that contribution has been joyfully received by others.

BCE Community of Schools dreams of a reconciled Australia as integral to a mature Australian identity. We believe that a symbiotic partnership between Aboriginal and Torres Strait Islander peoples and non-Aboriginal and Torres Strait Islander peoples will produce practical and recognised outcomes for young people to become 'active and informed citizens' ([The Alice Springs \(Mparntwe\) Education Declaration - Department of Education, Australian Government](#)) in a transformed Australia.

This partnership will promote proportionate representation of Aboriginal and Torres Strait Islander peoples across all areas of Australian society. *Molum Sabe* is a significant step to practical reconciliation in order to bridge the gap for each Aboriginal and Torres Strait Islander student's educational outcomes in Brisbane Catholic Education Community of Schools.



Acknowledgement

BCE acknowledges the Traditional custodians of the area in which we work. We acknowledge the Traditional Custodians whose cultures and customs have nurtured and continue to nurture this land, since men and women awoke from the great Dreaming. We honour their presence, which resides still in the spirit of this land, its people, flora, and fauna.

We at BCE pay our respects to the Elders past and present, the custodians of this country since the beginning. We pay our respects to our emerging Elders for they hold the memories, the traditions, the culture and hopes of the Aboriginal and Torres Strait Islander Peoples.

We acknowledge the Aboriginal and Torres Strait Islander Peoples who work for BCE and pay our respects to them, their families, and their Elders. We also acknowledge the many different cultures represented in the Brisbane diocese and pay respects to their histories, cultures, their families, and their Elders.

May we walk together so that we too are one in land, one in Spirit, one in Faith, united in God's love.

Implementing this Strategy

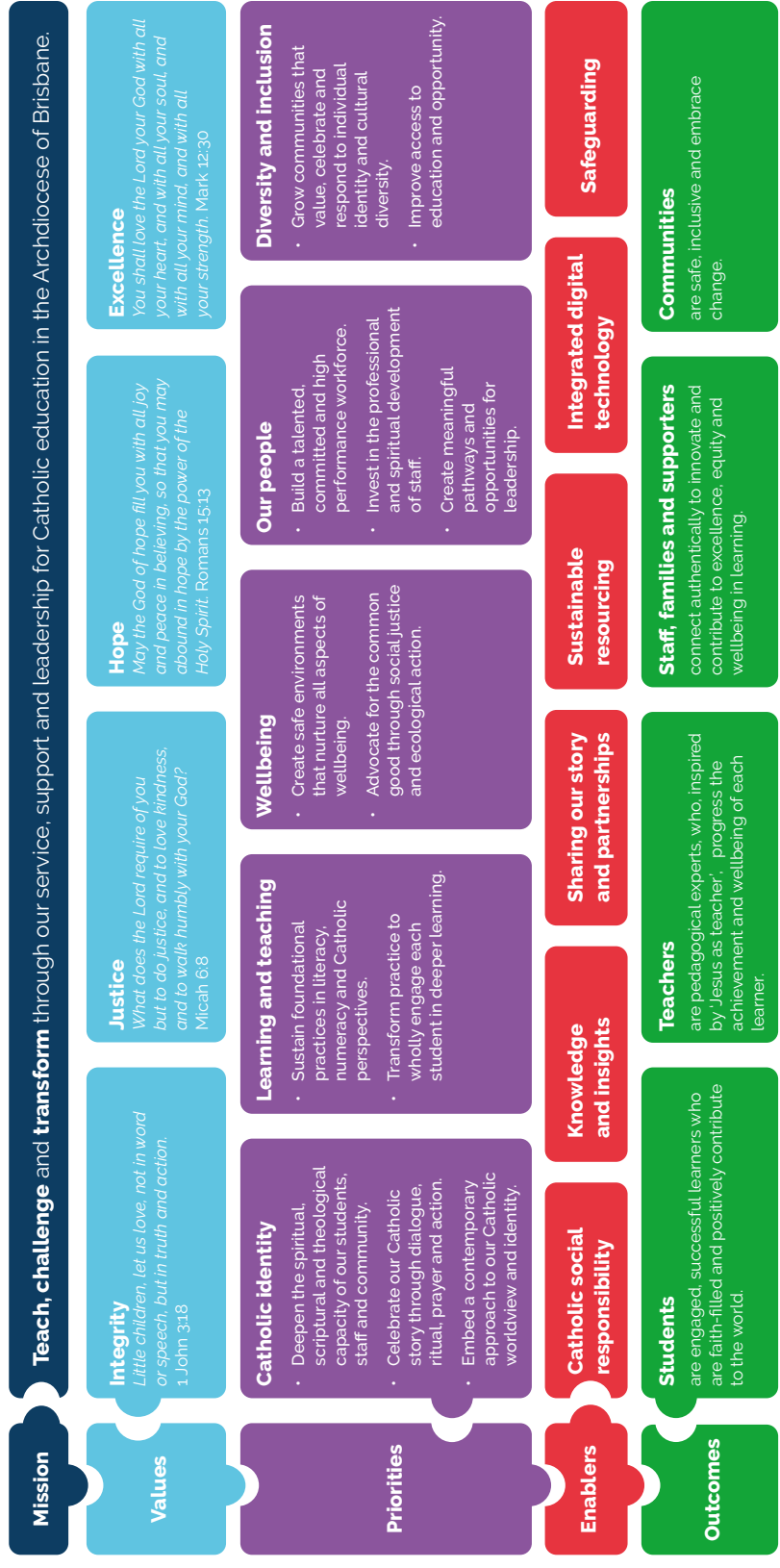
Molum Sabe 2023-2025 is structured under five key priorities: Catholic Identity, Learning and Teaching, Wellbeing, Our People and Diversity and Inclusion. Under these priority areas are Our Areas of Focus. Schools should prioritise these areas in school planning and implementation for the next three years. Schools then choose from the Key Actions to implement the areas of focus into the school. It is not expected that all Key Actions will be considered by schools, rather these provide options for school based localised implementation of Molum Sabe.

