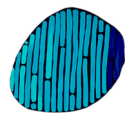


SACE Board of South Australia
Innovate Reconciliation Action Plan
July 2022 - July 2024





Introduction

Reconciliation Australia commends SACE Board of South Australia on the formal endorsement of its inaugural Innovate Reconciliation Action Plan (RAP).

Commencing an Innovate RAP is a crucial and rewarding period in an organisation's reconciliation journey. It is a time to build strong foundations and relationships, ensuring sustainable, thoughtful, and impactful RAP outcomes into the future.

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

This Innovate RAP is both an opportunity and an invitation for SACE Board of South Australia to expand its understanding of its core strengths and deepen its relationship with its community, staff, and stakeholders.

By investigating and understanding the integral role it plays across its sphere of influence, SACE Board of South Australia will create dynamic reconciliation outcomes, supported by and aligned with its business objectives.

An Innovate RAP is the time to strengthen and develop the connections that form the lifeblood of all RAP commitments. The RAP program's framework of *relationships*, *respect*, and *opportunities* emphasises not only the importance of fostering consultation and collaboration with Aboriginal and Torres Strait Islander peoples and communities, but also empowering and enabling staff to contribute to this process, as well.

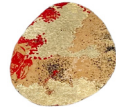
With over 2.3 million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. SACE Board of South Australia is part of a strong network of more than 1,100 corporate, government, and not-for-profit organisations that have taken goodwill and intention, and transformed it into action.

Implementing an Innovate RAP signals SACE Board of South Australia's readiness to develop and strengthen relationships, engage staff and stakeholders in reconciliation, and pilot innovative strategies to ensure effective outcomes.

Getting these steps right will ensure the sustainability of future RAPs and reconciliation initiatives, and provide meaningful impact toward Australia's reconciliation journey.

Congratulations SACE Board of South Australia on your Innovate RAP and I look forward to following your ongoing reconciliation journey.

