

# Aboriginal Education Plan

## Overview

Loreto Nedlands strives to embed specific teaching and learning opportunities that will assist students to develop an understanding of Aboriginal and Torres Strait Islander community cultures, values and traditions. The **Australian Curriculum** outlines three interconnected elements to be addressed in the teaching of Aboriginal and Torres Strait Islander histories and cultures - Country / place, Culture and People.



Each of these elements has three main organizing ideas, and it is these ideas that this Aboriginal Education Plan aims to address.

Code	Organising ideas
<b>Country/Place</b>	
OI.1	Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
OI.3	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
<b>Culture</b>	
OI.4	Aboriginal and Torres Strait Islander societies have many Language Groups.
OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
OI.6	Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.
<b>People</b>	
OI.7	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.
OI.8	Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.
OI.9	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

## Curriculum Integration

The aims of this Aboriginal Education plan can be met by addressing the cross-curriculum priorities that are embedded in the Australian Curriculum. This is done both on a whole-school basis and within the regular teaching and learning activities planned by teaching and other support staff at Loreto.

### English and Aboriginal and Torres Strait Islander histories and cultures

Through English students can:

- **develop an awareness and appreciation** of, and respect for the **literature** of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature.
- be taught to **develop respectful critical understandings** of the social, historical and cultural contexts associated with different uses of language and textual features
- **be exposed to several of the many languages and dialects** spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy

(Based on Australian Curriculum Cross-Curriculum Priorities for English)

### Mathematics and Aboriginal and Torres Strait Islander histories and cultures

Through Mathematics, students can:

- **explore connections** between representations of **number and pattern** and how they relate to aspects of Aboriginal and Torres Strait Islander cultures
- **investigate time, place, relationships** and **measurement concepts** in Aboriginal and Torres Strait Islander contexts
- **deepen their understanding** of the lives of Aboriginal and Torres Strait Islander Peoples through the application and evaluation of statistical data

(Based on Australian Curriculum Cross-Curriculum Priorities for Mathematics)

## Science and Aboriginal and Torres Strait Islander histories and cultures

Through Science students can:

- **develop an appreciation** for Aboriginal and Torres Strait Islander Peoples' use of **observation using all the senses**; their **methods of prediction** and **hypothesis**; as well as **their use of trial and error** to make **generalizations** within specific contexts
- **develop an understanding** that Aboriginal and Torres Strait Islander Peoples continue to be innovative in providing significant contributions to development in science
- **investigate examples** of the complementary relationship between **traditional knowledge** and western **scientific knowledge**

(Based on Australian Curriculum Cross Curriculum Priorities for Science)

## History and Aboriginal and Torres Strait Islander histories and cultures

Through History students can:

- **examine historical perspectives** from an Aboriginal and Torres Strait Islander viewpoint
- **learn about** Aboriginal and Torres Strait Islander Peoples **prior to colonization** by the British
- **explore** the **nature of this contact** and **its impacts**
- **examine key policies** and political movements over the last two centuries
- **develop an awareness** of the **significant roles** of Aboriginal and Torres Strait islander people in Australian society

(Based on Australian Curriculum Cross Curriculum Priorities for History)

## Whole School Actions

Aim	Current Actions	Proposals for development
<b>Acknowledging and celebrating Aboriginal and Torres Strait Islander Australia</b>	<ul style="list-style-type: none"> <li>• Acknowledge Country at Gathering/ Assemblies and school events</li> <li>• Aboriginal materials available in the library</li> <li>• Celebrating NAIDOC Week e.g. through selling awareness wristbands to students</li> <li>• Final mass of Term 2 has a NAIDOC theme</li> <li>• Teachers focus on specific lessons during NAIDOC Week</li> </ul>	<ul style="list-style-type: none"> <li>• NAIDOC Week needs to be focused on more consistently</li> <li>• Staff to access DEST Ambassador's program and visit "Dare to Lead" and "What Works" websites</li> <li>• Invite Elders to school events and storytellers</li> <li>• Provide opportunities for Aboriginal artists (visual) to</li> </ul>

	<ul style="list-style-type: none"> <li>• Incursions promoting Aboriginal culture through dance and music</li> </ul>	<ul style="list-style-type: none"> <li>visit</li> <li>• Possibly display Aboriginal artefacts/artwork etc</li> <li>• Flying the Aboriginal flag (flagpole needed)</li> </ul>
<b>Building and sustaining community school partnerships</b>	<ul style="list-style-type: none"> <li>• The school is involved with developing a connection with St Joseph's Primary school in Wyndham</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate how school can be involved with Santa Theresa in NT/SA (Loreto connection)</li> </ul>
<b>Promoting cultural understanding</b>	<ul style="list-style-type: none"> <li>• Acknowledge in Newsletter Reconciliation Week</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the traditional land on which the school is built</li> <li>• Students to study units on local history that have an Aboriginal perspective</li> <li>• Invite Elders to talk to staff and students about local history and cultures</li> <li>• Increased focus on activities promoting Reconciliation Week</li> </ul>

## Scope and Sequence

The following scope and sequence consists of activity descriptions **based on** the Australian Curriculum outcome statements for each of the listed Key Learning Areas. The relevant curriculum outcome is listed in brackets. Although an attempt has been made to provide at least one activity per year level, it is not an exhaustive list. Teachers can use the filters on each page of the Australian Curriculum to find outcomes with links to the Aboriginal and Torres Straits cultures.



