



ST JOHN BOSCO  
COLLEGE  
JOY IN LEARNING

## ABORIGINAL EDUCATION POLICY

### REVIEW HISTORY

Originally Written:	Reviewed by:		Revised:	Next Review:
2016	College Staff		2019	2020

### RATIONALE

Aboriginal people are the original inhabitants of Australia. Catholic education embraces the richness and diversity, which exists within the Aboriginal nations of Australia. Catholic education is committed to maximising the learning opportunities for Aboriginal people.

Pope John Paul II in his address to the Aboriginal people of Australia said:

*The Church of Australia will not be fully the Church that Jesus wants her to be until...(the Aboriginal people of Australia) have made...(their) contribution to her life and until that contribution has been joyfully received by others.<sup>1</sup>*

The National Catholic Education Commission (NCEC) supports this in its statement:

*We call upon the Church— her people, her leaders and her children to listen with new ears, to see with new eyes, what always was and what always will be - to be awakened to Aboriginal and Torres Strait Islander life, ways, cultures and spiritualities.<sup>2</sup>*

The St John Bosco College community has a responsibility to create an understanding and appreciation of Aboriginal people, their histories, cultures and spirituality. St John Bosco College will play an important role in the formation of its students to develop as active and contributing members of Australian society. 'Catholic schools can serve as models for all within Western Australia who seek to create genuine communities. Such communities are always founded upon shared commitment to the common good' (Mandate paragraph 6).

### DEFINITIONS

The term **Aboriginal** refers to the original inhabitants of Australia and includes the Torres Strait Islander people.

The term **Aboriginal Education** applies to all areas within the College including learning and teaching, reconciliation, employment, career pathways and community partnerships.

The term **Aboriginal Education Plan** refers to St John Bosco College developing a formalised approach through the development of a strategic action plan to address Aboriginal education in the College.

The term **Aboriginal Nation** refers to Aboriginal society as one that is diverse, complex and sophisticated. Australia is made up of many Aboriginal Nations.

<sup>1</sup> Pope John Paul II: Address to the Aboriginal People of Australia, Alice Springs, 1986.

<sup>2</sup> NCEC Conference ACT 1996.

## PRINCIPLES

1. Aboriginal people have a rich history, culture and spirituality that can be shared with all Australians.
2. St John Bosco College is committed to increasing knowledge and understanding of the histories, cultures and experience of Aboriginal people as the first peoples of Australia.
3. St John Bosco College recognises that parents are the first educators of their children.
4. St John Bosco College is committed to collaborative decision-making and capacity building with Aboriginal people, parents, caregivers, families and communities.
5. Aboriginal students at St John Bosco College have the right to be provided with educational experiences comparable to all Australians whilst maintaining their cultural identity.

## PROCEDURES

- St John Bosco College, in consultation with our communities, shall develop an Aboriginal Education Plan, which is consistent with guidelines provided by national and state agreements.
- St John Bosco College will continue to offer and run the Aboriginal Families as First Educators playgroup, available to all Aboriginal and Torres Strait Islander families in the community, on the College campus.
- St John Bosco College shall integrate Aboriginal education across all areas of curriculum.
- Aboriginal language and cultural education programs for use in the College shall be developed in collaboration with the Aboriginal community which are consistent with relevant documents developed by the Catholic Education Aboriginal Committee (CEAC).
- Ongoing professional learning in Aboriginal understandings shall be provided to all staff working in St John Bosco College. Members of the local Aboriginal community shall be invited to be involved in the delivery of this professional learning.
- St John Bosco College will actively encourage and support Aboriginal people to be represented appropriately on College decision-making committees involving Aboriginal students.
- St John Bosco College is fully involved in the reconciliation process through the recognition, acceptance and celebration of Aboriginal cultural traditions and values by NAIDOC and Sorry Day celebrations.

## IMPLEMENTATION

In implementing this policy, St John Bosco College will take responsibility for:

- Providing programs that promote a greater knowledge and understanding of our shared history and reconciliation.
- Providing teaching and learning programs that work towards improving educational outcomes for Aboriginal and Torres Strait Islander students.
- Providing programs that recognise, support, value and promote awareness of Aboriginal and Torres Strait Islander cultures.

- Creating a welcoming atmosphere for Aboriginal and Torres Strait Islander students and families.
- Supporting students who identify as Aboriginal and Torres Strait Islander within the College and the wider community.
- Supporting the cultural safety of Aboriginal and Torres Strait Islander students and removing racism through the College Pastoral Care Policy.
- Encouraging involvement and participation of Aboriginal and Torres Strait Islander families and communities in College activities.

