

Aboriginal and Torres Strait Islander Cultural Capability Action Plan 2022–2024

Message from the Director-General

Being culturally capable is everyone's business and vital to achieving the department's Commitment Statement – delivering aspirational, educational, economic and social outcomes for Aboriginal peoples and Torres Strait Islander peoples. Ensuring that Aboriginal peoples and Torres Strait Islander peoples feel safe, reach their full potential, thrive and achieve meaningful outcomes in our schools and workplaces is our priority.

The Aboriginal and Torres Strait Islander Cultural Capability Action Plan 2022–2024 builds on the accomplishments of previous Cultural Capability Action Plans to establish clear and effective actions over the next 3 years. It recognises the importance of the department becoming more representative and inclusive of Aboriginal peoples and Torres Strait Islander peoples. I'm proud of the 3-fold increase in contribution by work units across the department to develop actions for this plan.

The plan will help to create inclusive and culturally safe environments and practices where Aboriginal peoples and Torres Strait Islander peoples are empowered to act. Solutions are achieved by co-designing outcomes, and developing relationships and connections to the communities we serve through culturally responsive engagement.

Michael De'Ath
Director-General
Department of Education

What is Cultural Capability?

Cultural capability is the understanding of Aboriginal and Torres Strait Islander cultures, our shared history and the integration of knowledge to co-design standards, policies and practices to produce better outcomes for Aboriginal peoples and Torres Strait Islander peoples.

To assist coordinated implementation of the Cultural Capability Action Plan, the department's own [Aboriginal and Torres Strait Islander Cultural Capability Framework](#) explains what cultural capability looks like in schools, early childhood education and care settings, and workplaces. Building cultural capability is a process of continuous learning in all 3 domains of effective practice – being, knowing, doing.

Cultural Capability Action Plan

The Aboriginal and Torres Strait Islander Cultural Capability Action Plan 2022-2024 is the fourth plan released by the department. Our plan is aligned with:

- [Queensland Government Aboriginal and Torres Strait Islander Cultural Capability Framework](#), which provides strategic direction for cultural capability planning
- [Department's Aboriginal and Torres Strait Islander Cultural Capability Framework \(PDF, 5.1MB\)](#).
- [Department's Engaging communities: empowering futures framework \(PDF, 4.9MB\)](#).

Monitoring and Reporting

A report outlining half-year and full-year results will be prepared and submitted to the whole-of-government Cultural Agency Leaders Committee.

Measuring success

- Working for Queensland survey results indicate an increase in workplace inclusion through the demonstration of inclusive practices.
- School Opinion Survey results indicate an increase in teacher confidence in embedding Aboriginal and Torres Strait Islander perspectives in the classroom.
- The department's Cultural Capability Framework guides the continual development of cultural capability across the department where culture is valued and embedded in service delivery.
- The proportion of workforce representation of Aboriginal peoples and Torres Strait Islander peoples, is increased and reflected across different areas and, in particular, across different levels within the department (corporate, schools and executive leadership).
- Aboriginal and Torres Strait Islander staff attraction and retention rates are improved.
- Increased utilisation of principles for co-designing solutions that address inequities in our policies and programs.

Coral Beds Down Under Artwork



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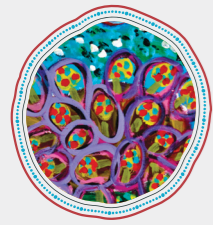
Artist biography

Josiah Omeenyo is from Lockhart River Queensland Australia and is a member of the Lockhart River Artists group. Josiah is well known for his coral reef themed paintings using spectacular colour combinations.

He is not the only artist in his family, his mother and aunty are also involved with the Lockhart River artists. He uses paint on canvas and linen to share his stories with the world.

Notice of Custodial Interest of the Lockhart River Community: "This image embodies traditional ritual knowledge of the Lockhart River community in Queensland as painted by the artist. Dealing with any part of the images for any purpose that has not been authorised by the artist Josiah Omeenyo, a traditional landowner himself, is a serious breach of the customary laws of the Lockhart River community."

Aboriginal and Torres Strait Islander Cultural Capability Action Plan 2022 –2024



OBJECTIVE 1 Leadership and Accountability

All leaders are accountable for demonstrating and promoting cultural capability within the sector.

1.1 People Leader (team leader, program leader, executive) cultural capability awareness session (facilitated and on-line) developed and delivered.

1.2 Self assessment tool has cultural capability items for People Leader (team leaders, program leaders and executive).

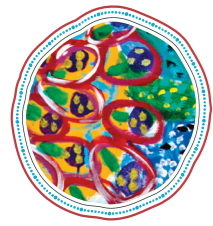
1.3 Continue dedicated Aboriginal and Torres Strait Islander inclusion focus in EMB meetings.

1.4 Continue to undertake co-design projects with the Ministerial Advisory Committee (QATSIETAC).

1.5 Investigate the creation of an independent state voice for Indigenous education.

1.6 Active participation and providing financial advice as part of the regional Aboriginal and Torres Strait Islander strategies.

1.7 Involvement in Regional EMB discussions around Aboriginal and Torres Strait Islander data across all regions and options for support and assistance.



OBJECTIVE 2 Valuing Culture and History

Recognising, respecting and valuing Aboriginal and Torres Strait Islander cultures is fundamental to improving our services.

2.1 Promote Aboriginal and Torres Strait Islander culturally significant dates including reconciliation week and National Aboriginal and Islander Day Observance Committee (NAIDOC) week within the business unit/s and across the department; Build stakeholder relationships both internal and external to assist in building cultural capability.