Karen Mundine
Chief Executive Officer
Reconciliation Australia

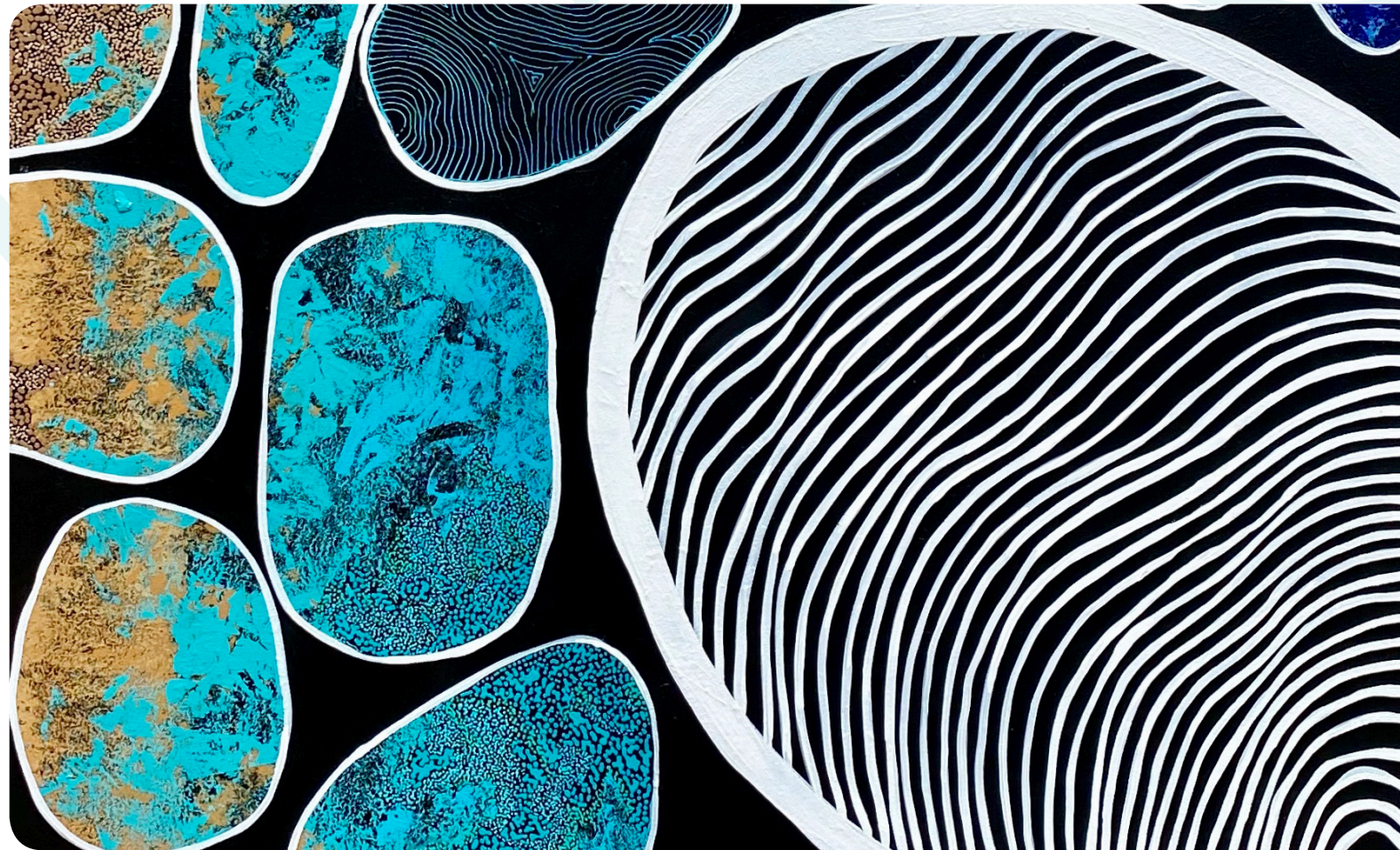


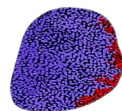
Our vision for Reconciliation

Our vision for reconciliation is for every staff member to understand and articulate the purpose and value of reconciliation so that we act as bold leaders in senior secondary education.

The SACE Board influences the future through shaping education. In alliance with Aboriginal and Torres Strait Islander Peoples we are committed to a reconciled Australia that is based on mutual respect, beginning first within our own agency.

We are working to lead a qualification that recognises and values the wisdom contained within the world's oldest languages, cultures and knowledge systems, and the uniquely Australian connections between people and Country.





Our business

The SACE Board of South Australia oversees the South Australian Certificate of Education, a modern, internationally recognised secondary school qualification designed to equip students with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

The South Australian Certificate of Education (SACE) is the culmination of years of schooling for young people. In the global context, SACE students are entitled to much more than a checklist of knowledge, skills and values – they are entitled to thrive.

The SACE Board's strategic vision to bring thrive to life includes:

Bold Leaders

We will further develop the SACE Board as a leader in education and as an exemplary public service agency. We will be agile in our work, collaborative in our approach, and have beneficial impact on education and on our students

Connected Qualification

We will further develop a qualification through which students can thrive and provides evidence of their knowledge, skills, capabilities and other attributes that will connect them to industry sectors and other pathways

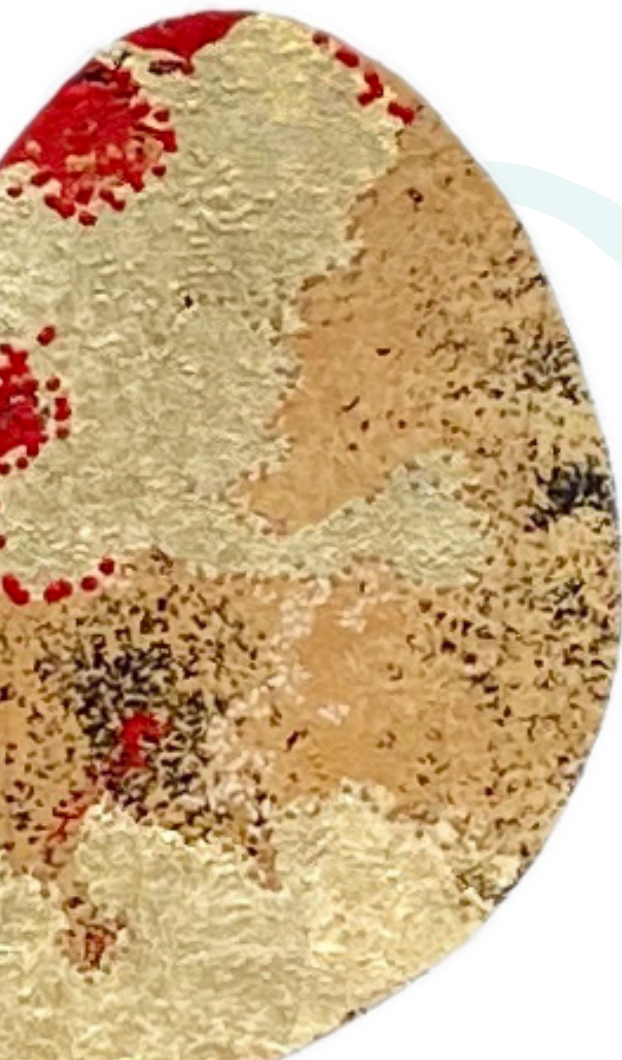
Thriving Learner

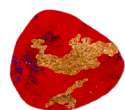
We will lead the development of learners who, with the six elements of thrive, can develop with vigour in whatever context they find themselves.

