










	RAP Action	Goal	Deliverable	Completed
1	Cultural Competence for Staff	80% of staff to complete Professional Learning surrounding cultural competency	Staff to complete Professional Learning 'Aboriginal Culture Appreciation' Module via the Department of Education	
2	Acknowledgement of Country	Ensure all staff and students are aware of what it means to Acknowledge Country and provide everyone with the opportunity to do so at meetings and events throughout the year	Conduct Acknowledgement of Country at regular meetings, whole school assemblies and other events	
3	Aboriginal and Torres Strait Islanders Flags	Fly or display the Aboriginal Flag on Sutherland Dianella Flag poles each day	The Aboriginal Flag to be raised each day throughout the school year	
4	Teach about Reconciliation	All staff to integrate Reconciliation Week learning outcomes within their HASS lessons during Reconciliation Week	Two classes to provide evidence on their learning activities within Reconciliation Week	

5	Visibly demonstrate respect for Aboriginal and Torres Strait Islander Cultures	To create a visual display in the undercover area depicting the Indigenous Seasons. The aim for this design is for it to become a teaching resource, point of conversation and an overall recognition of the Aboriginal Culture	Visual display in the undercover and library.	
6	Physical Acknowledgement of Country	The Acknowledgement of Country is visible at the point of entry to each classroom	All classrooms at Sutherland Dianella Primary School will have the school's Acknowledgement of Country displayed on their front external door	
7	Teach about days of National Significance	All classrooms to conduct and participate in learning about the Aboriginal Culture during the celebration of NAIDOC Week	During NAIDOC Week, each learning area will provide all staff with resources to conduct within their classroom or wider contexts. Each day of NAIDOC Week will have an in class and lunchtime activity surrounding the Aboriginal Culture	
9	Celebrate Days of National Significance	Plan and implement a whole week of celebrations for NAIDOC Week of which involve all curriculum areas	Creation of a NAIDOC Committee Creation of NAIDOC Week Schedule Term 1, Week 3 Celebration of NAIDOC Week at SDPS	

9	Embed Cross Curriculum Priority – School Specific	Provide staff with current resources, methods and examples of ways to integrate the Aboriginal culture into their everyday teaching and learning program	Present Professional Development on the Integration of the Aboriginal Culture to staff Provide staff with physical and digital booklet of Aboriginal Cultural resources Purchase 'Wingaru Education' as a platform to support classroom teachers	
10	Curriculum Planning	For all staff to integrate at least 3 Integrated lessons within their HASS teaching and learning program	All staff to include 3 lessons per 5 week forward planning document with integration of the Aboriginal Culture	
11	Staff Engagement with RAP	All staff to contribute evidence to against each of the RAP actions conducted in their classrooms	One Drive folder containing images and work samples of evidence of learning	
12	Aboriginal and Torres Strait Islander Languages	For all students to recognise at least one number, greeting or animal in the Noongar Language	Aboriginal Cultural display in the library Display of Noongar language in each classroom Integration of the Noongar language within regular lessons	
13	Local Sites, Events and Excursions	Year 3 & 4 students to visit Boorla Bardip Museum for their 2022 excursion	Collaborative planning within the Year 3 and 4 teams	

14	Celebrate National Reconciliation Week	All classrooms to conduct at least one lesson to celebrate and recognise Reconciliation Week	At least two classes to provide evidence of their Reconciliation Week learning and activities	
15	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 early learning service community	Build and connect a relationship with a local Aboriginal elder	
16	Welcome to Country	Coordinate a Welcome to Country for significant events	Connect with a local Aboriginal Elder to conduct at least one Welcome to Country for significant whole school events	
17	Build Relationships with Community	Build relationships with the local Aboriginal and Torres Strait Islander community that are founded on mutual respect, trust and inclusiveness	Build and connect a relationship with a local Aboriginal elder	
18	Explore Current Affair and Issues	Raise awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation	Where appropriate, present information via the newsletter and other public domains (i.e. facebook) on current affairs being presented in the classroom of direct relation to Aboriginal and Torres Strait Islander culture	

19	Take Action against Racism	Raise awareness of, teach about and take positive action against racism	Present students with explicit teaching (particularly in the upper years) on the notion of racism and ways to take positive action	
20	Inclusive Policies	Ensure policies are inclusive of Aboriginal and Torres Strait Islander people	Integrate all HASS forward planning documents with learning of the Aboriginal and Torres Strait Islander cultures and perspectives	
21	Celebrate RAP progress	Celebrate RAP progress in the early learning service and throughout the community	Present regular updates on the SDPS Rap Journey (via newsletter, showcase events etc.)	