In accordance with Church teaching, St John Bosco College acknowledges that parents are the primary educators of their children.

Aboriginal and Torres Strait Islander parents desire an atmosphere, which promotes a sense of belonging, caring and sharing in which children have opportunities to develop academically, spiritually, physically and socially.

Parents and guardians of Aboriginal and Torres Strait Islander students are encouraged to work in partnership with the College to:

- Nurture and support their child's education and holistic development.
- Participate in classroom, liturgical, cultural and associated activities.
- Assist schools to foster discipline and behaviour management strategies that are consistent, not only with the Christian and College values of love, justice, respect, joy and compassion, but also with culturally appropriate and acceptable understanding.



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## ABORIGINAL EDUCATION PLAN

### OVERVIEW

St John Bosco College 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 Western 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 organising ideas, and it is these ideas that this Aboriginal Education Plan aims to address.

	Organising Ideas
Country/Place	<ul style="list-style-type: none"><li>• Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples</li><li>• Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia</li><li>• Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways</li></ul>
Culture	<ul style="list-style-type: none"><li>• Aboriginal and Torres Strait Islander societies have many language groups</li><li>• Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing</li><li>• 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</li></ul>
People	<ul style="list-style-type: none"><li>• The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia</li><li>• Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures</li><li>• Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally</li></ul>

Western Australian Curriculum Learning areas value Aboriginal and Torres Strait Islander Histories and Cultures. Each one articulates appropriate and relevant aspects of the priority and how it can be incorporated in the curriculum.

## English

Through English students can:

- ✓ develop an awareness and appreciation of, and respect for, Aboriginal and Torres Strait Islander literature. This includes storytelling traditions (oral narrative) and contemporary literature.
- ✓ learn to develop respectful, critical understandings of the social, historical and cultural contexts associated with different uses of language features and text structures including images and visual language.

## Mathematics

Through Mathematics students can:

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

## Science

Through Science students will have opportunities to learn that Aboriginal and Torres Strait Islander Peoples have longstanding scientific knowledge traditions and developed knowledge about the world by:

- ✓ observation, using all the senses
- ✓ prediction and hypothesis
- ✓ testing (trial and error)
- ✓ making generalisations within specific contexts such as the use of food, natural materials, navigation and sustainability of the environment.

## Humanities and Social Sciences

The diverse cultures of Aboriginal and Torres Strait Islander Peoples are explored through their:

- ✓ long and continuous strong connections with Country/Place and their economic, cultural, spiritual and aesthetic value of place, including the idea of custodial responsibility. Students examine the influence of Aboriginal and Torres Strait Islander Peoples on the environmental characteristics of Australian places, and the different ways in which places are represented.
- ✓ experiences before, during and after European colonisation, including the nature of contact with other peoples, and their progress towards recognition and equality. In particular, students investigate the status and rights of Aboriginal and Torres Strait Islander Peoples, past and present, including civic movements for change, the contribution of Aboriginal and Torres Strait Islander Peoples to Australian society, and contemporary issues.
- ✓ exploration of how groups express their particular identities, and come to understand how group belonging influences perceptions of others.

## The Arts

Students' exploration of traditional and contemporary artworks by Aboriginal and Torres Strait Islander Peoples provides insight into the way the relationships between People, Culture and Country/Place for Aboriginal and Torres Strait Islander Peoples can be conveyed through the arts, their expression in living communities, and the way these build identity.

## **Technologies**

Students will identify the interconnectedness between technologies and Identity, People, Culture and Country/Place. They will explore, understand and analyse how this intrinsic link guides Aboriginal and Torres Strait Islander Peoples in sustaining environments, histories, cultures and identities through / by creating appropriate and sustainable solutions.

## **Health and Physical Education**

Through Health and Physical Education students can:

- ✓ explore personal, community and group identities and build understanding of the differences and commonalities in systems of knowledge and beliefs about Health and Physical Education.
- ✓ make strong connections between cultures and identities and to engage with and appreciate the lived experiences of Aboriginal and Torres Strait Islander Peoples.
- ✓ can learn about the richness of Aboriginal and Torres Strait Islander modes of communication and ways of living and being, and develop appreciation and understanding of uniquely Australian connections between People and Country/Place.
- ✓ can explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community.
- ✓ can also be given the opportunity to participate in physical activities and cultural practices such as traditional and contemporary Aboriginal and Torres Strait Islander games.