Approximately 120 employees work at the SACE Board on a permanent and contract basis, increasing by up to 3,000 short term panellists at the peak end-of-year marking and moderation period. Permanent and contract staff fulfil a range of roles from curriculum experts and information technology specialists to human resources and facilities management staff.

There are currently no Aboriginal or Torres Strait Islander staff at the SACE Board. The South Australian Certificate of Education is taught in schools in South Australia and the Northern Territory within Australia and internationally in China, Malaysia, South Korea, Sri Lanka, Taiwan, Vanuatu and Vietnam.

The SACE Board is located in the Adelaide CBD, Waymouth Street, on Kaurna Country, although our work takes us across and onto other Countries.





Our RAP

Aboriginal Education is an organisational strategic priority, focusing specifically on Aboriginal and Torres Strait Islander student belonging, and the recognition of Aboriginal and Torres Strait Islander cultural knowledge, learning and epistemologies within the SACE and NTCET. The SACE Board is working towards championing Reconciliation more broadly by further developing internal organisational awareness, knowledge and respect for Aboriginal and Torres Strait Islander cultures, histories and perspectives.

Our Innovate RAP is an important step towards our strategic vision of shaping education so that students thrive. As an education sector influencer, we are committed to engaging staff and stakeholders in Reconciliation, developing and piloting innovative strategies to empower Aboriginal and Torres Strait Islander people.

The SACE Board aspires to leverage our reputation as an educational leader to drive educational and Reconciliation change. We acknowledge how formal Australian history education has minimised the true history of devastating colonisation as well as 60,000+ years of resilient cultures and powerful knowledge.

The SACE Board is focussed on creating a culture of Reconciliation through acknowledging our shared history, and supporting our shared journey forward. We are committed to creating respectful and safe environments and nurturing a sense of cultural belonging for Aboriginal and Torres Strait Islander students through their SACE journey.

Our RAP working group, of up to 14 volunteer staff members, comprises 2 Aboriginal representatives, and representatives of all areas of the SACE Board including:

Name	Title	Team
Shouwn Oosting	Chair, Aboriginal Education Strategy Steering Committee	External
Mark Williams	Member, Aboriginal Education Strategy Working Party	External
Michaela Bensley	Chief Executive	Office of Chief Executive
Tara O'Donoghue	Team Leader – Information Analysis and Reporting	Business Operations
Hassan Mekawy	Acting Director – Education Services	Education Services
Emma Johnston	Project Officer, Innovation	Change, Communication and Partnerships
Annalisa Barry	Education Consultant	Education Services
Alison Thompson	Education Consultant	Education Services
Ines Sodano	Head of Business Operations	Business Operations
Elisse Marcola	Manager, People & Culture	People and Performance
Simon Thompson	Head of ICT	Information Communications Technology
Warren Gearey	Continuous Improvement Lead	Enterprise Project Management Office
Tania Rakovich	Senior Project Officer	SACE International

The working group was convened in October 2021 and work commenced on our Innovate RAP from that time. Development of the RAP is championed by the Interim Chief Executive, Michaela Bensley and is supported by Board members.

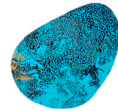
The SACE Board have resourced the RAP as a project, bringing it in line with other strategic projects, and ensuring that work to make the RAP a living document is an organisational priority. This reaffirms our commitment to the Reconciliation process, and builds further on our Reflect RAP.

The SACE Board is advised by the Aboriginal Education Strategy Steering Committee and Working Party, each comprising representatives from:

- University of Adelaide
- University of South Australia
- Flinders University
- Department for Education, South Australia
- Catholic Education South Australia
- Association of Independent Schools South Australia
- Office of the Commissioner for Public Sector Employment.

The SACE Board acknowledges that Reconciliation is an ongoing journey, and that consistent and ongoing effort is required to continue to move forward. As an organisation we successfully created and implemented a Reflect RAP to support the organisation's maturity.

