

Centre Name:

Relationships:

Action	Measurable target	Comments
1.1 EZEC RAP Working Group monitors the implementation of actions in the RAP.	<ul style="list-style-type: none"> RAP Working Group membership comprises of Aboriginal and Torres Strait Islander staff, other staff and external Aboriginal stakeholders. RAP Working Group to meet at least twice per year to monitor progress of RAP implementation. Upload RAP on EZEC website, all EZEC websites and Reconciliation Australia websites. 	<ul style="list-style-type: none"> GEEC have uploaded the ezec rap to the school website
1.2 Celebrate National Reconciliation Week (NRW) by providing opportunities for Aboriginal and Torres Strait Islander employees and other employees to build relationships	<ul style="list-style-type: none"> Organise at least one NRW event. NRW event to be registered on the Reconciliation Australia website. 	<ul style="list-style-type: none"> GEEC support local schools celebrate NAIDOC day.
1.3 Continue to build new and strengthen existing relationships with Aboriginal and Torres Strait Islander peoples, communities, organisations and stakeholders.	<ul style="list-style-type: none"> Remind individual centres 'via group email to: <ul style="list-style-type: none"> Invite Aboriginal and Torres Strait Islander peoples and communities to regular events Staff to attend regular community meetings and gatherings such as Aboriginal Education Consultative Group (AECG), Reconciliation and NAIDOC week events, National Close the Gap Day. 	<ul style="list-style-type: none"> GEEC have a formal partnership agreement with Ryde aecg. State aecg officer is a casual teacher at GEEC GEEC regularly employ businesses and stakeholders to jointly facilitate education programs and teacher professional learning. GEEC liaising with local elders to incorporate language and stories into existing programs.

	<ul style="list-style-type: none"> • Encourage staff to open new and extend existing relationships through-out the year. • Identify mutually beneficial opportunities that can flow from relationships with Aboriginal and Torres Strait Islander peoples, communities, organisations and stakeholders. • Develop database of Aboriginal and Torres Strait Islander stakeholders and championing external organisations. • Each site to develop a database of Aboriginal and Torres Strait Islander community members EZEC can approach to strengthen relationships with • Regularly update database of Aboriginal and Torres Strait Islander peoples, communities, organisations and stakeholders 	<ul style="list-style-type: none"> • Principal is Aboriginal Educational representative for Hornsby Primary Principal council.
1.4 Engage Aboriginal and Torres Strait Islander representatives as consultants for the Aboriginal Portfolio team	<ul style="list-style-type: none"> • Invite Aboriginal and Torres Strait Islander Community members to consult on EZEC RAP and relevant EZEC programs/events • Invite Aboriginal and Torres Strait Islander Community members invited join committee. 	<ul style="list-style-type: none"> •

Respect

Action	Measurable target	Comments
2.1 Engage staff in continuous cultural awareness and training to increase knowledge of Aboriginal and Torres Strait Islander cultures, histories and achievements.	<ul style="list-style-type: none"> • Develop and implement an Aboriginal and Torres Strait Islander cultural awareness training strategy that caters to the different needs of staff throughout the organisation • Engage Eight Ways to provide cultural awareness training workshops for all centre staff State-wide 	<ul style="list-style-type: none"> • GEEC staff attend annual Cultural Awareness Techer professional development at a local level.

