

MAINTAIN CULTURAL PLACES



CONTENTS

INTRODUCTION	1
1. PROTECT CULTURAL PLACES	2
2. GET READY	14
3. DO MAINTENANCE	22
4. FINISH UP	24
RESOURCES	28
1. HERITAGE MANAGEMENT ACTIVITIES	28
2. LEGISLATION PROTECTING ABORIGINAL HERITAGE	30
3. JOB SAFETY ANALYSIS (JSA)	31
4. PRE-START CHECKLISTS	32
5. JOB SHEET	33
REFERENCES	34

PUBLICATION NOTES

BHP Billiton Iron Ore is proud to support Greening Australia to provide valuable conservation and land management training to communities throughout the Pilbara through the Indigenous Training Program.

This Learning Guide series has been developed as part of our partnership of the program.

Gavin Price, Head of Environment, BHP Billiton Iron Ore

Greening Australia is proud to produce and provide the comprehensive suite of new ALEP Learning Guides. The guides are compatible with the new horticulture and conservation industries training package and suited to developing skills in Indigenous communities within remote areas of the country where employment opportunities are limited. We would like to thank BHPBIO for their generous support in the development of the guides.

Brendan Foran, National CEO Greening Australia

The second series of ALEP Guides is aligned with a number of units of competence from the *Training Package AHC10 – Agriculture, Horticulture and Conservation and Land Management* (Release 8.0). The units selected are frequently used within Certificates I to III in Horticulture and Conservation and Land Management. As such they cover, where possible, the elements, performance criteria and required skills and knowledge of each unit.

The principal goal of these resources is to support the learning process; the learning activities may complement a trainer's assessment plan. The intent is that they will be used in an interactive manner with learners rather than as self-paced study guides. The structure and sequence have been designed to follow the logical steps of the practical tasks wherever possible. Concepts are introduced and then consolidated with discussion and/or practical activities.

The writers consider that these guides can provide a sound technical foundation but also strongly encourage trainers to complement the guides with additional, authentic resources from relevant industry texts and websites. The guides can be used in part or in their entirety but should always be linked to practical activities to strengthen the teaching and learning.

Genuine consideration was given to the level of language used in the guides. The goal has been to find a balance between simplifying the language to an accessible level and ensuring that the vocational concepts are addressed. The writers contend that with appropriate support these texts can provide an opportunity for students to strengthen their language, literacy and numeracy skills, which may be required for pathway progression.

A number of Aboriginal people have been involved in developing this ALEP Guide, which is considered suitable for use within a program based on Aboriginal pedagogies.

INTRODUCTION

Welcome to *Maintain cultural places*. This learning guide covers information about protecting and maintaining places of cultural significance. This may involve a range of activities in a range of different locations and consultation with custodians of the sites.

Maintaining cultural places may require skills with a range of tools, equipment and machinery; chemical usage; and prescribed burning. If this is the case, it is recommended that this unit be delivered in a holistic way with other units relevant to these tasks. Suggested relevant ALEP Guides to support this delivery are *Participate in OHS processes*; *Operate basic machinery and equipment*; *Assist with prescribed burning*; *Install, maintain and repair fencing*; *Apply chemicals under supervision* and *Conduct erosion and sediment control activities*.

RESOURCES REQUIRED

To complete this training you will need the following:

1. Permission from custodians of the cultural places to be maintained
2. Any management plans for the area to be protected
3. Appropriate Personal Protective Equipment (PPE)
4. Safety gear, including first aid kit and drinking water
5. Vehicles, machinery and tools to carry out maintenance tasks

LEARNING ACTIVITIES

There are three kinds of activities to complete. These activities may go toward your final assessment.

SECTION	ACTIVITY	SATISFACTORY (Y/N)	DATE
DISCUSSION ACTIVITIES			
1.1	The cultural places in your region		
1.2	The management plan for your region		
1.3	Identify maintenance jobs		
1.4	Reporting damage or breaches		
2.1	PPE		
2.1	Hazards and controls		
3.3	Working with cultural diversity		
PRACTICAL ACTIVITIES			
3.3	Role-plays – working with cultural diversity		
PROJECT			
1	Section 1A – Project plan		
2	Section 1B – Plan resources		
2	Section 2 – Get ready		
4	Section 3 – Do maintenance		
4	Section 4 – Report on project outcomes		



1

PROTECT CULTURAL PLACES



The overall aim of this guide is to look at ways to protect important places in your region. These places are important because they are valued by your culture. 'Protect' means 'to look after'.

1.1 WHAT ARE CULTURAL PLACES?

For many non-Aboriginal people, cultural places are often churches, graves, war memorials and historic buildings. These places may also be culturally important to Aboriginal people.