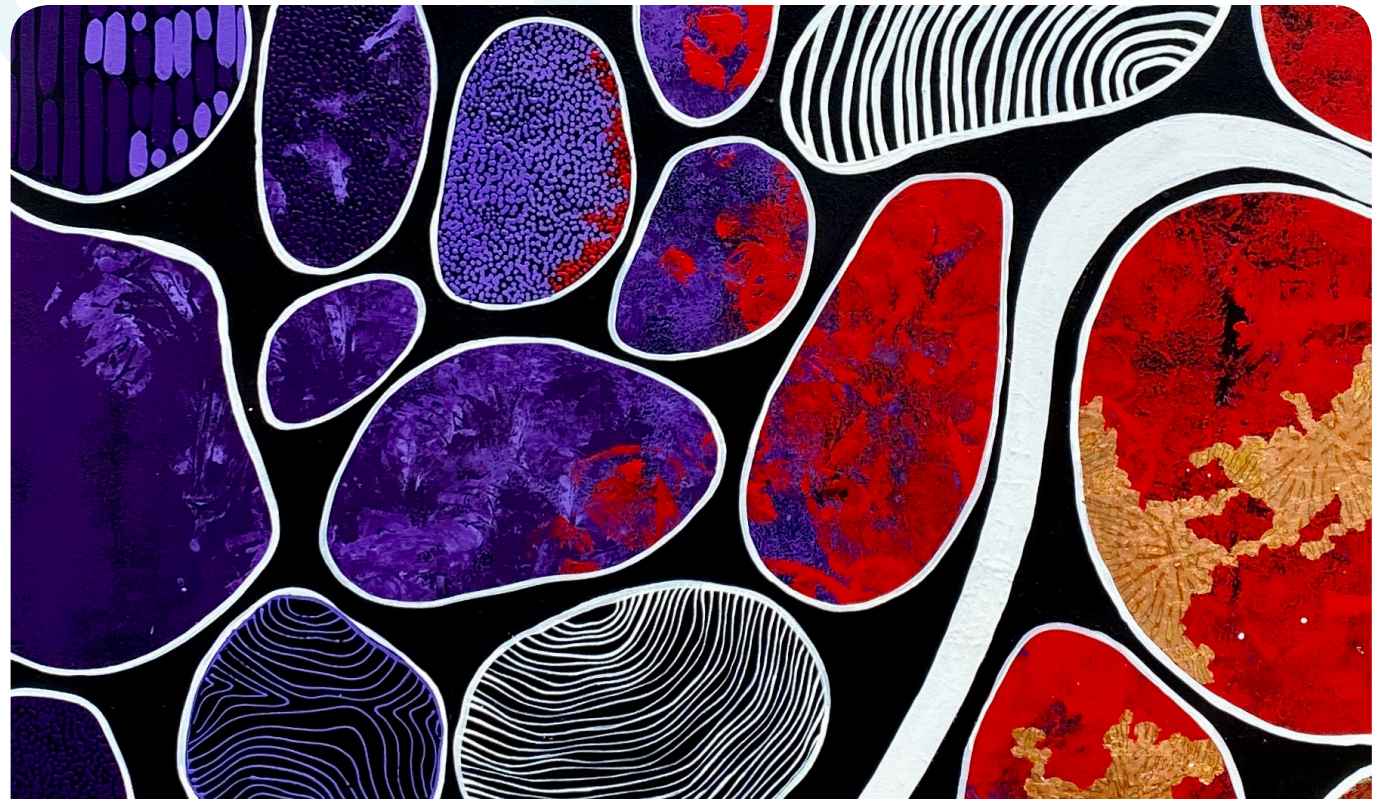
The SACE Board of SA commenced its Reconciliation Action Plan journey through our Reflect RAP in 2019-2020. The organisation was proud of its commitment and impact on Aboriginal Education but acknowledged that there was significant work to be done if the organisation was to be the public sector leader it aspired to be. The SACE Board took the 'Reflect' aspect literally to explore and reflect on the staff's awareness, knowledge and interest in the histories, languages and cultures of First Nations peoples. Early indications showed that there was a broad-spectrum of knowledge, engagement and interest in Aboriginal and Torres Strait Islander histories, cultures and perspectives. Therefore the focus and aim of our Reflect RAP was to build internal awareness and engagement about the significance of Reconciliation and the SACE Board's role in being a leading public sector agency. One of the major challenges faced by our staff through our Reflect RAP journey was the acknowledgement of how little our staff knew about Aboriginal and Torres Strait Islander histories, cultures and perspectives. Our staff were confronted and personally challenged by truth-telling about Australia's history and how they reconciled the sense of guilt and responsibility with the confidence to work toward reconciliation. During RAP events and ceremonies, many staff acknowledged that they had not met or spoken with an Aboriginal and Torres Strait Islander person before and welcomed the opportunity to develop their knowledge, understanding and allyship for different ways of knowing and being. Our greatest achievement was the impact that our artistic collaboration with Elizabeth Close had on the organisation. Staff were able to contribute and take ownership over the symbolic artwork and embrace the way the narrative reflected our organisation's values and vision for reconciliation.