2.2 Establish a working group - including Cultural Liaison Officers (Workforce), to promote and coordinate activities and events to celebrate culturally significant dates across the department.

2.3 Implement the Aboriginal and Torres Strait Islander Cultural Capability Framework.

2.4 Investigate an Acknowledgement of Country on DoE's internal & external websites and all state school sites.

2.5 Develop protocols relating to Indigenous Cultural and Intellectual Property (ICIP).

2.6 Acknowledgement of Country at all meetings is adopted.

2.7 All FASD staff are participating in Cultural Capability training.

2.8 Regional FASD staff participate in virtual Yarning Circles.

2.9 Regional site visits (Ration Shed at Cherbourg, Minjerribah, Banaam).



OBJECTIVE 3 Building Cultural Capability to improve economic participation

Building the sectors cultural capability to improve services and facilitate sustainable employment outcomes will lead to greater economic prosperity.

3.1 Build capability within the department's early years services and schools, to identify English as an additional language or dialect (EAL/D) learners, assess their proficiency and teach Standard Australian English (SAE) explicitly, actively and meaningfully.

3.2 Development of a Remuneration framework that baselines minimum requirements of compensation for engagement of Aboriginal peoples and Torres Strait Islander peoples.

3.3 Build capability within the department's schools, to identify English as an alternative language or dialect (EAL/D) learners, assess their proficiency

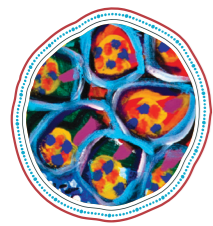
and teach Standard Australian English (SAE) explicitly, actively and meaningfully

3.4 Revise guidelines for conducting research (guidelines) to align with best practice for conducting research with Aboriginal peoples and Torres Strait Islander peoples.

3.5 Investigate creation of a clearing house for best practice in Aboriginal and Torres Strait Islander education.

3.6 Provide advice to regional and school staff regarding the engagement of suppliers.

3.7 Significant time and resources (FASD staffing, regional travel budget) dedicated to assisting schools with a high proportion of Indigenous students.



OBJECTIVE 4 Aboriginal and Torres Strait Islander engagement and stronger partnerships

Sustained, respectful and inclusive engagement is essential to gaining an understanding of Aboriginal and Torres Strait Islander peoples.

4.1 Develop a comprehensive School Naming and Co-naming Strategy with Aboriginal and Torres Strait Islander peoples.

4.2 Investigate options for a consultation process to include Aboriginal peoples and Torres Strait Islander peoples in the naming and co-naming of new schools.

4.3 Co-develop guidance for the inclusion of Aboriginal peoples and Torres Strait Islander peoples in the naming and co-naming of new schools.

4.4 Investigate the feasibility for acknowledging, in relevant forums, the land on which existing schools operate.

4.5 Implement the School Naming and Co-naming Strategy for Aboriginal and Torres Strait Islander peoples.

4.6 Connect with parents and the community to co-design whole of school and early childhood strategies and ensure students are culturally safe, valued, respected and wellbeing and cultural identity is nurtured.

4.7 Student Engagement Initiatives.

4.8 Build the capability of the department's schools-based and regional-based personnel to identify and respond early to students exhibiting risk factors for early school leaving.

4.9 Connect with parents and the community to co-design whole of school strategies and ensure students are culturally safe, valued, respected and wellbeing and cultural identity is nurtured.

4.10 Continue to develop and implement strategies to address barriers to engagement.

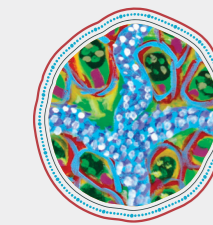
4.11 Undertake an annual survey of central and regional office staff regarding awareness and consideration of Aboriginal and Torres Strait Islander perspectives and confidence in engaging with Aboriginal and Torres Strait Islander peoples.

4.12 Observing appropriate employment practices.

4.13 Training and support provided to schools and regions based Aboriginal and Torres Strait Islander staff to build their financial capacity and understanding.

4.14 Strong Indigenous education focus as part of the regional budget and the use of regional funds in innovative ways (attendance by Principals and regional leadership at work on country) in line with respective regional strategy.

4.15 Further enhance the Department's school review approach to improve its cultural inclusivity.



OBJECTIVE 5 Culturally responsive systems and services

Embed Aboriginal and Torres Strait Islander perspectives into the design, delivery and evaluation of policy, programs and services.

5.1 Ensure the department's Employee Assistance Program (EAP) engages service providers that are able to deliver culturally capable and trauma-informed EAP services for Aboriginal employees and Torres Strait Islander employees.

5.2 Review recruitment processes to assess and remove identified barriers to inclusion for Aboriginal peoples and Torres Strait Islander peoples.

5.3 Review 2019-2021 workforce strategy and develop 2022-2024 workforce strategy.

5.4 Identified roles are utilised in divisions that have a direct influence on service delivery and strategic influence to Aboriginal peoples and Torres Strait Islander peoples.

5.5 Promotion of State Schools Indigenous Education branch: opportunities including projects and initiatives for students; strategy; and support to assist stakeholders to realise this objective.

5.6 Provide advice and feedback to leaders.

5.7 Focus budget workshops on the funding received by schools, in particular the Indigenous Education funding; the purpose and ways it can potentially be used along with other sources of funding to improve Aboriginal and Torres Strait Islander outcomes.