## **Languages**

The Framework for Aboriginal Languages and Torres Strait Islander Languages provides a direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities. Aboriginal and Torres Strait Islander Histories and Cultures are an integral part of learning Aboriginal languages and Torres Strait Islander languages as there is an inseparable connection between the languages and land, sea, sky and waterways.

Through learning a framework language, all students gain access to knowledge and understanding of Australia that can only come from an Aboriginal or Torres Strait Islander perspective.

For Aboriginal and Torres Strait Islander students, learning their own language can have a significant influence on their overall learning and achievements. It can foster a strong sense of identity, pride and self-esteem and enables students to develop a wider recognition and understanding of their Culture, Country/Place and People. This then contributes to their wellbeing.

## SCOPE AND SEQUENCE

YEAR LEVEL	ENGLISH	SCIENCE	HISTORY	THE ARTS
<b>Pre-Primary</b>	<p><b>Language variation and change</b> Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (<a href="#">ACELA1426</a>)</p> <p><b>Language for interaction</b> Explore how language is used differently at home and school depending on the relationships between people (<a href="#">ACELA1428</a>)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes (<a href="#">ACELA1429</a>)</p> <p><b>Literacy and context</b> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (<a href="#">ACELT1575</a>)</p> <p><b>Examining Literature</b> Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (<a href="#">ACELT1579</a>)</p>	<p><b>Science Inquiry skills</b></p> <p><b>Questioning and Predicting</b> Respond to questions about familiar objects and events (<a href="#">AC SIS014</a>)</p> <p><b>Communicating</b> Share observations and ideas (<a href="#">AC SIS012</a>)</p>	<p><b>Personal and Family Histories</b></p> <p>The different structures of families and family groups today, and what they have in common (<a href="#">ACHHK002</a>)</p> <p>How they, their family and friends commemorate past events that are important to them (<a href="#">ACHHK003</a>)</p> <p>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (<a href="#">ACHHK004</a>)</p> <p><i>Extension: Who the people in their family are, where they were born and raised and how they are related to each other (<a href="#">ACHHK001</a>)</i></p>	<p><b>Visual Arts</b> Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (<a href="#">ACAVAM106</a>)</p> <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAVAR109</a>)</p> <p><b>Music</b> Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (<a href="#">ACAMUM081</a>)</p> <p>Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAMUR083</a>)</p> <p><b>Media Arts</b> Explore ideas, characters and settings in the community through stories in images, sounds and text (<a href="#">ACAMAM054</a>)</p> <p>Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAMAR057</a>)</p> <p><b>Drama</b> Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACADRR030</a>)</p> <p><b>Dance</b> Present dance that communicate ideas to an <a href="#">audience</a>, including dance used by cultural groups in the community (<a href="#">ACADAM003</a>)</p> <p>Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACADAR004</a>)</p>

YEAR LEVEL	ENGLISH	SCIENCE	HISTORY	THE ARTS
Year One	<p><b>Language variation and change</b> Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others <a href="#">(ACELA1443)</a></p> <p><b>Language for interaction</b> Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others <a href="#">(ACELA1444)</a></p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions <a href="#">(ACELA1787)</a></p> <p><b>Literacy and context</b> Respond to texts drawn from a range of cultures and experiences <a href="#">(ACELY1655)</a></p>	<p><b>Science as a Human Endeavour</b></p> <p><b>Use and Influence of Science</b> People use science in their daily lives, including when caring for their environment and living things. <a href="#">(ACSHE022)</a></p> <p><b>Science Inquiry skills</b></p> <p><b>Questioning and Predicting</b> Respond to and pose questions, and make predictions about familiar objects and events <a href="#">(ACSIS024)</a></p> <p><b>Planning and Conducting</b> Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources <a href="#">(ACSIS025)</a></p>	<p><b>Present and Past Family Life</b> Differences in family structures and roles today, and how these have changed or remained the same over time <a href="#">(ACHHK028)</a></p> <p>How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons <a href="#">(ACHHK029)</a></p> <p><i>Extension: Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.</i> <a href="#">(ACHHK030)</a></p>	<p><b>Visual Arts</b> Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists <a href="#">(ACAVAM106)</a></p> <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACAVAR109)</a></p> <p><b>Music</b> Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community <a href="#">(ACAMUM081)</a></p> <p>Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACAMUR083)</a></p> <p><b>Media Arts</b> Explore ideas, characters and settings in the community through stories in images, sounds and text <a href="#">(ACAMAM054)</a></p> <p>Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACAMAR057)</a></p> <p><b>Drama</b> Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACADRR030)</a></p> <p><b>Dance</b> Present dance that communicate ideas to an audience, including dance used by cultural groups in the community <a href="#">(ACADAM003)</a></p> <p>Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACADAR004)</a></p>