Strategic Plan 2021-2025

Future Learning Communities



We are a faith-filled learning community creating a better future



We inspire BCE to lead the way in honouring and promoting the oldest living culture to achieve growth, progress, achievement and voice for our Aboriginal & Torres Strait Islander students, families, and communities as the First Nations peoples of this land.

Celebrate and Nurture diversity and inclusiveness through the unique lens of Aboriginal and Torres Strait Islander Peoples with unlearning to relearn and reform our shared Australian Histories and Cultures.

VALUES

Integrity

As we transform and adapt, we remain ethical, fair, and consistent in our approach in all circumstances

Justice

We foster respectful relationships with our stakeholders and generate positive social and communal relationships in all we achieve.

Hope

We empower staff by cultivating partnerships that priorities strength-based learning that is supported by culturally appropriate actions.

Excellence

We strive for excellence in our service delivery through culturally safe practices and high expectation relationships and partnerships

PRIORITIES

Catholic Identity

Drive social and moral change through spiritual understanding and practices. Celebrate our shared Australian history and First Nations world views.

Learning and Teaching

Transform Learning and Teaching for all in Aboriginal and Torres Strait Islander Education. Engage in deep listening to Aboriginal and Torres Strait Islander Peoples.

Wellbeing

Advocate for the common good and justice for Aboriginal and Torres Strait Islander Peoples. Create safe and nurturing environments for First Nations Children, youth, and staff.

Our People

Invest in professional development for all staff in Aboriginal and Torres Strait Islander Cultures, Histories, and Identity. Grow a talented and committed First Nations workforce.

Diversity and Inclusion

Grow communities that value Aboriginal and Torres Strait Islander peoples. Improve access and opportunity for First Nations students.

ENABLERS

Social Responsibility

Knowledge and Insight

Sharing our Story

Partnerships

OUTCOMES

Students

First Nations students are engaged and positively contribute to the world.

Teachers

Our teachers are culturally aware and progress the achievement and wellbeing of Aboriginal and Torres Strait Islander Students.

Staff, Families and Supporters

Our Aboriginal and Torres Strait Islander parents and supports connect authentically to innovate and contribute to excellence, equity and wellbeing in learning.

Communities

Our First Nations communities are supported to be inclusive and embrace change within our learning communities.



Our Priorities

CATHOLIC IDENTITY

This priority is aligned to the [BCE Strategic Plan 2021-2025](#).

Driving social and moral change through spiritual understanding and practices. Celebrate our shared Australian history and First Nations world views. We believe distinctive First Nations Spirituality complements the Catholic Identity, one that is celebrated, visible, expressive, and lived.