<p>2.2 Embed Aboriginal and Torres Strait Islander cultural protocols into the standard operation of our organisation.</p>	<ul style="list-style-type: none"> • <p>EACH CENTRE:</p> <ul style="list-style-type: none"> • Develop and implement a cultural protocol document for Welcome to Country and Acknowledgement of Country. <p>AS WHOLE GROUP:</p> <ul style="list-style-type: none"> • Develop a list of key contacts for organising a Welcome to Country. • Invite a local Traditional Owner to provide a Welcome to Country at significant events including EZEC annual conference and other formal events. • Include an Acknowledgement of Country at the commencement of important internal meetings. • Include an Acknowledgement of Country at commencement of daily programs involving students. • Consult with local Traditional Owners on issues of cultural significance (for example: local protocols, cultural sites, and artefacts.) <ul style="list-style-type: none"> • Create and display an Acknowledgement of Country signage at Environmental and Zoo Education Centres’. 	<ul style="list-style-type: none"> • GEEC Acknowledge country for all programs, events and meetings. • GEEC invites local Aboriginal knowledge holders to tpl events.
<p>2.3 Create a culturally inclusive and welcoming environment for Aboriginal and Torres Strait Islander staff and visitors.</p>	<ul style="list-style-type: none"> • Invite Aboriginal and Torres Strait Islander Elders to EZEC events. • Aboriginal and Torres Strait Islander flags will be flown at each EZEC site. • Consult with local Traditional Owners to create signage for students and visitors, explaining the spiritual connection that Aboriginal and Torres Strait Islander peoples have to the land and waters. • Display <i>Apology to Australia’s Indigenous People & Stolen Generations</i> and the EZEC centres commitment to reconciliation in a prominent position. 	<ul style="list-style-type: none"> • GEEC consulting with traditional owners to develop programs using traditional language and correct customs and protocols. • Use Aboriginal map of Australia for teaching programs.

	<ul style="list-style-type: none"> • EZECs to purchase and display: <ul style="list-style-type: none"> ○ maps of Aboriginal Australia ○ range of other visual information: <ul style="list-style-type: none"> ▪ <i>Apology to Australia's Indigenous People</i> ▪ Local cultural information appropriate to place ▪ Language Group Information 	
<p>2.4 Incorporate Aboriginal and Torres Strait Islander cultural learning into EZEC's environmental programs.</p>	<ul style="list-style-type: none"> • Develop and facilitate teacher professional learning opportunities based around the cross curricular priority area of Aboriginal and Torres Strait Islander histories and cultures • The Australian Curriculum Aboriginal and Torres Strait Islander cross curriculum priority to be included in centre programs • Incorporate Aboriginal and Torres Strait Islander histories and cultures into teaching and learning programs • Cultural learning implementation will be reported on in Annual School Reports (Department of Education requirement). • Investigate opportunities to encourage schools to develop a RAP using the Narragunnawali, Reconciliation in Schools RAP model. • Support specialist Aboriginal and Torres Strait Islander Education programs such as those for community of schools groups or selected individual Aboriginal and Torres Strait Islander students by sharing resources, offering EZEC sites as venues as well as other in kind supports. • Fully implement the NSW Aboriginal Education and Training Policy (see below) 	<ul style="list-style-type: none"> • GEEC have developed and regularly undertake two professional learning programs including Caring for Country and Aboriginal Cultural Awareness (SDD). • GEEC have developed Aboriginal Education programs for schools. • Cultural implementation is incorporated in to the Annual School Report • All GEEC programs provide Aboriginal perspectives.

	<ul style="list-style-type: none"> ○ Develop and facilitate specialist Aboriginal And Torres Strait Islander programs to educate students on Aboriginal and Torres Strait Islander histories and cultures, to be implemented: ○ with schools that attend EZEC sites, ○ within schools when visiting, ○ at sites of local importance ○ online for School clients of the EZEC network 	
<p>2.5 Provide opportunities for Aboriginal and Torres Strait Islander staff to engage with culture and community by celebrating NAIDOC Week.</p>	<ul style="list-style-type: none"> • Review HR policies to ensure there are no barriers for staff to participate in NAIDOC Week. • Provide opportunities for all Aboriginal and Torres Strait Islander staff to participate in culture and community during NAIDOC Week. • Encourage staff to participate in a local NAIDOC Week event. 	<ul style="list-style-type: none"> • GEEC support staff to increase cultural knowledge through formal and informal programs.
<p>2.6 Promote Aboriginal and Torres Strait Islander cultures and histories in our local areas to school groups, visitors and the broader Australian Community to increase understanding and respect.</p>	<ul style="list-style-type: none"> • Make appropriate learning materials available to schools and visitors upon arrival at EZEC's. • Provide opportunities to visitors to visit culturally significant sites. 	<ul style="list-style-type: none"> • As per 2.4.