Our partnerships and current activities

We began raising awareness by highlighting and participating in established events such as NRW and NAIDOC week; we held internal events and some staff participated in public events. Approximately 50% of staff attended and participated in a program to develop protocols for Welcome to Country and Acknowledgement of Country. We produced a document to support staff orientate themselves and grow confidence in the need for and delivery of Acknowledgment of Country. Our Reflect RAP was also framed by a collaboration with local artist Elizabeth Close. The RAP Working Group worked closely with Elizabeth to commission an art piece that would reflect our organisation's Reconciliation journey and support staff with a narrative they could own and share comfortably. Through our RAP actions we were also able to begin discovery work and review of our recruitment and employment policies and our goods & services procurement through Aboriginal owned agencies such as Supply Nation.

Working with our Aboriginal Education allyship we have initiated the 'Aboriginal Education Project' which is working in allyship with schools, teachers, Aboriginal students, their families and Aboriginal and Torres Strait Islander Communities to develop a model that will open the SACE to recognise Aboriginal and Torres Strait Islander ways of knowing and learning, and award Aboriginal and Torres Strait Islander students SACE credits for their cultural knowledge and learning. We are also developing mechanisms that will support Aboriginal and Torres Strait Islander students to submit work in an Australian Language of their choice, if it supports them to convey their learning.





Relationships

The SACE Board has a significant role in influencing education systems and we are committed to working in partnership with schools, teachers, and communities so that students thrive, therefore we are committed to advocating for and modelling a culturally safe environment for all school staff, and employees.

We will engage with and listen to Aboriginal and Torres Strait Islander students, families, and communities to build strong relationships that strengthen our capacity to work collaboratively towards reframing the education narrative so that the ability to prosper and flourish now and in the future is the intentional outcome of a SACE education – an education that includes and celebrates the wisdom contained within the world’s oldest languages, cultures and knowledge systems, and the uniquely Australian connections between people and Country/place.

Focus area: *Relationships* aligns with our strategic direction to develop a *Connected Qualification*.

Action	Deliverable	Timeline	Responsibility
Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement.	July 2022	RAP Project Lead
	Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.	July 2022	RAP Project Lead
Build relationships through celebrating National Reconciliation Week (NRW).	Circulate Reconciliation Australia’s NRW resources and reconciliation materials to our staff.	May 2023, 2024	RAP Project Lead
	RAP Working Group members to participate in an external NRW event.	27 May - 3 June, 2023, 2024	RAP Project Lead
	Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	27 May - 3 June, 2023, 2024	RAP Project Lead
	Organise at least one NRW event each year.	27 May - 3 June, 2023, 2024	RAP Project Lead
	Register all our NRW events on Reconciliation Australia’s NRW website .	May 2023, 2024	RAP Project Lead
	Extend an invitation for staff and senior leaders to share their Reconciliation experiences or stories, to encourage peer learning and self reflection on NRW.	May 2023, 2024	RAP Project Lead

Action	Deliverable	Timeline	Responsibility
Promote reconciliation through our sphere of influence.	Continue to develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce.	July 2022, 2023, 2024	Chief People and Financial Officer
	Develop and implement a strategy to communicate our RAP to all internal and external stakeholders, 2023, 2024.	July 2022	Team Leader, Strategic Communications
	Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes.	January, March, May, July, September, November, 2022, 2023, 2024	Director, Education Services
	Collaborate with RAP organisations and other like-minded organisations to develop innovative approaches to advance reconciliation.	February, April, June, August, October, December, 2022, 2023, 2024	RAP Project Lead
Promote positive race relations through anti-discrimination strategies.	Conduct a review of People & Culture policies and procedures to identify existing anti-discrimination provisions, and future needs.	August 2022, 2023, 2024	Chief People and Financial Officer
	Develop, implement, and communicate an anti-discrimination policy for our organisation.	August 2022, 2023, 2024	Chief People and Financial Officer
	Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to consult on our anti-discrimination policy.	August 2022, 2023, 2024	Chief People and Financial Officer
	Educate senior leaders on the effects of racism.	August 2022, 2023, 2024	Chief People and Financial Officer
Build relationships by working in Allyship with Reconciliation organisations and networks.	Continue to appoint a member to SA Reconciliation Industry Network Group Education.	February, April, June, August, October, December, 2022, 2023, 2024	RAP Project Lead
	Connect with Reconciliation SA.	August 2022	RAP Project Lead



