

ACARA  
RECONCILIATION  
ACTION PLAN

JULY 2019 – JULY 2022

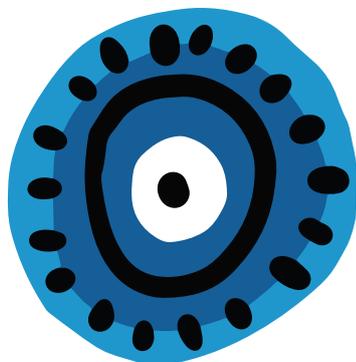


RECONCILIATION  
ACTION PLAN

INNOVATE

acara

AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY



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## Our vision for reconciliation

Our second Reconciliation Action Plan (RAP) aims to establish clear and tangible strategies and outcomes for the Australian Curriculum Assessment and Reporting Authority (ACARA) to achieve. Reconciling Australia is a national challenge, and ACARA recognises its responsibilities and opportunities in contributing to this vision. This RAP is our business plan to ensure ACARA operates in a culturally responsive manner that promotes the values of reconciliation in all the work we do, with our stakeholders, as well as in the wider community.

ACARA recognises Aboriginal and Torres Strait Islander peoples as the Traditional Owners of Australia and respects their enduring connection to Country. Our vision for reconciliation, through our work, strives to foster equality and equity between Aboriginal and Torres Strait Islander students and non-Indigenous students in learning outcomes. We aim to achieve this by providing a culturally inclusive curriculum, culturally safe assessments, and by enabling all staff and students to have the opportunity to develop a deep knowledge of, and respect for, Aboriginal and Torres Strait Islander peoples, histories and cultures.



## Foreword from ACARA CEO, David de Carvalho

We are pleased to commit to our second Reconciliation Action Plan (RAP) which aims to establish clear and tangible strategies and outcomes for ACARA to achieve as we work towards reconciliation with the First Australians.

We have much to learn from Aboriginal and Torres Strait Islander peoples – the first Australians, and reconciliation is a journey ACARA is taking with conviction and purpose.

We have worked closely with Reconciliation Australia in developing this Innovate RAP that will continue our momentum towards reconciliation, building on the initiatives implemented through our first Reflect RAP.

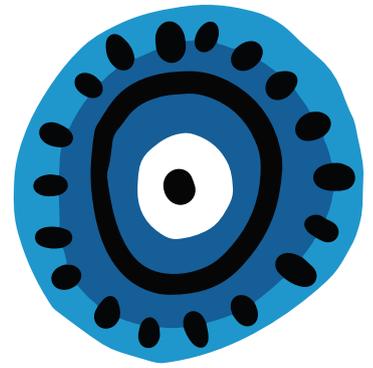
ACARA has a unique role – it operates nationally and works with our partners in state and territory departments of education, curriculum authorities,

with school leaders and teachers. We deliver, and advise on, curriculum, assessment and reporting to support improvement of the learning of all young Australians.

Our role provides us with many opportunities to contribute towards an Australia that values and recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of our shared national identity and history.

This RAP reflects our commitment towards developing and strengthening relationships with Aboriginal and Torres Strait Islander peoples, engaging staff and stakeholders in reconciliation.

**David de Carvalho, Chief Executive Officer  
Australian Curriculum, Assessment and  
Reporting Authority (ACARA)**



## Message from Reconciliation Australia CEO, Karen Mundine

On behalf of Reconciliation Australia, I am delighted to see the Australian Curriculum Assessment and Reporting Authority continue its reconciliation journey and to formally endorse its Innovate RAP.

Through the development of an Innovate RAP, the Australian Curriculum Assessment and Reporting Authority continues to play an important role in a community of over 1,000 dedicated corporate, government and not-for-profit organisations that have formally committed to reconciliation through the RAP program since its inception in 2006. RAP organisations across Australia are turning good intentions into positive actions, helping to build higher trust, lower prejudice, and increase pride in Aboriginal and Torres Strait Islander cultures.

Reconciliation is no one single issue or agenda. Based on international research and benchmarking, Reconciliation Australia defines and measures reconciliation through five critical dimensions: race relations; equality and equity; institutional integrity; unity; and historical acceptance. All sections of the community—governments, civil society, the private sector, and Aboriginal and Torres Strait Islander communities—have a role to play to progress these dimensions.

The RAP program provides a framework for organisations to advance reconciliation within their spheres of influence. This Innovate RAP provides the Australian Curriculum Assessment and Reporting Authority with the key steps to establish

its own unique approach to reconciliation. Through implementing an Innovate RAP, the Australian Curriculum Assessment and Reporting Authority will strengthen its approach to driving reconciliation through its business activities, services and programs, and develop mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders.