Many Aboriginal people, however, see all their Country as a cultural place. Their culture is not separate from the land or sea. Cultural places can include natural features of the land such as:

- Hills
- Valleys
- Trees
- Caves
- Rock formations
- Waterholes and springs
- Reefs
- Coastal areas or dunes

NOTE

Culture is all the knowledge, values, attitudes and social behaviour of a particular society.



Cultural places can also include areas where specific activity happened or still takes place. These places may include:

- Law grounds
- Living areas with grinding holes, artefacts, remains
- Burial areas
- Engravings, rock art sites
- Middens
- Fish traps
- Rock mounds and stone arrangements
- Contact sites
- Massacre sites
- Prehistoric sites



DISCUSSION ACTIVITY

Discuss the cultural places in your region with your group.



It is important to care for and protect these places for many reasons, including:

- To show respect
- To learn about Country
- For ceremonies
- To help elders facilitate young people to connect with sites and stories
- To remember historic events and keep them going
- To learn about the old ways and strengthen two-way knowledge
- To learn about evidence of customary law or native title
- To keep them for future generations



DISCUSSION ACTIVITY

Why is it important to you to protect the cultural places in your region?



.....

.....

Cultural places can be anywhere. Sometimes they are remote, and sometimes they are in cities. Different locations need different kinds of maintenance and can present different challenges.



DISCUSSION ACTIVITY

What are some of the difficulties your workplace faces in maintaining your cultural places?



1.2 PLANNING & PERMISSION

To plan the job, you need to understand what has to be done. You and your supervisor can visit the site to work out some ways to protect it. When developing the plan you need to think about how you can do the work in the safest way possible. You also need to make sure the design of the work does not create any additional risk for visitors or other people. For example, is it better to use timber posts or star pickets, plain wire or barbed wire?

You then need to make sure you have permission from the right people. If you are worried, talk with your supervisor about who should give permission.

Often the work you do will already be written in the management plan for the area. Your work plan might be linked to important priorities for your community or organisation. This plan may give your group the authority to carry out the work.

Many groups protect cultural places by developing and following a management plan for that area. This is the case on both Aboriginal land and other land.

Indigenous Protected Areas always have a plan as part of their management.

Plans guide ranger groups on the places that need protecting and the ways to protect them.



DISCUSSION ACTIVITY

Do you have a management plan for the area your group protects? What specific places does the plan ask you to protect? If you don't have a plan for your area then look at the Dhimurru plan in the *Resources* section.

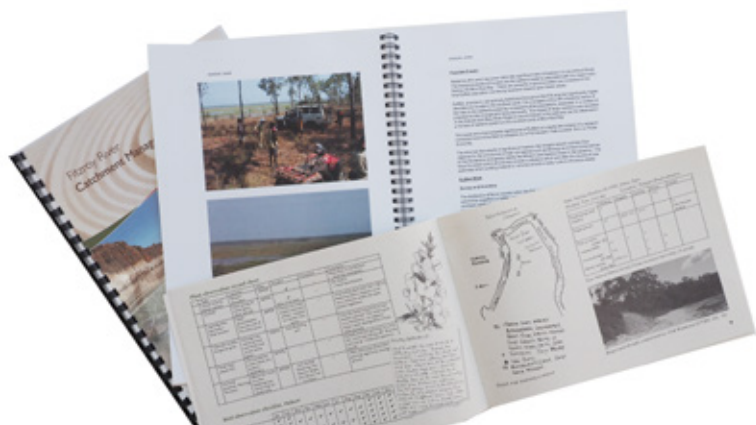


.....

.....



See a sample management plan from Dhimurru in the Northern Territory at *Resource R1*, page 28.



1.3 MAINTENANCE

One of the ways to protect cultural places is to maintain the area. When maintaining an area you will fix any damage and stop damage from occurring again.

Cultural places can be damaged in two ways:

- By natural events, e.g. weather, weeds, fire, animals
- By people, e.g. inappropriate land use, vandalism

The kind of maintenance you do will depend on the kind of site and the kind of damage you are trying to avoid. Following are some stories about the maintenance work done by three different ranger groups.



NOTE

Vandalism is deliberate damage to property.





DISCUSSION ACTIVITY

In Scenario 1 below, what maintenance work do the rangers currently do?

Discuss some other ideas to manage the weeds if the current plan doesn't work.

SCENARIO 1

In a desert region there is a soak with a bore. This is an important cultural place. Many tourists also pass through this area and use the water from the bore. It is a four-hour drive from the ranger base station.

The ranger group for that Country looks after the soak. There are two problems. Firstly, there are a lot of weeds spreading around the bore. Secondly, there is often a lot of rubbish left at the site.

A few years ago the rangers considered the options to manage the weeds. They decided to do maintenance twice a year. They slash the tall grass with a brushcutter. Then they come back five weeks later and spray the regrowth with herbicide. They know they have to be very careful not to contaminate the water supply with the chemical. Each visit, they monitor the weeds and review the weed management plan.