Respect

Our *Respect* actions below will support the development of an organisation that values and respects the rich contribution Aboriginal and Torres Strait Islander peoples bring to Australia's rich culture and identity.

Naivety, misconceptions and ignorance about the histories, cultures and perspectives of Aboriginal people are often developed through a lack of education, experience or exposure; a disconnection with Aboriginal history for some of our staff will affect our vision for Reconciliation. Building strong, accessible learning opportunities with and about Aboriginal and Torres Strait Islander peoples will help to build safe and non-threatening opportunities for our staff to develop and extend their cultural safety and respect. First Nations people have over 60,000 years of experience to contribute to the strength of our organisation's core business and to shape our aspiration as a government agency that champions a reconciled Australia.

Focus area: *Respect* aligns to our strategic direction to be a *Bold Leader*.

Action	Deliverable	Timeline	Responsibility
Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	Conduct a review of cultural learning needs within our organisation.	February 2022, 2023, 2024	Chief People and Financial Officer
	Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors to inform our cultural learning strategy.	January 2023 and 2024	Chief People and Financial Officer
	Provide opportunities for RAP Working Group members, HR managers and other key leadership staff to participate in formal and structured cultural learning.	May 2023 and 2024	Chief People and Financial Officer
	Develop understanding of Kaurna names for meeting rooms among staff and visitors (link to painting - images and words).	July 2022	Chief People and Financial Officer
	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).	November 2022	Chief People and Financial Officer
	Investigate opportunities to work with local Traditional Owners and/or Aboriginal and Torres Strait Islander consultants to develop cultural awareness training.	November 2022	Chief People and Financial Officer

Action	Deliverable	Timeline	Responsibility
Demonstrate respect for Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	May 2023, 2024	Manger People and Culture
	Develop, implement and communicate a cultural protocol document, including protocols for Welcome to Country and Acknowledgement of Country.	July 2022	RAP Project Lead
	Invite a local Traditional Owner or custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	July 2022, 2023, 2024	RAP Project Lead
	Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings.	January to December 2022, 2022, 2024	Manager People and Culture
	Encourage staff to include an Acknowledgement of Country at the commencement of all meetings.	January to December 2022, 2023, 2024	Manager People and Culture
Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	RAP Working Group to participate in an external NAIDOC Week event.	First week in July 2022, 2023, 2024	RAP Project Lead
	Review People & Culture policies and procedures to remove barriers to staff participating in NAIDOC Week.	July 2022, 2023	Chief People and Financial Officer
	Promote and encourage participation in external NAIDOC events to all staff.	First week in July 2022, 2023, 2024	RAP Project Lead
Celebrate and recognise Aboriginal and Torres Strait Islander dates of significance.	Use of social media platforms to acknowledge dates of significance including but not limited to Anniversary of the National Apology, National Sorry Day,	February 2023, 2024, May 2023, 2024	RAP Project Lead



Opportunities

Our ambition through the Innovate RAP is to develop policies and processes that will attract and retain Aboriginal and Torres Islander staff and ensure their cultural safety and respect while employed at the SACE Board. Providing employment opportunities at the SACE Board will not only provide employment to individuals but will bring a much needed Aboriginal and Torres Strait Islander voice and perspective to the organisation.

We are also committed to developing procedures and guidelines to procure goods and services owned and operated by Aboriginal and Torres Strait Islander businesses wherever possible. This practice will ensure our vision and aspirations for reconciliation are brought to life through our everyday actions and practices.

Focus area: *Opportunities* aligns to our strategic direction to be a *Bold Leader* and develop a *Connected Qualification*.