We wish the Australian Curriculum Assessment and Reporting Authority well as it embeds and expands its own unique approach to reconciliation. We encourage the Australian Curriculum Assessment and Reporting Authority to embrace this journey with open hearts and minds, to grow from the challenges, and to build on its successes. As the Council for Aboriginal Reconciliation reminded the nation in its final report:

“Reconciliation is hard work—it’s a long, winding and corrugated road, not a broad, paved highway. Determination and effort at all levels of government and in all sections of the community will be essential to make reconciliation a reality.”

On behalf of Reconciliation Australia, I commend the Australian Curriculum Assessment and Reporting Authority on its second RAP and look forward to following its ongoing reconciliation journey.

**Karen Mundine, Chief Executive Officer  
Reconciliation Australia**



## Our business

ACARA's mission is to improve the learning of all young Australians. The organisation is committed to producing world-class curriculum, assessment and reporting. ACARA receives directions from the Australian Government, state and territory ministers for education through the Education Council and ACARA's Charter. The Charter sets out clear expectations for ACARA in terms of its core business and its role as an independent statutory authority. The Charter provides strategic directions that are aligned with the objectives of the *Melbourne Declaration on Educational Goals for Young Australians*, agreed by education ministers in December 2008.

ACARA is responsible for:

- national curriculum for Foundation – Year 12 in specified learning areas
- national assessment program aligned to the national curriculum, which measures students' progress
- national data collection and reporting program that supports
  - analysis, evaluation, research and resource allocation
  - accountability and reporting on schools and broader national achievement.

ACARA has five business units:

- Curriculum
- Assessment and Reporting
- Communications and Strategic Relations
- Office of the Chief Executive Officer
- Business Services
- Operational units are Information and Communication Technology and Human Resources.

ACARA is a national organisation with offices in Sydney and Perth, and staff based in co-location arrangements in Adelaide, Canberra and Melbourne and other cities across Australia. ACARA employs approximately 90 staff and contractors in support of its five business units. Currently ACARA has two Aboriginal employees and contractors, and ACARA is exploring ways to further engage with Aboriginal and Torres Strait Islander peoples.



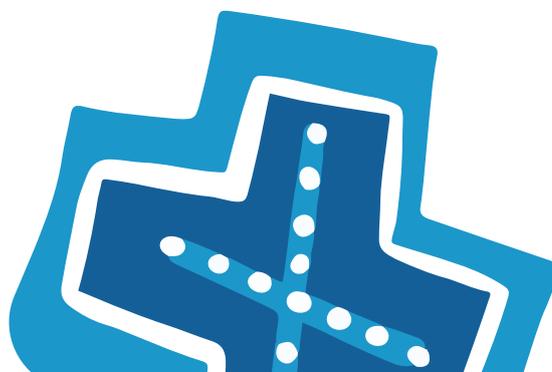
## Our RAP

It is ACARA's core business to improve the learning of all young Australians, including meeting the specific needs and aspirations of Aboriginal and Torres Strait Islander children and young people, setting high expectations for student learning through the national curriculum, assessing the achievements of young Australians through the national assessment program, and reporting on student and school outcomes via the *My School* website and the National Report on Schooling in Australia. This RAP supports ACARA's mission statement.

The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority provides the opportunity for Aboriginal and Torres Strait Islander peoples to access a culturally safe learning environment and the curriculum that recognises and celebrates their culture, history and identity. Furthermore, it provides young Australians who are not from an Aboriginal and Torres Strait Islander background the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures' deep knowledge, traditions and holistic worldviews.

Through our Innovate RAP, our organisation commits to complete the following actions to ensure we are well-positioned to implement effective and mutually beneficial initiatives as a part of our workplace culture and day-to-day business. This Innovate RAP will focus on identifying relationships, respect, opportunities and actions specific to our business and our sphere of influence. Through the RAP process, ACARA seeks opportunities to develop and strengthen relationships with Aboriginal and Torres Strait Islander peoples, engage staff and stakeholders in reconciliation, and develop and pilot innovative strategies to empower Aboriginal and Torres Strait Islander peoples. It reflects ACARA's ongoing commitment to reconciliation, our partnership with Reconciliation Australia and our intention to foster institutional evolution consistent with Reconciliation Australia's framework.

ACARA's Innovate RAP will assist our organisation to focus on developing relationships, both internally and externally, and to increase awareness of our commitment to reconciliation with our stakeholders. Implementation of this RAP will involve consultation with staff across our organisation, including with Aboriginal and Torres Strait Islander staff and stakeholders, to achieve our vision for reconciliation.





This RAP is essential to each of our core business areas of Curriculum, Assessment and Reporting to ensure:

- **Curriculum** is inclusive of Aboriginal and Torres Strait Islander perspectives. Aboriginal and Torres Strait Islander histories and cultures is a cross-curriculum priority of the Australian Curriculum.
- The National **Assessment** Program provides high-quality assessment that is culturally inclusive, respectful of Aboriginal and Torres Strait Islander historical and contemporary realities, and is aligned with the Australian Curriculum and the priority areas.
- Tailored **Reporting** that provides the evidence base to inform policymakers and governments, and assists with ensuring equitable outcomes for Aboriginal and Torres Strait Islander students.

