

ABORIGINAL AND TORRES STRAIT ISLANDER ACKNOWLEDGEMENT AND COMMITMENT

Acknowledgement

The Board of Autism Spectrum Australia (Aspect) and Aspect employees acknowledges Aboriginal and Torres Strait Islander peoples as the First Nations Peoples of Australia. We acknowledge the cultural and spiritual connections that First Peoples have with the land, waters and sea.

We acknowledge our Aboriginal and Torres Strait Islander people working at Aspect and accessing Aspect services and extend that acknowledgement to all Aspect employees and service users.

Commitment

The Aspect Board and staff are committed to working with Aboriginal and Torres Strait Islander peoples to implement our Reconciliation Action Plan (RAP). The RAP is driven by the Aspect Strategic Plan and supports Aspect's continuing growth of knowledge and cultural competence.

Our vision for reconciliation is a country built on respect, acknowledgment and unity with Aboriginal and Torres Strait Islander peoples and their cultures. We recognise the impacts of our shared history on First Nations peoples. We acknowledge their continual strength, resilience and commitment to equality. We are committed to working alongside Aboriginal and Torres Strait Islander peoples and their communities, walking together to deliver the best outcomes.

We aim to work in partnership to:

- Engage in shared learning alongside Aboriginal and Torres Strait Islander peoples to understand the truth of our nation's history;
- Continue to recognise the struggle for equal rights and opportunity as we build positive, safe and meaningful relationships with communities based upon trust and respect;
- Celebrate the rich histories and cultures of First Nations peoples by creating an environment of physical, spiritual and emotional sensitivity and safety;
- Actively listen and collaborate with our Aboriginal and Torres Strait Islander colleagues and stakeholders in our planning, research, service delivery, community development and all communications;
- Understand and celebrate the strengths and aspirations of people on the autism spectrum and provide culturally responsive services, being safe and accessible.



External Framework

The Aboriginal and Torres Strait Islander Acknowledgement and Commitment policy upholds the requirements of the:

- NDIS Practice Standards (2018) and NDIS Code of Conduct, specifically within the NDIS Practice Standards & Quality Indicators:
 - Core Module: 1. Rights and Responsibilities, under all Outcomes.
 - Core Module: 2. Provider Governance and Operational Management, under the relevant Outcomes.
 - Core Module: 3. Provision of Supports, under all Outcomes.
 - Core Module: 4. Support Provision Environment, under the relevant Outcomes.
 - Supplementary Module: 2. Specialist Behaviour Support Module, under the relevant Outcomes.
 - Supplementary Module: 2a. Implementing Behaviour Support Plans, under the relevant Outcomes.
 - Supplementary Module: 3. Early Childhood Supports, under all Outcomes.
 - Supplementary Module: 4. Specialist Support Coordination, under all Outcomes.
- Disability Standards for Education (2005), specifically:
 - Part 8: Standards for Harassment and Victimisation
- NESA Registered and Accredited Individual Non-government Schools (NSW Manual), specifically:
 - 3. Requirements for Registered Non-government Schools, under requirements for Staff; Curriculum; Safe and Supportive Environments; and Attendance.
- Standards for Registration and Review of Registration of Schools in South Australia, specifically the relevant quality related criteria for:
 - Standard 2 Student Learning and Assessment
 - Standard 3 Student Safety, Health and Welfare
- Australian Human Rights Commission's National Principles for Child Safe Organisations specifically:
 - 1. Child safety and wellbeing is embedded in organisational leadership, governance and culture;
 - 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
 - 3. Families and communities are informed and involved in promoting child safety and wellbeing.





- 4. Equity is upheld and diverse needs respected in policy and practice.
 - 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
 - 6. Processes to respond to complaints and concerns are child focused.
 - 7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
 - 8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
 - 9. Implementation of the national child safe principles is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

Critical Definitions

Culturally competent – describes individuals and organisations with a set of behaviours, attitudes, knowledge, skills, practices and processes which enable effective work in cross-cultural settings. It is more than cultural awareness. It means that individuals and organisations are proactive and responsive, regarding cultural diversity to ensure effective and relevant service delivery or supports.

Legislation References

International

Universal Declaration of Human Rights 1948

National

Australian Education Act 2013 (Cth)

Australian Education Amendment Bill 2017 (Cth)

Australian Human Rights Commission Act 1986 (Cth)

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005 (Cth)

National Disability Insurance Scheme Act 2013 (Cth)

National Disability Insurance Scheme Amendment (Quality and Safeguards Commission and other measures) Bill 2017 (Cth)

Racial Discrimination Act 1975 (Cth)





New South Wales

Anti-Discrimination Act 1977 (NSW)
Disability Inclusion Act 2014 (NSW)
Education Act 1990 (NSW)

Victoria

Disability Act 2006 (VIC)
Equal Opportunity Act 2010 (VIC)
Racial and Religious Tolerance Act 2001 (VIC)
Charter of Human Rights and Responsibilities Act 2006 (VIC)

South Australia

Disability Services Act 1993 (SA)
Education (Compulsory Education Age) Amendment Act 2007 (SA)
Education Act 1972 (SA)
Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)
Equal Opportunity Act 1984 (SA)
Racial Vilification Act 1996 (SA)

Australian Capital Territory

Disability Services Act 1991 (ACT)
Discrimination Act 1991 (ACT)
Human Rights Act 2004 (ACT)
Human Rights Commission Act 2005 (ACT)

Queensland

Disability Services Act 2006 (Qld)
Anti-discrimination Act 1991 (QLD)
Human Rights Act 2019 (Qld)

Northern Territory

Anti-Discrimination Act 1992 (NT)
Disability Services Act 1993 (NT)

Western Australia

Equal Opportunity Act 1984 (WA)

Tasmania

Anti-Discrimination Act 1998 (Tas)
Disability Services Act 2011 (Tas)

