

**Some possible examples for mapping your school's journey towards improving  
Aboriginal and Torres Strait Islander cultural connections \***

	<b>Emerging</b>	<b>Developing</b>	<b>Well-developed</b>	<b>Where to next?</b>
Symbols of connection with Aboriginal and Torres Strait Islander culture	Aboriginal and Torres Strait Islander flags flown at the front of the school and / or assemblies.	Aboriginal and / or Torres Strait Islander art work and symbols are obvious around your school community.	Welcome to Country plaque from local Elders at the entrance to school. Sacred space / yarning circle within school.	Artefacts utilised wherever possible in classrooms as normal classroom activities. Indigenous naming of rooms, home room groups, sporting houses etc.
Welcome to Country / Acknowledgement of Country	Welcome to Country / Acknowledgement of Country at major school events.	Welcome to Country / Acknowledgement of Country at all school events and in newsletters and website. Elders invited for major events. Apology clearly displayed in school.	Welcome to Country / Acknowledgement of Country at all school events. Elders invited for major events. Apology clearly displayed in school. Approved Welcome to Country message at the start of student diaries and in all school documents.	Authentic Aboriginal and Torres Strait Islanders gifts for special guests/celebrations etc  Use of Indigenous prayers/blessings (religious schools)
Indigenous staff	Aboriginal and Torres Strait Islander staff employed often in casual or fixed term contracts. They are sometimes consulted on Indigenous matters.	Multiple Aboriginal and Torres Strait Islander staff are employed. They are valued members of the community and are regularly consulted on Indigenous matters. Indigenous students and their families are given the option of having an Indigenous staff member present for important conversations and meetings.	Aboriginal and Torres Strait Islander staff are employed in permanent positions at a variety of levels. They work closely with members of the school administration team on Indigenous and other important matters. They actively provide support for Indigenous students and their families when required.	
Elders (NB: Elders should be compensated for their time)	Local Aboriginal and Torres Strait Islander Elders are invited to Cultural events.	Local Aboriginal and Torres Strait Islander Elders are regularly invited to school events and are kept up to date with the school's events and achievements.	Local Aboriginal and Torres Strait Islander Elders are: <ul style="list-style-type: none"> <li>regularly invited to school events;</li> <li>kept up to date with the school's events and achievements;</li> <li>encouraged to inservice school staff on local culture;</li> <li>consulted by the school leadership team about cultural issues, Indigenous staff appointments and events.</li> </ul>	Adopting an Elder

Cultural professional development and training for staff.	All teaching staff have had some cultural professional development or training over the past couple of years. eg. <i>Hidden Histories and / or PD</i> on embedding Indigenous perspectives in the curriculum.	All staff (teaching and non-teaching) have had some cultural professional development or training over the past couple of years. eg. <i>Share Our Pride</i> online course developed by Reconciliation Australia, inservices by local Elders or Indigenous Education staff.	All staff (teaching and non-teaching) have some cultural professional development or training each year by local Elders or Indigenous Education staff. NB* Some years this may be more intensive than others.	
Recognising and celebrating significant Aboriginal and Torres Strait Islander events	Significant Aboriginal and Torres Strait Islander events appear on all community calendars eg. student diaries, website, staff and whole school calendars.	Significant Aboriginal and Torres Strait Islander events appear on all community calendars. The entire community celebrates Reconciliation Week / NAIDOC Week with a special assembly.	Significant Aboriginal and Torres Strait Islander events appear on all community calendars. The entire community celebrates Reconciliation Week / NAIDOC Week with a special assembly and community events.	
Connections with your Aboriginal and Torres Strait Islander families.  NB* often parent / carer attendance at these events will build up over time.	Aboriginal and Torres Strait Islander families are invited to an annual event (eg. BBQ) to meet significant staff members, other families, Indigenous education staff and Elders. Indigenous events and opportunities are communicated in the school's newsletter, social media pages etc.	Aboriginal and Torres Strait Islander families are invited to an event (eg. BBQ, graduation ceremony etc.) each semester. Families are invited for significant Indigenous school events (eg. Reconciliation / NAIDOC week celebration). The school may produce a special Indigenous newsletter each semester.	In addition to the lower level, Aboriginal and Torres Strait Islander parent / carer representatives are actively encouraged to be part of the school's P&F / Board. They are involved in the life of the school community by helping with planning and supporting significant Indigenous and other school events.	Skills audit of Indigenous parents/carers to provide support to schools eg.: artists, dancers etc
Cultural activities	The school community has an annual cultural event for at least one of its year levels. eg. Indigenous dance troupe performance, cultural experience, Elder's talk.	The whole school community comes together to celebrate significant Indigenous events (eg. Reconciliation Week) and shares cultural experiences eg. Indigenous dance troupe performances, Elder's talk.	The school develops its own Indigenous dance troupe to perform for school events and at some public events.	
Recognition of achievements by Aboriginal and Torres Strait Islander students	Indigenous students are recognised with the general school population for their achievements.	Indigenous student transitions and achievements are recognised and celebrated at the school's Indigenous family events ie. Welcome to secondary, transition to senior years and graduation.	The school regularly recognises achievements of Indigenous students in its publications (newsletters, social media pages, magazine) and with presentations at its Awards Night. An award for an outstanding Indigenous student could be linked to a significant local Elder.	

Additional opportunities for Aboriginal and Torres Strait Islander students	The school makes Indigenous students and their families aware of a variety of opportunities (eg. scholarships, career and tertiary) available for Indigenous students through its newsletter / social media pages.	The school makes Indigenous students and their families aware of a broad variety of opportunities available for Indigenous students through direct contact via parent emails / phone calls and student meetings.	The school actively seeks out a broad variety of opportunities for Indigenous students and supports them in attending these events and activities. School staff are tasked with keeping Indigenous students and their families up to date with opportunities and working with students and their families to help them to access these.	
Transitions	All students are supported across significant transitions ie. entering and leaving secondary school, moving from Junior to Senior years is acknowledged and celebrated.	The school has Indigenous and other specialist staff who are tasked with supporting Indigenous students and their families to transition into and out of school. Extra support is given to Indigenous students and their families to encourage them to transition into senior studies.	In addition to the lower levels, the school continues to offer career guidance and support to its Indigenous (and other students) who require it in the year following their graduation. Students are supported in gaining <i>Proof of Aboriginality</i> documents for further studies (if required / requested).	
Cultural camps, excursions and opportunities for students	Voluntary cultural camps and/ or excursions / opportunities are available for Aboriginal and Torres Strait Islander students.	Voluntary cultural camps and / or excursions / opportunities are available for Aboriginal and Torres Strait Islander students (initially) and then for non-Indigenous students.	Cultural camps and / or excursions / opportunities are part of the general program for all students at one or more year levels.	
Attendance	Student attendance is carefully monitored by the school. Parents / carers are contacted by the appropriate pastoral staff about multiple unexplained student absences.	Indigenous staff follow up multiple unexplained Indigenous student absences with: <ul style="list-style-type: none"> <li>• a private conversation with the student concerned.</li> <li>• a phone call to parents / carers if the situation continues to arise.</li> </ul>	In addition to the lower levels, Indigenous staff contact the parents / carers of Indigenous students with multiple sets of unexplained absences and seek to arrange a home visit or meeting.  Positive attendance rates may be celebrated within the school eg. with certificates in Junior levels.	

\* These are examples to help start discussions at a school level and not meant to be a definitive list.

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