This RAP is essential to Communications and Strategic Relations, the Office of the Chief Executive Officer, and Business Services to ensure:

- ACARA's **Communications and Strategic Relations** staff are culturally informed and capable
- ACARA's procurement policy encourages the direct engagement of small and medium-sized Aboriginal and Torres Strait Islander-owned enterprises to provide quotations on all of ACARA's procurement needs, where a suitable enterprise can be identified, without having to engage in formal procurement activities.
- ACARA's **Human Resources** aims to build cultural awareness across the organisation, to develop policies to ensure there are opportunities for staff to participate in internal and external cultural events, and to provide training across the organisation to enhance knowledge and awareness of Aboriginal and Torres Strait Islander cultural protocols and practices.

This RAP will help all ACARA staff to:

- better understand Aboriginal and Torres Strait Islander histories, cultures and peoples
- work towards reconciliation with the First Peoples of the country by working collaboratively to address the many challenges still faced by Aboriginal and Torres Strait Islander peoples in accessing equitable education outcomes
- strengthen the relationship between Aboriginal and Torres Strait Islander peoples and education providers
- recognise the value of Aboriginal and Torres Strait Islander knowledge and cultural practices, which inform our understandings of history, culture, science and environment
- perform their role in developing inclusive curriculum, assessment and reporting standards.

ACARA's work is informed by the open, honest and forthright advice of ACARA's Aboriginal and Torres Strait Islander Advisory Group, comprised of Aboriginal and Torres Strait Islander educators, experts, community members and leaders. The ACARA Aboriginal and Torres Strait Islander Advisory Group was established in 2009.

In July 2015, a working group was formed to develop ACARA's Reflect RAP. Awareness-raising of the RAP began in 2016, through ACARA's intranet and newsletter, during the observation of significant Aboriginal and Torres Strait Islander dates and Acknowledgements of Country at staff gatherings.



Outcomes from the Reflect RAP 2016–17 include:

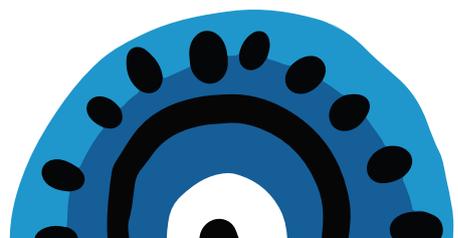
- forming a taskforce in Aboriginal and Torres Strait Islander education with representatives from the Aboriginal and Torres Strait Islander Advisory Group and ACARA's Board to progress ACARA's work in Aboriginal and Torres Strait Islander education
- delivering the Acknowledgement of Country at all-staff meetings
- creating the RAP page on the ACARA intranet and providing an explanation to all staff about how to contribute to the site
- establishing an innovation and collaboration group in Aboriginal and Torres Strait Islander education in the Curriculum unit, with clear deliverables to improve Aboriginal and Torres Strait Islander education
- Thirty-six of ACARA's staff voluntarily completing an online, nationally accredited Aboriginal and Torres Strait Islander cultural competency course through the Centre for Cultural Competence Australia
- integrating cultural awareness into ACARA's new starter induction program
- marking key dates significant to Aboriginal and Torres Strait Islander peoples, including the Redfern Park Speech, NAIDOC Week and National Reconciliation Week
- participation of the chairperson of ACARA's Aboriginal and Torres Strait Islander Advisory Group as an observer at ACARA Board meetings
- highlighting in media releases, schools with a high Aboriginal and Torres Strait Islander population that demonstrated a high gain in NAPLAN.

In 2018, the RAP working group reviewed the implementation and targets of the Reflect RAP and developed Terms of Reference for the working group in formulating the Innovate RAP. The working group began planning for the next iteration of ACARA's RAP at a workshop facilitated by Luke Pearson, founder of IndigenousX, hosted at the National Centre for Indigenous Excellence (NCIE) in Sydney, where Luke challenged the working group to have high expectations of ourselves and our stakeholders in order to live up to the high expectations put forward in this RAP.

ACARA's RAP Champion is David de Carvalho, CEO ACARA.