Opportunities

Action	Measurable target	Comments
<p>3.1 Increase employment opportunities for Aboriginal and Torres Strait Islander peoples within EZEC.</p>	<p>Ensure all EZEC sites comply with Department of Education (DoE) Aboriginal and Torres Strait Islander employment rate of at least 2.6% representation of Aboriginal and Torres Strait Islander people employed across all levels.</p> <p>Capture baseline data of our current Aboriginal and Torres Strait Islander staff to inform future employment opportunities.</p> <p>Develop an Aboriginal and Torres Strait Islander employment and retention strategy, which will include</p> <ul style="list-style-type: none"> • Improved workforce capacity to drive and sustain Aboriginal and Torres Strait Islander employment. • Engage existing Aboriginal and Torres Strait Islander staff to consult on employment strategies, including professional development. • Advertise all job vacancies in Aboriginal and Torres Strait Islander media. <p>Revise HR policies to ensure there are no barriers to Aboriginal and Torres Strait Islander staff in the workplace. (As per DoE Guidelines)</p>	<ul style="list-style-type: none"> • State aecg officer is a casual teacher at GEEC •

<p>3.2 Investigate opportunities to increase Aboriginal and Torres Strait Islander supplier diversity.</p>	<p>All EZEC Principals to request all School Admin Managers(SAMs)</p> <ul style="list-style-type: none"> • Review procurement policies to ensure there are no barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses. • Develop a list of Aboriginal and Torres Strait Islander businesses. • Develop a commercial relationship with at least one Aboriginal and Torres Strait Islander business. • Investigate becoming a member of Supply Nation. 	<ul style="list-style-type: none"> • GEEC employs local Aboriginal businesses.
<p>3.3 Develop and facilitate specialist programs for Aboriginal and Torres Strait Islander history and culture in line with significant cultural events.</p>	<p>All EZEC Principals:</p> <ul style="list-style-type: none"> • Develop and implement specialist programs delivered to schools during significant cultural dates • Invite Aboriginal and Torres Strait Islander presenters to facilitate culturally appropriate content in specialist programs. 	<ul style="list-style-type: none"> • GEEC support local school NAIDOC celebrations • GEEC employs Aboriginal knowledge holders for TPL and specialised school programs.
<p>3.4 Strengthen and grow EZEC First Australian Education programs by working in partnership with Aboriginal and Torres Strait Islander networks and community.</p>	<ul style="list-style-type: none"> • Consult with Aboriginal and Torres Strait Islander peoples, communities and stakeholders to identify new program opportunities. • Consult with Aboriginal and Torres Strait Islander peoples, communities and stakeholders for input into EZEC projects/programs • Partner with Aboriginal and Torres Strait Islander community members to develop and deliver cultural programs at EZEC's • Encourage community members to be actively engage in the development and delivery of cultural programs at EZEC's 	<ul style="list-style-type: none"> • GEEC have a partnership with local and state AECG and local Aboriginal businesses.

Tracking Progress and Reporting

Action	Measurable target	Comments
4.1 Monitor, review and report on EZECs RAP.	<ul style="list-style-type: none"> • Communicate quarterly updates on RAP progress to staff • RAP implementation to be reviewed and discussed 6 monthly in staff meetings - minuted in meeting notes • Recommended actions communicated to RAP committee. • Investigate the opportunity to publically report on RAP progress. 	<ul style="list-style-type: none"> • RAP is interpreted into school plan.
4.3 Report achievements, challenges and learnings to Reconciliation Australia	<ul style="list-style-type: none"> • Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually. 	<ul style="list-style-type: none"> • To be completed
4.4 Review and refresh EZECs RAP	<ul style="list-style-type: none"> • Liaise with Reconciliation Australia to draft a new RAP based on learnings and achievements of our 2016-2018 RAP. • Submit draft RAP to Reconciliation Australia for formal endorsement. 	<ul style="list-style-type: none"> • GEEC supports the review of the RAP. • GEEC to submit draft to Reconciliation Australia.