



Penola
CATHOLIC COLLEGE
EST. 1995



2018 Annual Conference

Fostering connections – celebrating diversity

Friday, June 22, 2018 – Jasper Hotel Melbourne



WE WALK TOGETHER
2018

 THE LONG WALK

Acknowledgement to Country

·Any Volunteers who would like to lead an acknowledgement to Country?.'

'What country did you come in from today?'

'What country do you live on ?'

'What country were you born on ?'

Acknowledgement to Country

“I would like to acknowledge we are meeting on the ancestral lands of the Wurundjeri people. I would also like to acknowledge the Bunurong people whos country starts South of the Birrarung (Yarra River).”

What is The Long Walk?

Michael Long

Michael Long is one of the most recognisable Aboriginal figures in AFL football. He played for the Essendon Football Club between 1989 and 2001, was a member of two premiership sides and the winner of the 1993 Norm Smith Medal.

Michael championed the Aboriginal and Torres Strait Islander cause within the AFL. In 1995, Michael made a stand against racial abuse, following an on-field incident with another player, asserting that racism had no place in sport.

Ultimately this led to Michael being one of the pioneering forces behind the racial abuse code that was adopted by the AFL in the 1990s. Michael retired from football in 2001.

The Long Walk to Canberra

On 21 November 2004 Michael Long embarked on a historic trek, walking from his home in the suburbs of Melbourne all the way to Parliament House in Canberra – more than 650 kilometres away.

After returning home from yet another Aboriginal funeral, Michael decided that something needed to be done about the plight of his people. He took it upon himself to get Aboriginal and Torres Strait Islander issues back on the national agenda and resolved to meet with Prime Minister John Howard to discuss his concerns... even if he had to walk all the way to Canberra to do it.

Michael was joined on the road by Aboriginal and non-Aboriginal supporters from all over Australia. Some walked in support for an hour, some for a day and some took the journey all the way to Canberra. As the walkers passed through the Victorian countryside, local people came out to meet them, offering encouragement, support and assistance.

Seeing both Aboriginal and non-Aboriginal people rallying together, Michael's Long Walk became a mission of hope. The troupe started walking out of frustration and pain but as they walked they began to understand that Australians from all walks of life had been looking for a way to express their support for Aboriginal culture for a long time.

The Long Walk website was flooded with thousands of emails from Indigenous and non-Indigenous Australians expressing their support. A common theme emerged – The Long Walk provided a much-needed public vehicle allowing Australians to express their commitment to reconciliation and a united Australia.



What is The Long Walk?



<http://www.thelongwalk.com.au>

Closing the Gap

2017 Closing the Gap Report Card

Progress against the targets



Life Expectancy
Progress: Not on track



Target To close the gap in life expectancy between Indigenous and non-Indigenous Australians within a generation (by 2031)

Progress: Indigenous Australians die about 10 years younger than non-Indigenous Australians, and that hasn't changed significantly



Target To halve the gap in mortality rates for Indigenous children under five within a decade (by 2018)

Progress: Indigenous child mortality rates have declined and the gap has narrowed (between 1998 and 2015). The 2015 Indigenous child mortality rate was slightly outside the range required for this target to be on track



Reading & Writing
Progress: Not on track



Target Halve the gap in reading and numeracy for Indigenous students by 2018

Progress: While some improvements are being made, of the eight areas measured (reading and numeracy for Years 3, 5, 7 and 9), only year 9 numeracy is on track



Target Halve the gap in Year 12 attainment – On Track
Target Close the gap in school attendance by the end of 2018

Progress: No real change in the Indigenous school attendance rate between 2014 - 2016. The attendance rate for Aboriginal and Torres Strait Islander students in 2016 was 83.4 per cent, compared to 93.1 per cent for non-Indigenous students



Target 95 per cent of all Indigenous four-year-olds enrolled in early childhood education by 2025 (Revised target)

Progress: In 2015, 87 per cent of Indigenous children were enrolled in early childhood education in the year before starting school, compared with 98 per cent of non-Indigenous children. The original target expired unmet in 2013



Employment
Progress: Not on track



Target Halve the gap in employment by 2018

Progress: In 2014-15, the Indigenous employment rate was 48.4 per cent, compared with 72.6 per cent for non-Indigenous Australians

3% 
Population

Aboriginal and Torres Strait Islander people make up three per cent of Australia's population.