The RAP working group consists of:

- Steve Grant, Curriculum Officer (mentor), Digital Technologies in focus project (Chair)
- Patrick Kelly, Curriculum/Assessment Specialist, Student Diversity
- Caty Morris, Curriculum Specialist, Aboriginal & Torres Strait Islander Education
- Deanne Poole, Curriculum Officer (mentor), Digital Technologies in focus project
- Judy Torres, Human Resources Consultant
- Michelle Robins, Manager, NAP Sample
- Natalie Jonas, Curriculum Specialist (HPE)
- Solaire Eggert, Stakeholder Engagement Advisor
- Olivia Down, Communications and Executive Support Officer
- Lucy Loadsman, Senior Communications Officer





## Lessons learnt

ACARA's reconciliation journey to date has taught us the following lessons:

### **Embedding our commitments**

Change is most effective when initiatives are incorporated into our core business. We have realised the best way to improve the momentum of our reconciliation journey is to embed it in our company policies, systems and processes.

### **Staff engagement**

We took a step back and realised building staff awareness about reconciliation could not be rushed. With more consistent and frequent messaging about the value and joy of reconciliation over time, staff are more likely to see opportunities where they can contribute towards reconciliation.

### **Internal governance**

The success of any plan, especially our RAP, relies greatly on a passionate and committed working group and executive champion. Beyond just words on a page, it is our people who are crucial for the success of our RAP.

### **Trust in the process**

The review process has taught us that we have a long way to go. We have come to appreciate that our RAP is a living document for our organisation, that it moves to the heart of what we do and how we conduct our core business. It has reinforced the place that reconciliation has in the future of ACARA's work in education.

These insights have helped us shape our second RAP.



## Relationships

Building strong relationships between Aboriginal and Torres Strait Islander peoples and other Australians is important to ACARA and its core business activities to enable ACARA to provide high-quality educational outcomes for all Australians. ACARA is committed to working with Aboriginal and Torres Strait Islander peoples ensuring we are part of the community in a more culturally responsive capacity.

**Focus area:** Consultation and collaboration with ACARA's stakeholders are at the core of delivering on our mission. ACARA values the efforts of all our stakeholders who contribute their insight, expertise and passion for education to ACARA's work. ACARA is committed to strengthening information-sharing and a two-way dialogue with key stakeholders in the Aboriginal and Torres

Strait Islander education sphere, which includes seeking guidance, advice and expertise, as well as providing timely information on ACARA's business.

ACARA will engage with Aboriginal and Torres Strait Islander stakeholders to communicate positive stories and strengths. ACARA will do so in acknowledging while not ignoring the obstacles and challenges to equitable participation of Aboriginal and Torres Strait Islander peoples. ACARA will move away from deficit language to acknowledge the successes and innovations in education that Aboriginal and Torres Strait Islander peoples have and continue to put in place.

ACARA's RAP activities are linked to key events in the national calendar:





Action	Deliverable	Timeline	Responsibility
1. RAP Working Group (RWG) actively monitors RAP development and implementation of actions, tracking progress and reporting	Review and update the Terms of Reference for the RWG	August 2019	Chair, RAP Working Group
	Monitor the implementation and progress of the RAP	July 2019 December 2019 June 2020 December 2020 June 2021	Chair, RAP Working Group
	Ensure Aboriginal and Torres Strait Islander peoples are represented on the RWG	July 2019 December 2019 June 2020 December 2020 June 2021	Chair, RAP Working Group
	Engage Aboriginal and Torres Strait Islander Advisory Group members, contractors, and stakeholders	July 2019 December 2019 June 2020 December 2020 June 2021	Chair, RAP Working Group
	Request the Aboriginal and Torres Strait Islander Advisory Group to lead the RAP Working Group and key staff through key Aboriginal and Torres Strait Islander aspirational documents	June 2019 June 2020	Chair, RAP Working Group
	Schedule RAP as a standing item on ACARA's Executive Leadership Team (ELT) meeting agenda	Monthly ELT meetings 2019–20	RAP Champion, ELT
	Invite ACARA Board members and members of the ACARA executive to join RAP meetings	Bimonthly RAP WG meetings 2019–20	Chair, RAP Working Group
	Include meeting at least every two months per year to lead, check and report on RAP implementation	Bimonthly 2019–20	Chair, RAP Working Group
	Consult with the Aboriginal and Torres Strait Islander Advisory Group to provide cultural advice and guidance	August 2019 March 2020 August 2020 March 2021 August 2021 March 2022	Chair, RAP Working Group
	Report to the ACARA Aboriginal and Torres Strait Islander Advisory Group, at least on an annual basis, for guidance and endorsement, and to provide updates on ACARA's RAP progress	June 2019 December 2019 June 2020 December 2020	Chair, RAP Working Group