YEAR LEVEL	ENGLISH	SCIENCE	HISTORY	THE ARTS
<b>Year Two</b>	<p><b>Language variation and change</b> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background <a href="#">(ACELA1460)</a></p> <p><b>Responding to literature</b> Compare opinions about characters, events and settings in and between texts <a href="#">(ACELT1589)</a></p>	<p><b>Science as a Human Endeavour</b></p> <p><b>Use and Influence of Science</b> People use science in their daily lives, including when caring for their environment and living things. <a href="#">(ACSHE022)</a></p> <p><b>Science Inquiry skills</b></p> <p><b>Questioning and Predicting</b> Respond to and pose questions, and make predictions about familiar objects and events <a href="#">(ACSIS024)</a></p> <p><b>Planning and Conducting</b> Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources <a href="#">(ACSIS025)</a></p>	<p><b>The Past in the Present</b></p> <p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial <a href="#">(ACHHK045)</a></p> <p>The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) <a href="#">(ACHHK046)</a></p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past <a href="#">(ACHHK044)</a></p> <p><i>Extension: Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.</i> <a href="#">(ACHHK030)</a></p>	<p><b>Visual Arts</b> Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists <a href="#">(ACAVAM106)</a></p> <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACAVAR109)</a></p> <p><b>Music</b> Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community <a href="#">(ACAMUM081)</a></p> <p>Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACAMUR083)</a></p> <p><b>Media Arts</b> Explore ideas, characters and settings in the community through stories in images, sounds and text <a href="#">(ACAMAM054)</a></p> <p>Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACAMAR057)</a></p> <p><b>Drama</b> Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACADRR030)</a></p> <p><b>Dance</b> Present dance that communicate ideas to an audience, including dance used by cultural groups in the community <a href="#">(ACADAM003)</a></p> <p>Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACADAR004)</a></p>

YEAR LEVEL	ENGLISH	SCIENCE	HISTORY	THE ARTS
<b>Year Three</b>	<p><b>Language variation and change</b> Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (<a href="#">ACELA1475</a>)</p> <p><b>Creating Literature</b> Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (<a href="#">ACELT1601</a>)</p> <p><b>Literacy: Texts in context</b> Identify the point of view in a text and suggest alternative points of view (<a href="#">ACELY1675</a>)</p>	<p><b>Science as a Human Endeavour</b> <b>Use and Influence of Science</b> Science knowledge helps people to understand the effect of their actions (<a href="#">ACSHE05</a>)</p>	<p><b>Community and Remembrance</b> The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (<a href="#">ACHHK060</a>)</p> <p>The role that people of diverse backgrounds have played in the development and character of the local community (<a href="#">ACHHK062</a>)</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (<a href="#">ACHHK063</a>)</p> <p>Extension: Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia. (<a href="#">ACHHK064</a>)</p>	<p><b>Visual Arts</b> Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (<a href="#">ACAVAM110</a>)</p> <p>Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAVAR113</a>)</p> <p><b>Music</b> Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (<a href="#">ACAMUM085</a>)</p> <p>Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAMUR087</a>)</p> <p><b>Media Arts</b> Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (<a href="#">ACAMAM058</a>)</p> <p>Plan, create and present media artworks for specific purposes with awareness of responsible media practice (<a href="#">ACAMAM060</a>)</p> <p>Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAMAR061</a>)</p> <p><b>Drama</b> Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (<a href="#">ACADRM031</a>)</p> <p>Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (<a href="#">ACADRM033</a>)</p> <p>Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons</p>

YEAR LEVEL	ENGLISH	SCIENCE	HISTORY	THE ARTS
				<p>(ACADRR034)</p> <p><b>Dance</b></p> <p>Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)</p> <p>Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance.</p>
			<p><b>CIVICS AND CITIZENSHIP</b></p> <p><b>Government and democracy</b></p> <p>How and why decisions are made democratically in communities (ACHCK001)</p> <p><b>Laws and citizens</b></p> <p>How and why people make rules (ACHCK002)</p> <p><b>Citizenship, diversity and identity</b></p> <p>Why people participate within communities and how students can actively participate and contribute (ACHCK003)</p>	