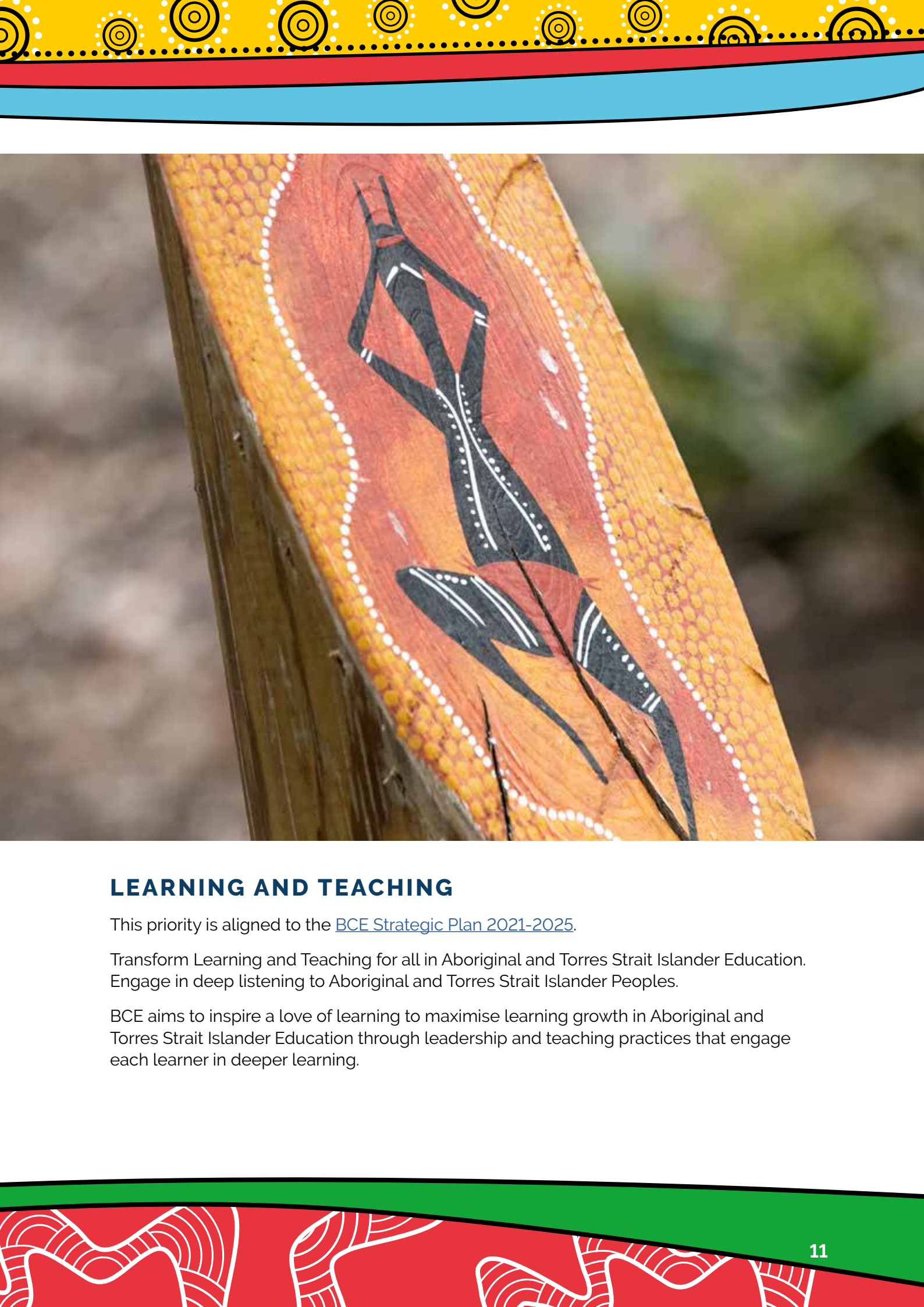
BCE endeavours to realise the potential of being human by developing an understanding of First Nations Spirituality within our communities of students, staff, and families. We celebrate our faith, giving witness to God's hope of promoting the dignity of every person, by embodying a contemporary Catholic worldview.

Our areas of focus:

- a. Deepening the capacity of our community of staff, students and families through learning opportunities that are engaging and which lead participants to greater understanding of their role in Aboriginal and Torres Strait Islander Education.
- b. Celebrating our First Nations stories through dialogue, ritual, prayer and action that is meaningful and contextual to the community.
- c. Developing projects and opportunities which facilitate an interaction and fusion of First Nations Stories within our contexts.
- d. Developing a common language and shared understanding of the first Nations contexts and languages.
- e. All Brisbane Catholic Education schools have a Reconciliation Action Plan (RAP).
- f. All Brisbane Catholic Education schools Annual Plans reflect strategic actions in relation to Aboriginal and Torres Strait Islander learning and wellbeing.
- g. Offering professional development in Aboriginal and Torres Strait Islander spirituality, as it aligns to Catholic perspectives, to all staff at Ngutana Lui.

The key Actions to deliver on this priority:

1. Developing contextualised professional development that enables formation experiences to meet the needs of stakeholder's journey with Aboriginal and Torres Strait Islander Education.
2. Supporting schools, office staff, and individuals to develop skills in becoming culturally competent.
3. Authentic high expectation relationships with parents and carers are built that engage them in the learning process.
4. Enhancing opportunities for student engagement with First Nations stories.
5. Developing resources and events that support the achievements of Aboriginal and Torres Strait Islander students of Brisbane Catholic Education.
6. Delivering the cultural competency training in Aboriginal and Torres Strait Islander histories, cultures, and identities for staff of Brisbane Catholic Education.
7. Continuing to support for school with Reconciliation Action Plans (RAPs) and strategic plans that reflect Aboriginal and Torres Strait Islander Education.
8. Investing in Aboriginal and Torres Strait Islander research projects to better understanding First Nations identities and histories in staff professional development opportunities.
9. Developing programs to support the maintenance and continued use of Aboriginal and Torres Strait Islander languages.
10. Enabling Aboriginal and Torres Strait Islander students at all levels of education to have an appreciation of their history, cultures, and identity.
11. Brisbane Catholic Education through Ngutana Lui offers culturally rich experiences to schools and staff.
12. Providing all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander cultures, histories and identities.

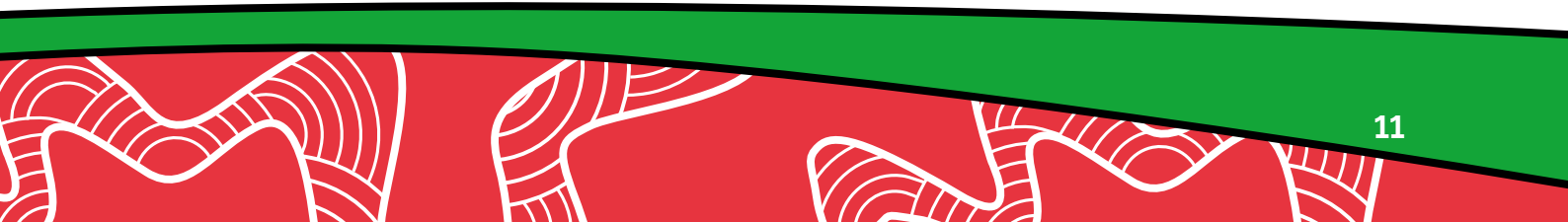


LEARNING AND TEACHING

This priority is aligned to the [BCE Strategic Plan 2021-2025](#).