Action	Deliverable	Timeline	Responsibility
2. Celebrate, and participate in, National Reconciliation Week, and other dates of local, regional and national significance, by providing opportunities to build and maintain relationships between Aboriginal and Torres Strait Islander peoples and other Australians	Organise at least one internal event for National Reconciliation Week each year	May–June 2019, 2020	Chair, RAP Working Group
	Register all National Reconciliation Week events via Reconciliation Australia's National Reconciliation Week website	May–June 2019, 2020	Chair, RAP Working Group
	Support an external National Reconciliation Week event	May–June 2019, 2020	RAP Working Group members
	Develop relationship with an Aboriginal and Torres Strait Islander organisation in the education sphere to collaborate for NRW 2019, 2020	May–June 2019, 2020	Chair, RAP Working Group
	Ensure our RAP Working Group participates in an external event to recognise and celebrate National Reconciliation Week	May–June 2019, 2020	RAP Working Group members
	Develop relationship with an Aboriginal and Torres Strait Islander organisation in the education sphere to participate in National Reconciliation Week 2019, 2020 celebrations. Extend an invitation to Aboriginal and Torres Strait Islander peoples to share their reconciliation experiences or stories	May–June 2019, 2020	Chair, RAP Working Group
	Encourage staff to participate in external events to recognise and celebrate National Reconciliation Week	May–June 2019, 2020	Chair, RAP Working Group
	Host National Reconciliation Week events across the areas in which ACARA operates	May–June 2019, 2020	RAP Working Group members
	Raise awareness of National Reconciliation Week and its impact on ACARA's core business by circulating to all staff and discussing Reconciliation Australia's National Reconciliation Week resources via the ACARA intranet and email	May–June 2019, 2020	Director, Communications and Strategic Relations
	Mark significant local, regional and national events such as those listed in appendix 1	January 2019 – December 2021 January–July 2022	Chair, RAP Working Group





Action	Deliverable	Timeline	Responsibility
3. Develop and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations to support positive outcomes	Develop and implement an engagement plan to work with ACARA's Aboriginal and Torres Strait Islander stakeholders	July 2019 December 2019 April 2020	Director, Communications and Strategic Relations
	Identify Aboriginal and Torres Strait Islander-owned organisations to collaborate with, to support, or to engage with, in other ways	July 2019 December 2019 June 2020 December 2020 June 2021	Manager, Contracts & Procurement
	Develop guiding principles for future engagement of Aboriginal and Torres Strait Islander organisations in collaboration with our advisory group, or expert Aboriginal and Torres Strait Islander engagement specialists	July 2019 December 2019 June 2020 December 2020 June 2021	Director, Communications and Strategic Relations
	Identify, and engage in, key education events regarding Aboriginal and Torres Strait Islander affairs	July 2019 December 2019 June 2020 December 2020 June 2021	Director, Communications and Strategic Relations
	Develop joint ventures, partnerships, pro bono support or secondment and community capacity opportunities	July 2019 December 2019 June 2020 December 2020 June 2021	CEO, ACARA
	Identify opportunities for ACARA staff to volunteer with Aboriginal and Torres Strait Islander-owned organisations	July 2019 December 2019 June 2020 December 2020 June 2021	Chair, RAP Working Group
	Explore engaging with neighbouring or similar organisations to strengthen RAP knowledge and resources	July 2019 December 2019 June 2020 December 2020 June 2021	Chair, RAP Working Group
4. Raise internal and external awareness of our RAP to promote reconciliation across our business and sector	Review and implement refined strategy to communicate our RAP to internal and external stakeholders	July 2019	Director, Communications and Strategic Relations
	Review and refine internal and external communications plans, drawing on existing communications channels and exploring new opportunities	July 2019	Director, Communications and Strategic Relations
	Further expand engagement with Aboriginal and Torres Strait Islander communications specialists to provide cultural review of communications and strategic engagement	July 2019 December 2019 June 2020 December 2020 June 2021	Director, Communications and Strategic Relations



Action	Deliverable	Timeline	Responsibility
	Expand communications key messages and materials to further encompass the diverse realities of Aboriginal and Torres Strait Islander experiences in education	July 2019 December 2019 June 2020 December 2020 June 2021	Director, Communications and Strategic Relations
	Provide ongoing cultural competence training specific to communications needs	July 2019 December 2019 June 2020 December 2020 June 2021	Director, Communications and Strategic Relations
	Promote reconciliation through ongoing active engagement with all stakeholders	July 2019 December 2019 June 2020 December 2020 June 2021	Director, Communications and Strategic Relations
5. Foster unique sustainable relationships relating to ACARA's core business and vision for reconciliation	Develop protocols for engaging with external Aboriginal and Torres Strait Islander agencies, such as <ul style="list-style-type: none"> <li>Indigenous education consultative bodies</li> <li>land councils</li> </ul>	July 2019 December 2019 June 2020 December 2020 June 2021	Chair, RAP Working Group
	Support Reconciliation Australia and state/territory-based reconciliation councils	July 2019 December 2019 June 2020 December 2020 June 2021	Chair, RAP Working Group
	Engage Aboriginal and Torres Strait Islander speakers for events and internal training days	July 2019 December 2019 June 2020 December 2020 June 2021	Directors of Relevant Business centres undergoing training
6. Promote positive race relations through anti-discrimination strategies	Conduct a review of Human Resources policies and procedures to identify existing anti-discrimination provisions and future needs	December 2019	Manager, Human Resources
	Develop, implement and communicate an anti-discrimination policy for our organisation	June 2020	Manager, Human Resources
	Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisers to consult on our anti-discrimination policy	June 2020	Manager, Human Resources
	Educate senior leaders on the effects of racism	December 2020	Manager, Human Resources