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The Australian Curriculum   **acara** AUSTRALIAN CURRICULUM ASSESSMENT AND REPORTING AUTHORITY

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## English

Rationale/Aims Organisation Foundation to Year 10 Curriculum

Filters Showing selected year levels Strands General capabilities **Cross-curriculum priorities** Apply filters Clear filters

- Select All
- Sustainability
- Aboriginal and Torres Strait Islander histories and cultures**
- Asia and Australia's engagement with Asia

View     Show  Level descriptions  Content descriptions  Print this page

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### Year 1

#### Year 1 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes...

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	Religious Education	English	Mathematics	Science	History
Pre-Primary	The Church Community-Church A1.1, B2.1, C2.1 Celebrate-Eucharist A1.1, B1.1, B2.1, C1.1 Special Me-Prayer B1.1, B2.1 My Family-Penance A1.1, A1.2, B2.1, C1.2, C2.1 Waiting-Advent B2.1, C2.1	<b>Replicate</b> the <b>rhythms and sound patterns</b> in <b>stories, rhymes, songs</b> and <b>poems</b> from a range of cultures (ACELT1579)	<b>Compare, order</b> and make <b>correspondences between collections</b> , initially to 20, and explain reasoning (ACMNA289)	<b>Daily</b> and <b>seasonal changes</b> in our environment, including the <b>weather</b> , affect everyday life (ACSSU004)	Look at <b>different ways</b> that <b>stories of families and the past</b> are communicated. E.g. through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)
Yr 1	Integrated with RE units-make comparisons between the Dreamtime/Creation etc  We Belong-Baptism A1.1, A1.2, A1.3, B2.1, C1.1, C2.1 Wonderful World-Prayer A1.1, A1.2, A1.3, B2.1, C1.1, C2.1 Wonderful World-Prayer A1.1, A1.2, A1.3, A2.1, B1.1, B1.2, B2.1, C2.1 Growing & Changing-Eucharist A1.1, B2.1, C1.1, C1.2, C2.1 Prepare-Advent A1.1, B2.1, C2.1 I Am Special-Baptism A1.1, B1.1, B2.1, C1.1, C2.1	<b>Listen to, recite</b> and <b>perform poems, chants, rhymes and songs</b> , imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)	X	People use science in their daily lives, including when <b>caring for their environment</b> and living things (ACSHE022)	Discuss <b>differences</b> in <b>family structures</b> and roles today, and how these have <b>changed</b> or <b>remained the same</b> over time (ACHHK028)
Yr 2	Gathered Together-	<b>Discuss different</b>	<b>Name and order</b>	People use science	Discuss the