Transform Learning and Teaching for all in Aboriginal and Torres Strait Islander Education. Engage in deep listening to Aboriginal and Torres Strait Islander Peoples.

BCE aims to inspire a love of learning to maximise learning growth in Aboriginal and Torres Strait Islander Education through leadership and teaching practices that engage each learner in deeper learning.




Our areas of focus:

- a. Continuing focus on leadership and teaching practices at system, school, and classroom, that provides the foundations for further action to transform learning and teaching that creates excellence, equity, and wellbeing for Aboriginal and Torres Strait Islander students.
- b. Reimagining teaching and learning so that all students understand Aboriginal cultures, histories, and identities.
- c. Transforming the relationship all students of Brisbane Catholic Education have with Country.
- d. Enabling access to culturally safe and equitable educational environments for all Aboriginal and Torres Strait Islander students to achieve their best in Brisbane Catholic Education schools.
- e. All Aboriginal and Torres Strait Islander students achieve in literacy and numeracy at or above their non-Indigenous peers.
- f. 99% of Aboriginal and Torres Strait Islander students finish year 12 and obtain a QCE or QCIA. Currently 91%.
- g. 90% of Aboriginal and Torres Strait Islander students receive a A, B or C result in twice yearly reporting.

The key Actions to deliver on this priority:

1. Embedded culturally safe practices in schools and the office.
2. Differentiated experiences for Aboriginal and Torres Strait Islander students as required.
3. Transforming practice to wholly engage each student in deeper learning that is rich, rigorous, relevant, and responsive.
4. All schools and office staff do an Acknowledgement of Country at meetings, school assembles and significant events.
5. Sparking passion and purpose in learning will support the development of capabilities and changed practices needed to create a hope-filled future.
6. Forging new partnerships beyond the classroom and school will engage students in new and expanded opportunities as connected and contributing global citizens.
7. To establish effective arrangements for the participation of Aboriginal and Torres Strait Islander parents and community members in decisions regarding the planning, delivery and evaluation of prep, primary and secondary education services for their children.
8. To provide education and training services to develop the skills of Aboriginal and Torres Strait Islander peoples to participate in educational decision-making at organisational and school levels.
9. To ensure that Aboriginal and Torres Strait Islander children of prep age have access to prep services on a basis comparable to that available to other Australian children of the same age.

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10. To ensure that all Aboriginal and Torres Strait Islander children have local access to Catholic primary and secondary schooling in Brisbane Catholic Education.
 11. Brisbane Catholic Education schools create a sense of belonging for Aboriginal and Torres Strait Islander communities and their families.
 12. To increase enrolments of Aboriginal and Torres Strait Islander children in prep.
 13. To achieve the participation of all Brisbane Catholic Education Aboriginal and Torres Strait Islander children in compulsory schooling.
 14. Aboriginal and Torres Strait Islander students achieve NAPLAN results to the same level as other Australian students.
 15. Equitable and strategic resourcing provided to ensure each student receives targeted teaching and support.
 16. Collaborative and consistent implementation of Brisbane Catholic Education's effective and expected practices for the teaching of literacy and numeracy.
 17. Effective use of data to lead teaching and to support students in their learning journey.
 18. Consistent communication to students and parents of high expectations for literacy and numeracy achievement.
 19. Regular explicit feedback on literacy and numeracy progress provided to all students.
 20. Teachers incorporate Aboriginal and Torres Strait Islander histories, cultures, and languages into learning activities.
 21. Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal and Torres Strait Islander students.



WELLBEING

This priority is aligned to the [BCE Strategic Plan 2021-2025](#).

Advocate for the common good and justice for Aboriginal and Torres Strait Islander peoples. Create safe and nurturing environments for First Nations Children, youth, and staff.

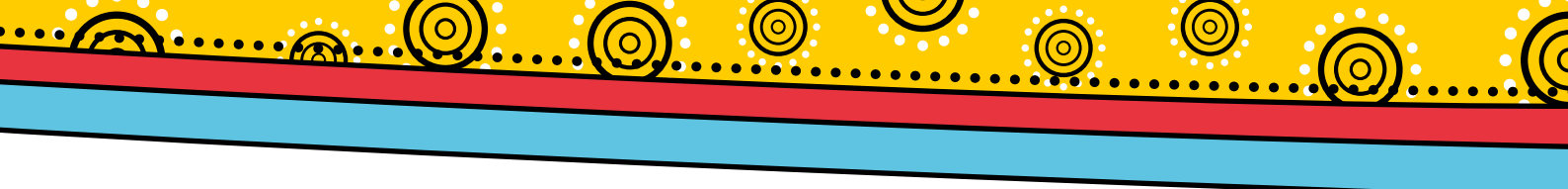

At the heart of First Nations spirituality is the intrinsic connection to Country and Place. BCE knows that Aboriginal and Torres Strait Islander people thrive when spiritual beliefs are respected and acknowledged. Brisbane Catholic Education is committed to creating environments that have a positive effect on the wellbeing of our First Nations students, staff, and families.