## Respect

ACARA embraces a diverse workforce culture and is an equal employment opportunity (EEO) employer. ACARA acknowledges the importance of fostering an inclusive workplace culture, respecting the Aboriginal and Torres Strait Islander peoples, cultures, lands, waters, histories and rights.

ACARA seeks to increase staff awareness and appreciation of Aboriginal and Torres Strait Islander cultures and histories through cultural competence training, anti-racism training, unconscious bias training, and engaging with diverse stakeholder groups such as schools, councils, departments of education, Aboriginal and Torres Strait Islander organisations, and the ACARA Aboriginal and Torres Strait Islander Advisory Group.

ACARA works in collaboration with Aboriginal and Torres Strait Islander peoples to support the development and refining of the Aboriginal and Torres Strait Islander Histories and Cultures

cross-curriculum priority across the three dimensions of the Australian Curriculum.

**Focus area:** ACARA's core values and mission are to improve the learning of all young Australians through providing a world-class school curriculum, assessment and reporting.

ACARA workplans will be developed being mindful of the aims and objectives of our Reconciliation Action Plan in advancing and improving the quality and representation of Aboriginal and Torres Strait Islander histories and cultures in the Australian Curriculum.

ACARA will continue to support staff with the Aboriginal and Torres Strait Islander cultural competency training strategy to ensure staff are able to communicate effectively with respective stakeholders through use of appropriate language, and are aware of cultural bias in communication and interaction.





Action	Deliverable	Timeline	Responsibility
7. Engage employees in continuous cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander cultures, histories and achievements	Develop and implement an Aboriginal and Torres Strait Islander cultural awareness training strategy for our staff, which defines cultural learning needs of employees in all areas of our business and considers various ways cultural learning can be provided (online, face-to-face workshops or cultural immersion)	December 2019	Manager, Human Resources
	Investigate opportunities to work with local Traditional Owners and/or Aboriginal and Torres Strait Islander consultants to develop cultural awareness training	December 2019	Manager, Human Resources
	Provide opportunities for RWG members, RAP champions, HR managers and other key leadership staff to participate in cultural training, anti-racism training, and unconscious bias training	December 2019	Manager, Human Resources
	Ensure all managers or others who would be expected to participate on panels should complete anti-racism and unconscious bias training	December 2019	Manager, Human Resources
8. Engage employees in understanding the significance of Aboriginal and Torres Strait Islander cultural protocols, such as Welcome to Country and Acknowledgement of Country, to ensure there is a shared meaning	Develop, implement and communicate a cultural protocol document for Welcome to Country and Acknowledgement of Country	September and December 2019	Director, Communications and Strategic Relations
	Develop a list of key contacts for organising a Welcome to Country and maintaining respectful partnerships	March, June, September and December 2020	Director, Communications and Strategic Relations
	Invite a Traditional Owner to provide a Welcome to Country at significant events, such as during NAIDOC Week	March and June 2019 2020 2021	Director, Communications and Strategic Relations
	Include an Acknowledgement of Country at the commencement of all important internal and external meetings	July 2019 December 2019 June 2020 December 2020 June 2021	Director, Communications and Strategic Relations
	Encourage staff to include an Acknowledgement of Country at the commencement of all appropriate meetings	December 2019	Manager, Human Resources