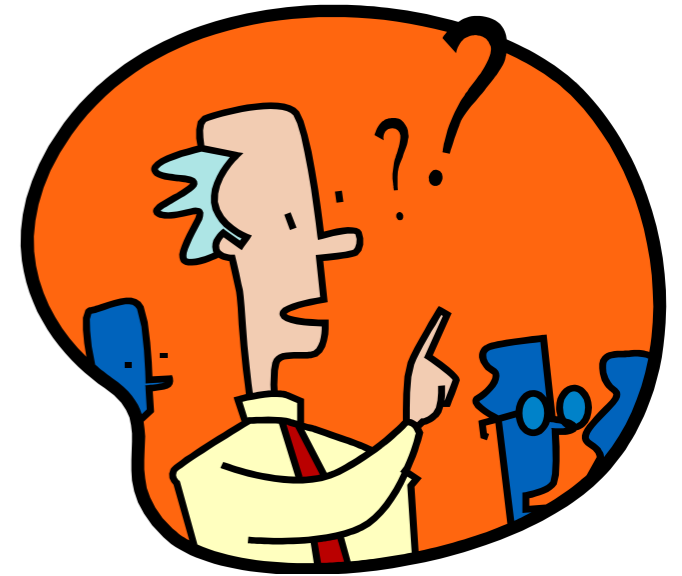
80% 
Living in regional and metropolitan areas.

Our Ambassadors



QUESTIONS

- There are no stupid or silly questions.
- No question will offend or cause embarrassment.
- There are only questions that you might be unsure to ask because you might feel are stupid, silly or embarrassed.



The Long Walk and Schools



The Long Walk and VCAL



TASK: CREATE A MINI LONG WALK

The Long Walk and VCAL

LEVEL	OUTCOME	Element	ACTIVITY
Personal Development Skills Foundation Unit 1	Learning outcome 1 Plan and organise a simple activity	1.1 Develop a plan for a simple activity in relation to one or more of the following: self, social, health and wellbeing, education and/or family.	Organise and plan a Mini Long Walk circuit inside your school or outside in the neighbouring streets.
	Learning outcome 3 Demonstrate skills specific to a simple activity or goal	3.3 Use and comply with occupational health and safety guidelines.	Complete a risk assessment Complete Indemnity forms for participants.
	Learning outcome 4 Solve problems specific to a simple activity or goal.	4.3 Contribute to an activity that is aimed at resolving the issue or social problem.	Write 50 words on what “The Long Walk is about” Highlight differences in life expectancy between Australians and Indigenous mob.
	Learning outcome 5 Demonstrate teamwork skills.	5.1 Contribute and participate in an activity involving a group/team.	Identify what your role is provide a brief position description.

The Long Walk and VCAL

LEVEL	OUTCOME	Element	ACTIVITY
Work Related Skills Foundation Unit 1	Learning outcome 2 Identify OHS roles and responsibilities of persons within a workplace context.	2.3 Identify the OHS roles and responsibilities of visitors and/or volunteers. 2.4 Identify the role of the health and safety representatives (HSRs).	Put together a safety and contingency plan outlining the roles of first aiders etc.
	Learning outcome 3 Identify OHS problems that may arise in the workplace.	3.2 Identify and describe a basic work-related problem with OHS implications.	Brainstorm with others the possible issues after walking your proposed circuit.
Numeracy Skills Foundation Unit 1	Learning outcome 4 Numeracy for personal organisation – location	<i>Mathematical knowledge and techniques</i> a) Interpret and use simple concepts of relative position and location. b) Give and follow simple oral directions for moving between locations. c) Describe orally the relative location of two or more objects.	Create a map and outline the circuit including checkpoints and estimated times of arrival.

The Long Walk and VCAL



EXTENSION ACTIVITIES

The Long Walk and VCAL

Questions ?