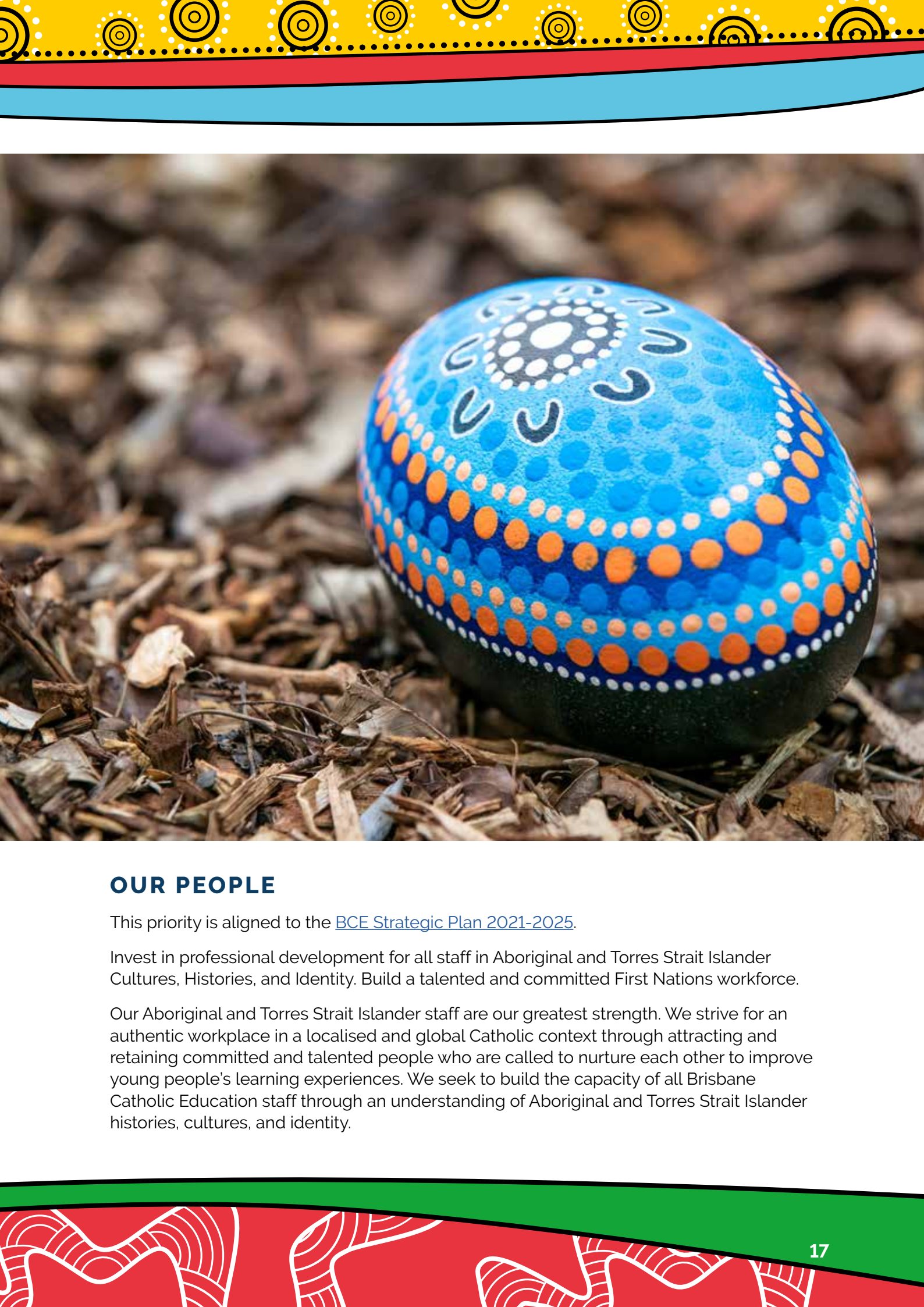
Our areas of focus:

- a. Creating safe environments that nurture holistic wellbeing and First Nations Spirituality within the context of the Catholic Faith. Brisbane Catholic Education is committed to supporting Aboriginal and Torres Strait Islander students, families and employees realise their potential. Our approach to wellbeing encompasses spiritual, psychological, physical, social, emotional, financial, and cultural wellbeing.
- b. Each component of wellbeing is promoted through our Catholic values and mission, providing a healthy, safe, and productive environment to support every individual's growth.
- c. Advocating for the common good through social justice and ecological action. We support Aboriginal and Torres Strait Islander students through culturally safe practices and a strong commitment to learning and understanding First Nations perspectives.
- d. Developing a clear vision for the teaching and learning for Aboriginal and Torres Strait Islander students.
- e. Overall enrolments of Aboriginal and Torres Strait Islander students in Brisbane Catholic Education schools increase each year 2023-2025 to 4%. Currently 84%.
- f. Overall retention of Aboriginal and Torres Strait Islander students in Brisbane Catholic Education schools to increase each year 2023-2025.
- g. 90% of Aboriginal and Torres Strait Islander students attend school 90% or more of the time. Currently 84%.