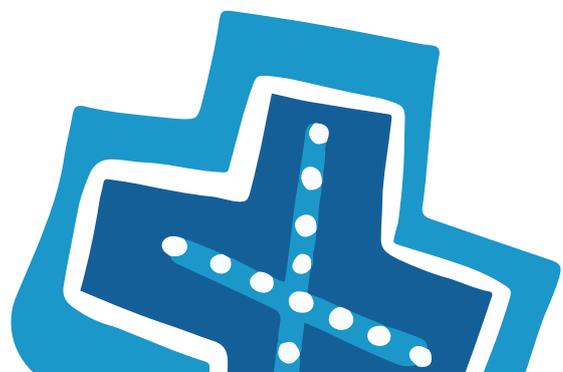




Action	Deliverable	Timeline	Responsibility
	Continue to endorse ACARA's policy on Acknowledgement of Country to establish appropriate protocols to ensure all staff respect and acknowledge the purpose of the message. Continue to research and investigate other organisations on delivering best practice to embed in ACARA's practices	December 2019	Manager, Human Resources
	Continue to support staff with an Aboriginal and Torres Strait Islander cultural competency training strategy to ensure staff are able to communicate effectively with respective stakeholders through use of appropriate language and are aware of cultural bias in communication and interaction	June 2020 – June 2021	Manager, Human Resources
9. Provide opportunities for Aboriginal and Torres Strait Islander staff to engage with their culture and communities by celebrating NAIDOC Week and attending events of cultural significance.	Review HR policies and procedures to ensure there are opportunities for staff participating in NAIDOC Week, such as Cultural Leave	December 2019	Manager, Human Resources
	Provide opportunities for all Aboriginal and Torres Strait Islander staff to participate in their cultures and communities' events, for example, during NAIDOC Week	December 2019	Manager, Human Resources
	Review HR policies and procedures to ensure there are opportunities for staff to fulfil cultural responsibilities	December 2019	Manager, Human Resources
10. Provide opportunities for all ACARA staff to support and celebrate Aboriginal and Torres Strait Islander dates of significance to ensure ongoing historical and cultural awareness.	Develop and respectfully distribute an internal calendar of local and national dates of significance	July 2019 January 2020	Director, Communications and Strategic Relations
	Ensure future ACARA workplans are mindful of ACARA's Innovate RAP and the goals in it	July 2020 July 2021	CEO  Director, Curriculum  General Manager, Assessment, Reporting  Director, Business Services  Director, Communications and Strategic Relations



Action	Deliverable	Timeline	Responsibility
	Develop relationships with community organisations and businesses to promote institutional integrity and support reconciliation actions	July 2020 July 2021	Director, Business Services  Director, Communications and Strategic Relations
	Encourage community organisations and businesses to develop and share their reconciliation action plans	July 2020 July 2021	CEO, ACARA
11. Collaborate with Aboriginal and Torres Strait Islander peoples to embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority across the Australian Curriculum	Develop and publish new content elaborations and teacher background information (TBIs) for the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in the F-10 Australian Curriculum: Science	November 2019	Director, Curriculum
	Develop new content elaborations and teacher background information (TBIs) for the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority for the F-10 Australian Curriculum: Mathematics	July–December 2019	Director, Curriculum
12. Develop cultural capability of ACARA staff to ensure respect for Aboriginal and Torres Strait Islander cultural expressions and intellectual property in resources and publications produced by ACARA	Review ACARA's Copyright and Terms of Use Policy and develop Protocols for Indigenous Cultural and Intellectual Property Right, consistent with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), to be published on ACARA's website and to be implemented when collecting and publishing Indigenous Cultural and Intellectual Property	July 2019 December 2019	Legal Officer, Office of the CEO, ACARA
	Update and implement ACARA's style guide to reflect use of current culturally respectful terminology	December 2019 June 2020	Director, Communications and Strategic Relations





# Opportunities

ACARA's goal is to create and support a culture within our organisation, which seeks to engage with Aboriginal and Torres Strait Islander peoples through employment, contracting and procurement engagement opportunities.

ACARA's national reach puts us in a unique position to champion both Aboriginal and Torres Strait Islander education as well reconciliation through education. ACARA is finding opportunities to utilise and recognise Aboriginal and Torres Strait Islander peoples' knowledge to provide culturally responsive curriculum, assessment and reporting for all. This includes working with Aboriginal and Torres Strait Islander consultants, stakeholders and staff.

To realise this, ACARA will provide a culturally safe and responsive workplace environment for Aboriginal and Torres Strait Islander employees within the organisation. ACARA will also ensure that all staff understand and respect Aboriginal and Torres Strait Islander histories and cultures.

**Focus area:** Developing opportunities for Aboriginal and Torres Strait Islander peoples within the organisation relates to ACARA's core business of improving educational outcomes for all students. When developing and delivering a responsive curriculum, together with assessment and reporting, ACARA will seek input from Aboriginal and Torres Strait Islander peoples' knowledge and examples of practice.

ACARA's Human Resources (HR) department has developed a strategy to increase opportunities to utilise and recognise Aboriginal and Torres Strait Islander peoples' knowledge at ACARA.

ACARA's procurement policy continues to be refined to seek opportunities to further include Aboriginal and Torres Strait Islander businesses within our supply chain.