	<p>Church A1.1, A1.2, B1.1, B1.2, B2.1, B2.2, C1.1, C1.2, C2.1, C2.2, C3.1 Empowered to Love-Confirmation A1.1, B2.1, C1.2, C3.1 Loving Our Differences-Prayer A3.1 Beautiful World, Beautiful Me-Baptism A1.1, A1.2, A2.1, B1.1, C1.1, C1.2, C2.1, C3.2 Eucharist A1.1, A1.2, B2.2, C1.1, C2.1, C3.1, C3.2</p>	<p><b>texts</b> on a similar topic, identifying <b>similarities</b> and <b>differences</b> between the texts. E.g. Stories about rainfall or drought from a western and an Aboriginal point of view. (ACELY1665)</p>	<p><b>months</b> and <b>seasons</b> (ACMMG040)  Use a <b>calendar</b> to identify the date and <b>determine the number of days in each month</b> (ACMMG041)</p>	<p>in their daily lives, including when <b>caring for their environment</b> and living things (ACSHE035)</p>	<p><b>importance</b> today of an <b>historical site</b> of <b>cultural or spiritual significance</b>; for example, a community building, a landmark, a war memorial (ACHHK045)</p>
Yr 3	<p>Christian Conscience-Penance B2.1, C1.1, C1.2 Gathered As One-Church A1.1, A1.2, B2.1, C1.1, C1.2, C1.3, C2.1, C3.1 Sharing in Jesus' Special Meal-Eucharist A1.1, A1.2, A2.1, B1.1, B2.2, B2.3, C1.1, C2.1, C2.2, C2.3, C3.1 Speak from the Heart-Prayer C1.5 Strengthened by the Spirit-Confirmation B1.1, B2.1, C2.1 Water of Life-Baptism A1.1, A1.3, B2.1, B2.2, C1.1, C1.2, C3.1</p>	<p><b>Discuss texts</b> in which characters, events and settings are <b>portrayed in different ways</b>, and <b>speculate</b> on the authors' <b>reasons</b> (ACELT1594)</p>	<p><b>Identify symmetry</b> in the environment (ACMMG066)</p>	<p>Using science knowledge to <b>understand the effect of their actions</b> (ACSHE051)</p>	<p><b>Research</b> the <b>importance of Country and Place</b> to Aboriginal and/or Torres Strait Islander peoples who belong to <b>the local area</b> (ACHHK060)</p>
Yr 4	<p>Similarities and differences between dreamtime stories and history written in Bible, spirituality and connection to sacred places.  All Powerful God – Bible A1.1, A1.2, A2.1, A3.1, B1.1 Coming to you Table B1.1 The Spirit Who Strengthens-Confirmation Jesus always expressed his emotions in loving ways, B1.1, B2.1, C1.2, C1.3, C2.1 Whispers from Within-Baptism C1.1, C1.2, C2 Holy water helps Catholics recall that they have been baptised</p>	<p><b>Make connections</b> between the ways <b>different authors</b> may represent <b>similar storylines, ideas and relationships</b> (ACELT1602)</p>	<p>Create <b>symmetrical patterns, pictures and shapes</b> with and without digital technologies (ACMMG091)</p>	<p><b>Making predictions and describing patterns and relationships</b> (ACSHE061)</p>	<p><b>Research</b> the nature of <b>contact between Aboriginal people and/or Torres Strait Islanders and others</b>, for example, the Macassans and the Europeans, <b>and the effects of these interactions</b> on, for example families and the environment (ACHHK080)</p>

	C2.1				
Yr 5	All Creation Give Thanks - Prayer A1.1, A2.1, B1.1, C3.1, C3.2 We are Called – Baptism A1.1, B2.2, C1.1, C3.1 Helped by the Word – Bible A1.1, A1.3, A1.4, A2.1, C2.2, C3.1 Relationships Restored – Penance A1.1, A2.1, A3.1, B1.1, B1.2, B2.1, C2.1	<b>Understand, interpret and experiment with sound devices and imagery</b> , including simile, metaphor and personification, in narratives, shape <b>poetry, songs, anthems and odes</b> (ACELT1611)	Use a grid reference system to <b>describe locations</b> . Describe routes using <b>landmarks</b> and <b>directional language</b> (ACMMG113)	<b>Study Important contributions</b> to the advancement of science have been made by people from a range of cultures (ACSHE082)	<b>Examine the impact</b> of a <b>significant development or event</b> on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)
	Religious Education	English	Mathematics	Science	History
Yr 6	Vocation People share in God’s work Jesus teaches people to share in God’s work The Christian vocation is ‘to love’  Lent/Easter People discover more about themselves as they grow Lent is a time for love, forgiveness and compassion The Parish continues the Mission of Jesus  Confirmation God created people with a body and soul The gift of the Holy Spirit The fruits of the Holy Spirit strengthen people to live like Jesus  Eucharist People depend on the earth and its resources People are called to serve others  Prayer Christians pray together as a	<b>Understand</b> that <b>different social and geographical dialects or accents</b> are used in Australia in addition to Standard Australian English (ACELA1515)	<b>Investigate</b> , with and without digital technologies, <b>angles</b> on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141)	<b>Study Important contributions</b> to the advancement of science have been made by people from a range of cultures (ACSHE099)	<b>Research and compare</b> the experiences of <b>Australian democracy</b> and citizenship, including the <b>status and rights of Aboriginal people and/or Torres Strait Islanders</b> , migrants, women, and children. (ACHHK114)

community				
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## Resources in the library at Loreto

There are numerous resources available to you to use when planning a lesson or module of work on Aboriginal and Torres Straits heritage and culture.