The key Actions to deliver on this priority:

1. To provide adequate preparation of Aboriginal and Torres Strait Islander children through prep education for the schooling years ahead.
2. To enable Aboriginal and Torres Strait Islander attainment of skills to the same standard as other Australian students throughout the compulsory schooling years.
3. To enable Aboriginal and Torres Strait Islander students to attain the successful completion of Year 12 or equivalent at the same rates as for other Australian students. Currently 91%.
4. Each school takes action to increase enrolment of Aboriginal and Torres Strait Islander students to reflect the community profile.
5. Schools monitor attendance and implement strategies to address attendance which falls below the Brisbane Catholic Education attendance benchmark.
6. Each school provides student mentoring to support and promote continued engagement.
7. Each school takes action to build community partnerships.
8. Equitable and strategic resourcing supports student learning.
9. Create cultural competency training for all Brisbane Catholic Education staff, through working with Aboriginal and Torres Strait Islander staff and communities.
10. School leaders ensure school values are underpinned by high expectations for Aboriginal and Torres Strait Islander students.

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11. School leaders involve parents and families, and local Aboriginal and Torres Strait Islander community members in development of the school vision and ethos.
 12. School leaders ensure Aboriginal and Torres Strait Islander education outcomes are defined in the school operational plan and reported in the annual school report.
 13. Brisbane Catholic Education office staff include Aboriginal and Torres Strait Islander education in annual operational plans.
 14. School leaders establish culture of continuous improvement and academic optimism for Aboriginal and Torres Strait Islander students.
 15. School leaders expand their own cultural knowledge relevant to the local context.
 16. School leaders support staff to build individual capability for developing their knowledge of local Aboriginal and Torres Strait Islander histories, peoples, cultures, and languages.
 17. School leaders and staff are aware of their attitudes, behaviours and performance in teaching Aboriginal and Torres Strait Islander students.
 18. School leaders support staff to teach in ways that are responsive to the learning needs of individual Aboriginal and Torres Strait Islander students.
 19. School leaders develop and sustain a school-wide focus on monitoring the progress of Aboriginal and Torres Strait Islander students.



OUR PEOPLE

This priority is aligned to the [BCE Strategic Plan 2021-2025](#).

Invest in professional development for all staff in Aboriginal and Torres Strait Islander Cultures, Histories, and Identity. Build a talented and committed First Nations workforce.

Our Aboriginal and Torres Strait Islander staff are our greatest strength. We strive for an authentic workplace in a localised and global Catholic context through attracting and retaining committed and talented people who are called to nurture each other to improve young people's learning experiences. We seek to build the capacity of all Brisbane Catholic Education staff through an understanding of Aboriginal and Torres Strait Islander histories, cultures, and identity.





Our areas of focus:

- a. Building a talented, committed, and high-performance workforce through attracting, supporting, promoting, and retaining Aboriginal and Torres Strait Islander employees to 4%. Currently 3.2%.
- b. Investing in the professional and technical development of Aboriginal and Torres Strait Islander staff.
- c. Creating meaningful pathways and opportunities for leadership which are focused on Aboriginal and Torres Strait Islander student outcomes.
- d. Investing in all Brisbane Catholic Education staff in developing their cultural competence around Aboriginal and Torres Strait Islander cultures, histories, and identities.
- e. Designing new professional learning for all Brisbane Catholic Education staff to experience First Nations Culture at Ngutana Lui.

The key Actions to deliver on this priority:

1. To increase the number of Aboriginal people employed as Brisbane Catholic Education office staff, educational leaders, teachers, Aboriginal and Torres Strait Islander school officers, including community people engaged in teaching of Aboriginal and Torres Strait Islander cultures, histories and contemporary society, and languages.
2. Promoting Brisbane Catholic Education Scholarships to Aboriginal and Torres Strait Islander staff.
3. Implementing cultural competency training as a part of the onboarding process.
4. Staff draw on the knowledge and expertise of Aboriginal and Torres Strait Islander staff (including Aboriginal and Torres Strait Islander school officers, and the BCE Aboriginal and Torres Strait Islander education team) in connecting the school with the local Aboriginal and Torres Strait Islander community.
5. School leaders support Aboriginal and Torres Strait Islander staff to identify and pursue leadership and aspirational opportunities.
6. School leaders and Brisbane Catholic Education office staff use practices to encourage applications from Aboriginal and Torres Strait Islander people.



DIVERSITY AND INCLUSION

This priority is aligned to the [BCE Strategic Plan 2021-2025](#).

Grow communities that value Aboriginal and Torres Strait Islander peoples. Improve access and opportunity for First Nations students.

There are over 260 Aboriginal and Torres Strait Islander language groups or nations across Australia. Aboriginal and Torres Strait Islander histories, cultures, identities and spiritualities are complex and diverse. They are the oldest surviving cultures in the world, stretching back over 65,000 years of occupation. It is important for Aboriginal and Torres Strait Islander students to see themselves reflected in the school and curriculum and for all students to come to an understanding of First Nations histories, cultures, identities and spiritualities.



Our areas of focus:

- a. Growing culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal and Torres Strait Islander students.
- b. Creating meaningful pathways and opportunities for Aboriginal and Torres Strait Islander students to achieve in all subject areas.
- c. Investing in all Brisbane Catholic Education students and staff in developing their cultural competence around Aboriginal and Torres Strait Islander cultures, histories, identities, and spiritualities.
- d. Exploring ways that First Nations perspectives can be incorporated into physical environments of schools.
- e. Hosting Aboriginal and Torres Strait Islander students for cultural immersion days at Ngutana Lui.