Action	Deliverable	Timeline	Responsibility
Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.	Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	July 2022	Chief People and Financial Officer
	Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy.	August – September 2022	Chief People and Financial Officer
	Develop and implement an Aboriginal and Torres Strait Islander recruitment, retention and professional development strategy.	August – September 2022 and ongoing	Chief People and Financial Officer
	Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	August – September 2022 and ongoing	Chief People and Financial Officer
	Review People & Culture and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	August – September 2022 and ongoing	Chief People and Financial Officer
	Develop clear statement to include on website and in job adverts about SACE Board's intention to be an inclusive and diverse workforce e.g. 'Aboriginal and Torres Strait Islander people are encouraged to apply'.	August – September 2022 and ongoing	Chief People and Financial Officer
	Develop a process or policy prioritising appointment of Aboriginal and Torres Strait Islander teachers on marking and moderation panels.	December 2022	Faculty Manager Education Services

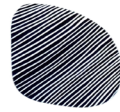
Action	Deliverable	Timeline	Responsibility
Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	Engage with external Aboriginal and Torres Strait Islander peoples and/or consultants to advise on recruitment, employment and retention strategies, including professional development e.g. Reconciliation SA, our colleagues in NT.	December 2022 with yearly review December 2023 and 2024	Chief People and Financial Officer
	Upskill in use of Aboriginal Employment Register.	December 2022	Chief People and Financial Officer
	Develop and implement Aboriginal and Torres Strait Islander employment pathways (e.g. traineeships or internships).	December 2022	Chief People and Financial Officer
	Develop and implement an Aboriginal and Torres Strait Islander procurement strategy.	December 2022	Manger Finance and Procurement
	Investigate Supply Nation membership.	September 2022	Manger Finance and Procurement
	Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	September 2022, 2023, 2024	Manger Finance and Procurement
	Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	August 2022	Manger Finance and Procurement
Develop commercial relationships with Aboriginal and Torres Strait Islander businesses.	November 2022	Manger Finance and Procurement	



Governance

Action	Deliverable	Timeline	Responsibility
Establish and maintain an effective RAP Working group (RWG) to drive governance of the RAP.	Maintain Aboriginal and Torres Strait Islander representation on the RWG.	Yearly July 2022, 2023, 2024	RAP Project Lead
	RWG oversees the development, endorsement, launch and implementation of the RAP.	July 2022	RAP Project Lead
	Establish Terms of Reference for the RWG.	July 2022	RAP Project Lead
	Include induction for new staff joining the RWG.	July 2022, 2023, 2024, and then as new staff are recruited	Manager People and Culture
	Develop and distribute an expression of interest to join the RWG to key Aboriginal and Torres Strait Islander peoples within our sphere of influence.	September 2022	RAP Project Lead
	Meet at least four times per year to drive and monitor RAP implementation.	Monthly January to December 2022, 2023, 2024	RAP Project Lead
	Establish and maintain effective Aboriginal Education Advisory Group.	Recruit an Aboriginal and Torres Strait Islander RAP representative.	Yearly July 2022, 2023, 2024
Recruit new Aboriginal and Torres Strait Islander membership to our Aboriginal Education Advisory Group.		Yearly July 2022, 2023, 2024	Aboriginal Education Project Lead
Maintain Aboriginal and Torres Strait Islander representation on the Aboriginal Education Advisory Group.		Yearly July 2022, 2023, 2024	Aboriginal Education Project Lead

Action	Deliverable	Timeline	Responsibility
Provide appropriate support for effective implementation of RAP commitments.	Define resource needs for RAP implementation.	Incrementally January, April, July, October 2022, 2023, 2024	RAP Project Lead
	Engage our senior leaders and other staff in the delivery of RAP commitments.	Monthly January to December 2022, 2023, 2024	Chief Executive
	Define and maintain appropriate systems to track, measure and report on RAP commitments.	June 2022	RAP Project Lead
	Appoint and maintain an internal RAP champion from senior management.	Completed – attend RAP working group meetings monthly January – December 2022, 2023, 2024	Director Education Services
Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence.	June annually 2022, 2023, 2024	RAP Project Lead
	Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire.	1 August annually 2022, 2023, 2024	RAP Project Lead
	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 September, annually 2022, 2023, 2024	RAP Project Lead
	Report RAP progress to all staff and senior leaders quarterly.	April, June, September and December 2022, 2023, 2024	RAP Project Lead
	Publicly report our RAP achievements, challenges and learnings, annually.	July 2022-2024	Team Leader Strategic Comms
	Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2024	RAP Project Lead
	Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	June 2024	RAP Project Lead
	Continue our reconciliation journey by developing our next RAP.	Register via Reconciliation Australia's website to begin developing our next RAP.	December 2023



Elizabeth Close: *Shared Journey; Own Path*

The Artwork Narrative

This triptych entitled *Shared Journey; Own Path* is a reflection of the dedication of the SACE Board to making outcomes and strategies for Aboriginal and Torres Strait Islander students a priority. Aboriginal and Torres Strait Islander student success depends on educational frameworks that place value on Aboriginal ways of knowing and being.