TITLE	AUTHOR	DEWEY	TYPE	LOCATION	SECTION
Art poster set	Catholic Education Office of Western Australia	759.994 ART	Picture	Library	Teacher Reference
Rock art	Aboriginal and Torres Strait Islander Commission, Canberra, 1990	709.01 ROC	Book	Library	Non-Fiction
Carving and sculpture	AGPS, Canberra, 1990	732 CAR	Book	Library	Non-Fiction
Expressing our culture Aboriginal and Islander art	Cowden, Anne	709.94 EXP	Video recording	Library	video
Desert dreamings	Stokes, Deirdre	709.94 STO	Book	Library	Non-Fiction
As I grew older : the life and times of a Nunga growing up along the River Murray	Abdulla, Ian	994.23 ABD	Book	Library	Non-Fiction
Art, history, place	Nicholls, Christine	704.03 NIC	Book	Library	Non-Fiction
Aboriginality : contemporary Aboriginal paintings & prints	Isaacs, Jennifer	760.0994 ISA	Book	Library	Non-Fiction
Aboriginal art & culture	Bingham, Jane	704.03 BIN	Book	Library	Non-Fiction
Creatures of the rainforest :	Brim, Warren	591.9943 BRI	Book	Library	Non-Fiction
Albert :	Kamholtz, Damien	759.994 NAM	Book	Library	Non-Fiction
Focus on Indigenous art across the curriculum Ages 10+	Strong, Dellene	709.9 STR	Book	Library	Teacher Reference
Focus on	Strong, Dellene	709.9	Book	Library	Teacher



Indigenous art across the curriculum Ages 8-10		STR			Reference
Focus on Indigenous art across the curriculum Wall charts Ages 10+	Strong, Dellene	709.9 STR	Chart	Library	audio visual equip
Focus on Indigenous art across the curriculum wall Charts Ages 8-10	Strong, Dellene	709.9 STR	Chart	Library	audio visual equip
Possum and wattle :	Bancroft, Bronwyn	428.1 BAN	Book	Library	Non-Fiction
Why I love Australia	Bancroft, Bronwyn	994 BAN	Book	Library	Non-Fiction
Stradbroke dreamtime	Bancroft, Bronwyn	398.20994 NOO	Book	Library	
What made Tiddalik laugh : a Dreamtime story from Australia	Troughton, Joanna	398.2 TRO	Book	Library	
Jirrbal : rainforest Dreamtime stories	Anning, Michael	298 BAR	Book	Library	
Australian Lullaby	O'Connor, Tony	782 OCO	Sound recording	Library	
More tales of my grandmother's Dreamtime	Naiura	298 NAI	Book	Library	
Tales of my grandmother's dreamtime	Naiura	298 NAI	Book	Library	
Stradbroke dreamtime	Oodgeroo Noonuccal	994.3 OOD	Book	Library	

New items are constantly being added to the library. Click [here](#) to access the Loreto Library search engine to see what other new materials are available.

If this does not work, copy and paste the URL below into your browser

<http://10.5.24.31/webopac/SearchCriteria.aspx?mode=SimpleKeywordSearch>

## On the Internet

### YouTube – Dreamtime Stories

Videos always appeal to students and quickly focus their attention. Well produced videos are readily available commercially but some good short ones are also to be found on the popular website, YouTube. Here are a couple that were available at the time of writing this document. (May 2012)

#### **Tiddalik the frog**

This excellent video was produced by the Batchelor Institute of Indigenous Tertiary Education in Alice Springs in 2009. This video is very creative in its use of music, materials and models, and appears to be well produced and researched. This one might lead to some creative art and craft tasks for your students!

<http://www.youtube.com/watch?v=eg8M9nSXy0U&feature=related>

#### **Waatji Pulyeri (The blue wren)**

Narrated by Jimmy Rankine, this dreamtime story is told using animated drawings overlaid on a bark background – an interesting means of focussing the students on the message and not the medium. A good message for students to hear is embedded in the text.

<http://www.youtube.com/watch?v=5le62XV0B00>

### General Information on the web

#### **Little Red Yellow Black Site**

This site, compiled by AIATSIS, contains a very wide range of information useful to teachers. It includes a timeline of Aboriginal history at the bottom of the page (scroll right over the snake and hover mouse over the red dots for information). This site has extensive links to other online resources, and importantly, a lot of images useful in the classroom. **Highly recommended!**

<http://lryb.aiatsis.gov.au/>

#### **Working with aboriginal communities**

Aboriginal communities are the custodians of their local knowledge and culture. Through consultation with the local Aboriginal community, through the correct channels, and by using the correct protocols, a teacher will better be able to improve their students' understanding and be a part of the reconciliation process. "Working with Aboriginal Communities: A guide to Community Consultation and Protocols" is a useful guide to this process that has been produced by the NSW Board of Studies. It is designed specifically for teachers are available online at the following link.

<http://ab-ed.boardofstudies.nsw.edu.au/files/working-with-aboriginal-communities.pdf>

**Australian Institute of Aboriginal and Torres Strait Islander Studies  
( AIATSIS )**

<http://aiatsis.gov.au/frame.htm>

**Council for Aboriginal Reconciliation**

<http://www.austlii.edu.au/car>

*This document was drawn up using the Australian Curriculum for the ACARA website, the Loreto Nedlands Library and other information sources freely available on the internet at the time of writing.*

*This is a draft document that will need reviewing and revision by Loreto Nedlands leadership team and staff.*

*Claudia di Biaggio 2017*

*Revised 2018*