The key Actions to delivery of this priority:

1. Staff select a range of evidence-informed resources to support the learning needs of individual Aboriginal and Torres Strait Islander students.
2. Staff use technology to connect Aboriginal and Torres Strait Islander students' local perspectives with national and global perspectives.
3. Staff incorporate the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in all learning areas.
4. Staff liaise with Aboriginal and Torres Strait Islander staff, including Aboriginal and Torres Strait Islander Education Officers, and Aboriginal and Torres Strait Islander community members to determine the appropriateness of cultural resources and materials.
5. Staff understand, respect and act in accordance with the cultural and intellectual property rights of Aboriginal and Torres Strait Islander people.
6. Staff develop Personalised Learning Plans (PLPs) for Aboriginal and Torres Strait Islander Students who are at risk.
7. School leaders develop high expectation relationships with Aboriginal and Torres Strait Islander students, parents, and community.
8. First Nations artworks and/or spaces are located in and around the school environment and Brisbane Catholic Education offices.
9. Create procurement strategies that target 2% of procurement funding towards First Nations businesses.



Introducing the BCE Aboriginal and Torres Strait Islander Education Team

Senior Manager – Aboriginal and Torres Strait Islander Education Team

Manages the Aboriginal and Torres Strait Islander Education Team. Provides strategic advice to Brisbane Catholic Education office and School on all aspects of Aboriginal and Torres Islander Education.

Coordinator – Ngutana Lui Aboriginal and Torres Strait Islander Culture Centre

Manages the day-to-day operations of the Ngutana Lui Cultural centre. Provides advice on cultural competencies and Aboriginal Spirituality on external boards.

The purpose of the Aboriginal and Torres Strait Islander Visitation Program is to promote reconciliation through the developing cultural understanding and respect for Aboriginal and Torres Strait Islander peoples.

The philosophy of the Centre is based on a holistic view of creation and spirituality. This is the heart of Aboriginal and Torres Strait Islander cultures and is central to the program provided.

This is portrayed throughout the program offered to schools in both traditional and contemporary contexts.



Ngutana-Lui (To Teach)

Aboriginal and Torres Strait Islander Culture Centre, Inala

At Ngutana Lui students and staff are immersed in the richness and diversity of Australia's Aboriginal and Torres Strait Islander cultures.

In a full day program (9.30am-2:00pm) students, teachers, parents and caregivers, will experience the living traditions of Aboriginal and Torres Strait Islander peoples. Activities include aspects of Aboriginal and Torres Strait Islander cultures, both traditional and contemporary.

Programs are designed to align with the Australian National Curriculum, for all grades from Prep to Year 12 and beyond.

Cultural Visitation Program

Aims to initiate action which raises social justice issues (relevant to Aboriginal and Torres Strait Islander Education), and thereafter is involved in exploring, resolving, and integrating solutions into Catholic Education policies and practices.

The Program delivers comprehensive, detailed, high quality programs, which inherently express Aboriginal and Torres Strait Islander culture. Pre-visit preparation, a key element, enables teachers to become more aware of Aboriginal and Torres Strait Islander histories, cultures, identities and spiritualities place in all curriculum areas. It includes focus areas of Aboriginal Culture (History / Dreaming Stories, Song and Dance, Bushwalk) and Torres Strait Islander Culture (History \ Stories, Song and Dance).



Cultural Tutors

This position enhances the awareness and knowledge of respect for Aboriginal and Torres Strait Islander people and cultures through the delivery of the Ngutana Lui Cultural visitation and cultural awareness programs to school groups and external organisations.

Education Officer Engagement

In alignment with the Molum Sabe Strategy 2023 – 2025, Education Office Engagement provide a provision of consultancy and support to Principals and APRE's on the development and implementation of each schools' Reconciliation Action Plan for the improvement of Aboriginal and Torres Strait Islander student engagement, retention, and transition. This includes analysis, interpretation and responses to student attendance data, and the delivery of professional learning to develop cultural competencies that support Aboriginal and Torres Strait Islander student engagement and retention.

Education Officer Aboriginal and Torres Strait Islander Curriculum

In alignment with the Molum Sabe Strategy 2023 – 2025, Education Officer Aboriginal and Torres Strait Islander Curriculum, provide expert advice about Aboriginal and Torres Strait Islander Histories and Cultures, and for Aboriginal and Torres Strait Islander student learning, including the analysis and interpretation of learning data. In consultation with school Principals and Learning Leaders, delivers professional learning to develop cultural competencies in high expectations, curriculum planning and understanding for teachers and school leaders in the Australian Curriculum, Cross Curriculum Priority – Aboriginal and Torres Strait Islander Cultures and Histories.

Participation Officers

Provides advice and support for schools, parents, caregivers and students in participation and engagement with education. Supports schools in home visits and community consultation including supporting community engagement in the development of school Reconciliation Action Plans.



GLOSSARY

Affirmative Action

Affirmative action, also known as **positive action** or **positive discrimination**, involves sets of policies and practices within a government or organisation seeking to include particular groups based on their gender, race, sexuality, creed or nationality in areas in which such groups are underrepresented — such as education and employment. Historically and internationally, support for affirmative action has sought to achieve goals such as bridging inequalities in employment and pay, increasing access to education, promoting diversity, and redressing apparent past wrongs, harms, or hindrances.

