

LEARNER WORKBOOK

Unit 4 – My RSAS Role and The Law



RSAS Training Strategy Project 2018



Activity 1: Discussion

Time required: 5 minutes

Instructions: Review the table below and highlight your state or territory.

- When must a child start attending school in your state or territory?
- What is the legal leaving age?
- Under what circumstances can a kid leave school earlier than the legal leaving age?

State	Age of Compulsory Commencement	Legal Age to Leave School	Special Circumstances
NSW	6 years	17 years	May leave after Year 10 if they enrol in full-time further education and training (e.g. TAFE, traineeship, apprenticeship); full-time, paid employment of an average of 25 hours per week; or a combination of both of the above.
Qld	6½ years	16 years	May leave after completing Year 10
NT	6 years	17 years	May leave after completing Year 10 but must be in paid employment and/or enrolled in some form of further education e.g. TAFE until turning 17.
SA	6 years	17 years	May leave earlier if they gain a qualification
WA	5½ years	17 years	May leave at 16 if enrolled in another form of education e.g. TAFE or in paid employment.



Activity 2: discussion

Time required: 10 minutes

Instructions: Consider the laws around attendance that your trainer has discussed.

- Do you think the parents and carers in your community know the law around school attendance and how to deal with kids who refuse to go to school?
- What do you think they need to know?
- Suggest some ways you can help them understand the law and their responsibilities better.

My notes



Activity 3: Identify the things that we do

Instructions:

Time required: 15 minutes

Instructions:

1. Look at the issues around indigenous education and school attendance identified below.
2. Discuss them and decide on two things you can help with. Explain what you might be able to do.

Issues in Indigenous Education

- Many families don't have the money to buy uniforms or school essentials so kids feel ashamed to go to school.
- Because many Aboriginal students' first language is not English, they find it hard being taught in English and don't identify with the stories and materials
- Many Aboriginal students live in houses that are overcrowded and they cannot do homework or they have nobody at home who can help with homework
- Aboriginal and Torres Strait Island teachers are only 0.7% of all teachers in Australia. Non-indigenous teachers are often not trained to deal with indigenous students and feel isolated from the communities.
- Because parents cannot afford health services students have poorer health than non-indigenous students. Hearing loss from chronic ear infections is one area that affects learning.
- Schools in remote communities have fewer resources than elsewhere and are often short-staffed.
- Fear is a big factor. Native Welfare took Aboriginal children away up until the late 1970s. Aboriginal parents where one parent was white were in constant fear that if they sent their children to school they would never see them again.
- Many families have bad memories of their time at school where they didn't learn about their own culture and were not allowed to speak their language, so they are reluctant to send their kids to school.
- There are very few good Aboriginal role models for students in remote communities.
- Aboriginal and Torres Strait Islander kids sometimes live a long way from a school and the only way to get there is to walk.

Source: Extracts from <http://www.creativespirits.info/#axzz4C5jf2J6s>



Activity 4: Brainstorm - What's your bright idea to involve the community?

Instructions:

Time required: 15 minutes

Instructions:

1. Consider the bright ideas suggested in your Learner Guide or by your trainer
2. Take 3 minutes to come up with as many of your own ideas as you can. Don't stop and think whether they will work. Just post your ideas up on the board as soon as you think of them.

Note: Brainstorming is an activity best done fast and furious!

3. Read all the ideas and take a vote on the best 3.
4. Discuss how to make these ideas work
5. Make an action plan.



Bright idea: Time has become the RSAS mascot in Yirrkala and helps kids get excited about going to school. Source: <http://www.indigenous.gov.au/news-and-media/stories/time-rsas-dog-becomes-star-while-helping-kids-go-school>



Activity 5: Action Plan

Part of your role as a RSAS team member is to ensure parents and your community understand what you do and why you are doing it so that you can gain their support for the program. You need to plan the things you will need to do to communicate your role to parents and the community.

Instructions:

- With your group, draw up an Action plan that you can use to promote your job and the role of RSAS to parents and the community



Action Item	Action Required	Who is responsible	Resources required	By when
<i>e.g: Weekly Team Meeting</i>	<i>Reward Individual staff members for positive actions taken to achieve school attendance</i>	SAS	<i>Action Plan</i>	<i>Weekly</i>
<i>Collect list of Support Services available to community</i>	<i>Build a contact list for RSAS staff to use when giving information to community</i>	SAO -	<i>Phone numbers, Contact Names, Organisation Name</i>	<i>End of Month</i>

Note Page:



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