Action	Deliverable	Timeline	Responsibility
13. Investigate opportunities to improve and increase Aboriginal and Torres Strait Islander employment outcomes within our workplace	Engage with existing staff who identify as Aboriginal and Torres Strait Islander to inform future employment strategies	June 2020	Manager, Human Resources
	Develop and implement an Aboriginal and Torres Strait Islander employment and retention strategy	December 2020	Manager, Human Resources
	Engage with relevant experts on employment strategies for Aboriginal and Torres Strait Islander peoples and provide opportunities for existing Aboriginal and Torres Strait Islander staff to contribute to this process, if they so choose	December 2020	Manager, Human Resources
	Continue to advertise to recruitment agencies and stipulate: <i>ACARA embraces a diverse workforce culture and is an equal employment opportunity (EEO) employer that welcomes applications from Aboriginal and Torres Strait Islander people</i>	December 2019	Manager, Human Resources
	Review HR and recruitment procedures and policies to ensure there are opportunities for Aboriginal and Torres Strait Islander employees and future applicants to participate in our workplace	December 2019	Manager, Human Resources
14. Investigate opportunities to incorporate Aboriginal and Torres Strait Islander supplier diversity within our organisation	Engage Aboriginal education specialists to contribute to the development of curriculum	July 2019 December 2019 June 2020	Director, Curriculum
	Review and update procurement policies and procedures to ensure there are opportunities for procuring goods and services from Aboriginal and Torres Strait Islander businesses	Supply Nation Conference 23 May	Manager, Contracts & Procurement
	Communicate the Supply Nation website to the organisation and encourage the use to search for suppliers and approach at least one Aboriginal and Torres Strait Islander business per procurement activity where suitable suppliers are identified	July 2019 December 2019 June 2020	Manager, Contracts & Procurement
	Develop at least one commercial relationship with an Aboriginal and/or Torres Strait Islander-owned business	June 2020	Manager, Contracts & Procurement



Action	Deliverable	Timeline	Responsibility
	Investigate Supply Nation membership	July 2019	Manager, Contracts & Procurement
	Develop and pilot an Aboriginal and Torres Strait Islander procurement policy and procedure	December 2019	Manager, Contracts & Procurement
15. Promote Narragunnawali: Reconciliation in Education to staff and external stakeholders	Link to Reconciliation Australia's Narragunnawali: Reconciliation in Education program in communication materials where relevant	December 2019 July 2020	Director, Communications and Strategic Relations
	Encourage relevant staff to engage with the resources available via Reconciliation Australia's Narragunnawali: Reconciliation in Education online platform	December 2019 June 2020 December 2020 June 2021	Director, Curriculum



## Governance, tracking progress and reporting

Action	Deliverable	Timeline	Responsibility
16. Report RAP achievements, challenges and learnings to Reconciliation Australia	Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually	September 2019, 2020	Chair, RAP Working Group
	Investigate participating in the RAP Barometer	May 2020	Chair, RAP Working Group
17. Report RAP achievements, challenges and learnings internally and externally	Publicly report our RAP achievements, challenges and learnings	July 2020 July 2021	Director, Communications and Strategic Relations
18. Review, refresh and update RAP	Liaise with Reconciliation Australia to develop a new RAP based on learnings, challenges and achievements	January 2021	Chair, RAP Working Group
	Send draft RAP to Reconciliation Australia for review and feedback	January 2022	Chair, RAP Working Group
	Submit draft RAP to Reconciliation Australia for formal endorsement	March 2022	Chair, RAP Working Group

## Appendix 1. Events of national significance

Event	Date	Month
Day of Mourning Protest 1938	26	January
Anniversary of the National Apology	13	February
Close the Gap Day	15	March
Harmony Day	21	March
Anzac Day – <i>acknowledge the Aboriginal and Torres Strait Islander people who served and continue to serve</i>	25	April
National Sorry Day	26	May
1967 Referendum	27	May
National Reconciliation Week	27–3	May–June
Mabo Day	3	June
Coming of the Light Festival (Torres Strait Islands)	1	July
NAIDOC Week	8–15	July
Aboriginal and Torres Strait Islander Children’s Day (SNAICC)	4	August
International Day of the World’s Indigenous Peoples	9	August
Indigenous Literacy Day	5	September
Redfern Speech	10	December

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The cover artwork represents the critical learning stages of early childhood education in numeracy and literacy – the skills that form the foundation for further learning in Australian education system.

This original artwork was produced for ACARA by proud Warumungu/Wombaya woman, designer, artist and owner of Nungala Creative, **Jessica (Jess) Johnson**.

Jess attributes her creative practice to her late father who was a contemporary Aboriginal artist and a political activist. As an artist, Jess works across mediums, not limiting herself to any one methodology. Renowned for her experimental aesthetic, Jess uses her work to address issues of injustice, although she is also known for bubblegum-style, bright, positive works.

Nungala Creative is a 100 per cent Aboriginal-owned and operated creative communications agency. Established for community, the agency prioritises contemporary design, originality and collaboration, producing innovative content with a distinct Aboriginal voice.

The brand has garnered an extensive network of cocreators and clientele through proven excellence across platforms – print, product, animation, illustration, social, broadcast and brand development. The Nungala Creative product range reflects its ongoing commitment to the visibility, strength and empowerment of our people.

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