Acknowledgement of Country

An Acknowledgement of Country is an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander peoples to Country.

An Acknowledgement of Country can be offered by any person and like a Welcome to Country, is given at the beginning of a meeting, speech or event.


There is no specific wording for an Acknowledgement of Country, just be sincere and, if possible, do some research on the Country you are acknowledging.

Acknowledgement of Country can be adapted and expanded to reflect different contexts. For example an author might acknowledge that Aboriginal and Torres Strait Islander peoples are the land's first storytellers; or a meeting of scientists might Acknowledge the contributions and sophistication of First Nations knowledges.

Welcome to Country

Protocols for welcoming visitors to Country have always been a part of Aboriginal and Torres Strait Islander cultures. Boundaries were clear, and crossing into another group's Country required a request for permission to enter.





When permission was granted the hosting group would welcome the visitors, offering them safe passage and protection of their spiritual being during the journey. Visitors had to respect the protocols and rules of the land owner group while on their Country.

Today, while these protocols have been adapted to contemporary circumstances, the essential elements remain: welcoming visitors and respect for Country.

Welcome to Country is delivered by Traditional Owners, or Aboriginal and Torres Strait Islander peoples who have been given permission from Traditional Owners, to welcome visitors to their Country.

Your local Aboriginal Land Council or Native Title representative body can advise on organising a Welcome to Country by a Traditional Owner in your area.

Welcome to Country occurs at the beginning of a formal event and can take many forms including singing, dancing, smoking ceremonies, and/or a speech.

Cultural Awareness

Cultural awareness is the recognition of differences and similarities between cultural groups. There is some understanding about other cultures and an emerging awareness that cultural differences may necessitate a different approach to people from those cultural groups. This requires an identification of one's own cultural identity, values, and practices.

For schools, this means having a broad overview of the histories, cultures, and languages of Aboriginal people, including students.

Cultural Understanding

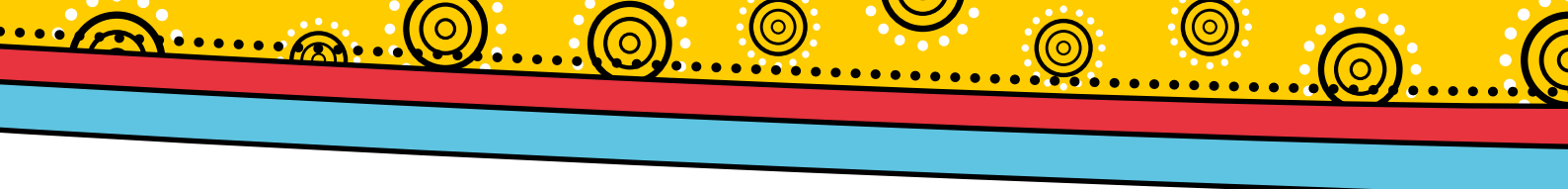
Cultural understanding represents a shift in emphasis from awareness to behaviours and attitudes. It is about developing understanding of the differences and strengths of cultural groups and beginning to demonstrate sensitivity to other cultural groups.

There is a deepening of understanding of the histories, cultures, and languages of Aboriginal and Torres Strait Islander peoples. There is an appreciation of the cultural and linguistic backgrounds of students. In schools, it is about developing a culturally safe and secure learning environment for all students.

For schools, this means building engagement at the local level and developing positive relationships in the school community.

Cultural Competence

Cultural competence is the ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different to one's own. It is more than the knowledge and skills needed to interact with different cultural groups; it is about the attitudes informing those interactions. Cultural competency means respecting and valuing the cultures and traditions of Aboriginal and Torres Strait Islander peoples and recognising that connections to family, community, country and culture are central to a person's wellbeing.



For schools, this means recognising the diverse cultural and linguistic needs of students and building on relationships with relevant cultural groups in the school community. Schools respect cultural differences and recognise the need for change in school-wide approaches.

Cultural Responsiveness

Cultural responsiveness is the ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different to one's own, and demonstrating this ability with proficiency. It is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships.

It is about building mutually respectful, solid relationships with the local community; valuing the strengths of the local Aboriginal and Torres Strait Islander community; and working collaboratively with the local community to set the directions and priorities for Aboriginal and Torres Strait Islander students in the school.

It is about being responsive to the diverse needs, backgrounds, experiences, and knowledge of Aboriginal students; and being able to use these as a basis to facilitate learning opportunities.

Culturally Safe

Cultural safety is about **creating an environment that is safe for Aboriginal and Torres Strait Islander people**. This means there is no assault, challenge or denial of their identity and experience. Cultural safety is about: Shared respect, shared meaning and shared knowledge.

Cultural Knowledge

"*Cultural knowledge*" means that you know about some cultural characteristics, history, values, beliefs, and behaviors of another ethnic or cultural group.

Culture of Continuous Improvement

Sustaining and spreading a continuous-improvement culture means fighting inertia and reluctance to change work routines, even bad ones. One effective way to do that is by focusing on solving real problems inside your own organization and not by pointing to others' success stories.

First Nations

First Nations are Aboriginal and Torres Strait Islander peoples of Australia.

First Nations Perspectives

Perspectives of Aboriginal and Torres Strait Islander peoples of Australia.