This artwork is the culmination of the great work undertaken by the SACE Board in their most recent Reconciliation Action Plan. It is the result of a relationship that was built over many weeks, in an effort to truly understand the narrative that I was asked to depict.

Shared Journey; Own Path takes three of the core values that best speak to the aims of the SACE Board with regard to Aboriginal and Torres Strait Islander student success, taken from our many conversations. These core values are *Agency; Belonging and Growth*. Together these core values form a collective that reflect the student journey for Aboriginal Students towards their SACE. The line that meanders across the triptych represents this student journey. Essentially, I have used the imagery of pebbles or rocks in a creek-bed to represent the students themselves; and water trickling through and between them as the student journey. The palette for the works reflects the diversity of the South Australian Aboriginal and Torres Strait Islander Student population; their histories and cultures. The diversity of their landscapes. I often use palette as a vessel to speak to aspects of landscape and by extension, those that live in, on and within them. In this work, we start with the deep inky purples that are informed by the night sky - a night sky that holds much of the wisdom that our collective cultures are underpinned by. This moves into softer purples that speak to smoke as a vessel for storytelling and cleansing. This transitions into reds and ochres that speak to the red deserts of Central and Outback South Australia. This gives way into warm sands, cool teals and deep blues that speak to The High Country with its rainfall and cold winters, as well as the South Australian coastline with its mix of sandy beaches and shallow gulfs and rugged cliffs.

The first piece that speaks to agency, references the importance for Aboriginal and Torres Strait Islander students to receive recognition within the SACE framework for Cultural learning and learning on Country. This is referenced by the patterns within the white 'highlighted' pebbles - patterns I took from the natural world to reference growth; be it physical, spiritual, emotional or growth through learning. In this environment; cultural learning is celebrated and valued, and can co-exist with western academic success.

The second piece speaks to Belonging; with the pebbles here representing an environment where Aboriginal and Torres Strait Islander students feel a sense of inclusion. Here, the designs in the pebbles represent continued growth, but also the honouring of old wisdom through the same imagery of the growth rings of trees. The bold straight lines represent the fostering of an environment Indigenous perspectives are valued by educators and peers alike. Here these 'highlighted' pebbles are bigger, bolder and nestled into the journey line as to further illustrate this notion of belonging and inclusion. We should not accept a framework where Indigenous students are simply passengers in an arduous western education that they cannot see themselves in. In order to thrive, they must first belong.

The final piece illustrates growth. Aboriginal and Torres Strait Islander students that are empowered and feel they and their culture is an asset to their education; for whom the system acknowledges and celebrates Aboriginal ways

of knowing and being, are far better equipped to shape their own future. To grow and to thrive. This is represented by the large bold pebbles; for whom this foundation stands them in good stead to become lifelong learners. Who do not simply 'survive' the process, but use it as a springboard for further learning in all facets of their lives.

These concepts are deeply entwined. But it is through this powerful combination that we make change and empower our young people to become the best they can be. To be powerful learners and cultural leaders.

The coloured other 'pebbles' in the creek are detailed. They are rich in texture and movement, which represent the complexities of life for Aboriginal students. Some include sand, which represents Connection to Country. Some include rust and verdigris (a type of green oxidation), which represent the enduring of Aboriginal and Torres Strait Islander people and culture - it represents the many tens of thousands of years of culture that we have kept alive. Some include copper and gold leaf which represent the immense value in Country as a concept - ironically not monetary or mineral wealth, but spiritual wealth. Some of the other patterns of lines, growth rings and dots, all refer to Country and Landscape - telling the story of the landscape we can see with our eyes; but more importantly, the Landscape we can feel with our spirits.

Shared Journey; Own Path is a work one can get lost in. There is much detail to take in, and upon each viewing, one might see something different. And so it is with the journeys themselves; there are always so many facets to a young Aboriginal student, indeed any students' life path. There are many lenses through which we can understand them. This work is a celebration of this journey in whatever form it takes.

Agency | Belonging | Growth





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