The rangers then consider the options to manage the rubbish. They can't put rubbish bins there, because it is too remote to go and empty them regularly. Instead, they decide to have a clean-up when they do the weed management. They also decide to install some signs to educate the visitors about the importance of the place. The signs ask people to take their rubbish with them. They also contact the 4x4 clubs with information to educate their members who use the bore.



Handy Tip

Reviewing the weed management plan is part of the Integrated Pest Management approach the rangers use. Learn more about this in the ALEP Guide Apply chemicals under supervision.



DISCUSSION ACTIVITY

In Scenario 2 below, how do the rangers protect the cultural places?

What regular maintenance tasks do they do?

After a few years, the signs have faded and have started to break. Also, part of the fence around the car park has fallen over. What maintenance work could the rangers do?

SCENARIO 2

A different group of rangers in another place looks after several rock painting sites in accessible areas. The elders want visitors to see the paintings so they can learn more about Aboriginal culture.

The elders want people to visit, but they don't want them to damage the paintings or the nearby areas. The ranger group discusses the best methods to use.

They put up signs that explain the importance of the paintings and that ask visitors not to touch them. They also decide to build barriers in front of the paintings. This will show visitors not to go beyond this point.

Some mud wasps are building nests on the paintings. The rangers talk to elders for that place. The elders say it is natural for the wasps to go to these places, and they want to leave them there.

After some time the rangers notice people are parking their vehicles in the bush near the sites, causing damage to plants. Visitors are also often leaving rubbish. The rangers talk and decide to make a proper car park and a walking track between the sites. They install fencing and signs to guide people to do the right thing. They also decide to put rubbish bins in the car park.

Every day they visit the car park and empty the bins. They also regularly walk the track and cut overhanging branches and slash the grass when it is too long.





DISCUSSION ACTIVITY

In Scenario 3 below, what maintenance work do the rangers currently do?

Do you have other ideas you could suggest to protect this cultural place?

SCENARIO 3

At another place, a ranger group is responsible for protecting a stone arrangement that is very important to the people from that place. The arrangement is not near a main road, but sometimes tourists visit the area. In the past, stones have been moved and some even taken away.

The rangers talk with the elders, who decide it is best to stop tourists from accessing the area. The land belongs to the community, so the rangers don't need to go through the Shire to limit access.

The rangers install a locked gate on the track to the site. People can get permission to visit the area through the community store, where they can pick up the key. The rangers also put a sign on the gate to let people know they can't access the area anymore without permission.

When the rangers are on patrol they often visit the site to make sure there is no damage. If they find any damage, they report it to their supervisor and ask the elders for their advice on how to fix it.



1.4 REPORTING DAMAGE & BREACHES

Damage to a cultural place can happen naturally, for example, from a cyclone or storm, animals or fire. Other times, damage is caused by vandalism. You should report any damage to a cultural place to your workplace supervisor.

In general vandalism is illegal. Your supervisor can decide if the matter should be reported to the police.

There are federal and state laws that can be used to protect cultural places in your area. This legislation can be about:

- Aboriginal heritage
- National parks
- Environment protection and biodiversity conservation

You need to be aware of any legal restrictions in the area where you work. If you see any breaches of the law you should report these to your supervisor.

Aboriginal people may also have control over their lands as a result of a successful native title claim. This may give them the ability to require visitors to get a permit. Rangers often need to check permits as part of their role. If you find a visitor without a permit, you can pass the details on to your supervisor.

Laws have different effects in different places. They might prohibit any of the following:

- Visiting
- Camping
- Swimming
- Climbing
- Removing wildlife or other items



POWER KNOWLEDGE

For a list of legislation that protects Aboriginal heritage, see *Resource R2*, page 30.



DISCUSSION ACTIVITY

Have you ever found damage or seen someone breach a law in your area?

If so, how did you manage it?





NOTE

An artefact is an object that people have made, using natural resources, which is designed for hunting, gathering and cultural or religious beliefs.

1.5 WORKING WITH ARCHAEOLOGISTS

An archaeologist studies human history by looking at artefacts, living areas, paintings and remains. An archaeologist is quite similar to an anthropologist. There is a lot of overlap in their work. They both study human history.

Elders can ask archaeologists to give advice about how to protect their cultural places and keep them for the future. The elders might then ask the rangers to do the work suggested by the archaeologist.

Sometimes archaeologists work with ranger groups to help protect and maintain cultural places. They will often do a survey of an area and make a catalogue of the things at each site. This might include listing the paintings, artefacts, and other things of importance. Often they will talk with the elders from the area to collect information about the things they record in the catalogue.

Archaeologists have helped many Aboriginal families and language groups to record information to support their native title claims.







PROJECT

For your project you will work with your team to install or maintain protective barriers or signs. You may also do other jobs at the same time. The aim of the project is to maintain and protect a cultural place.

There are four sections to the project:

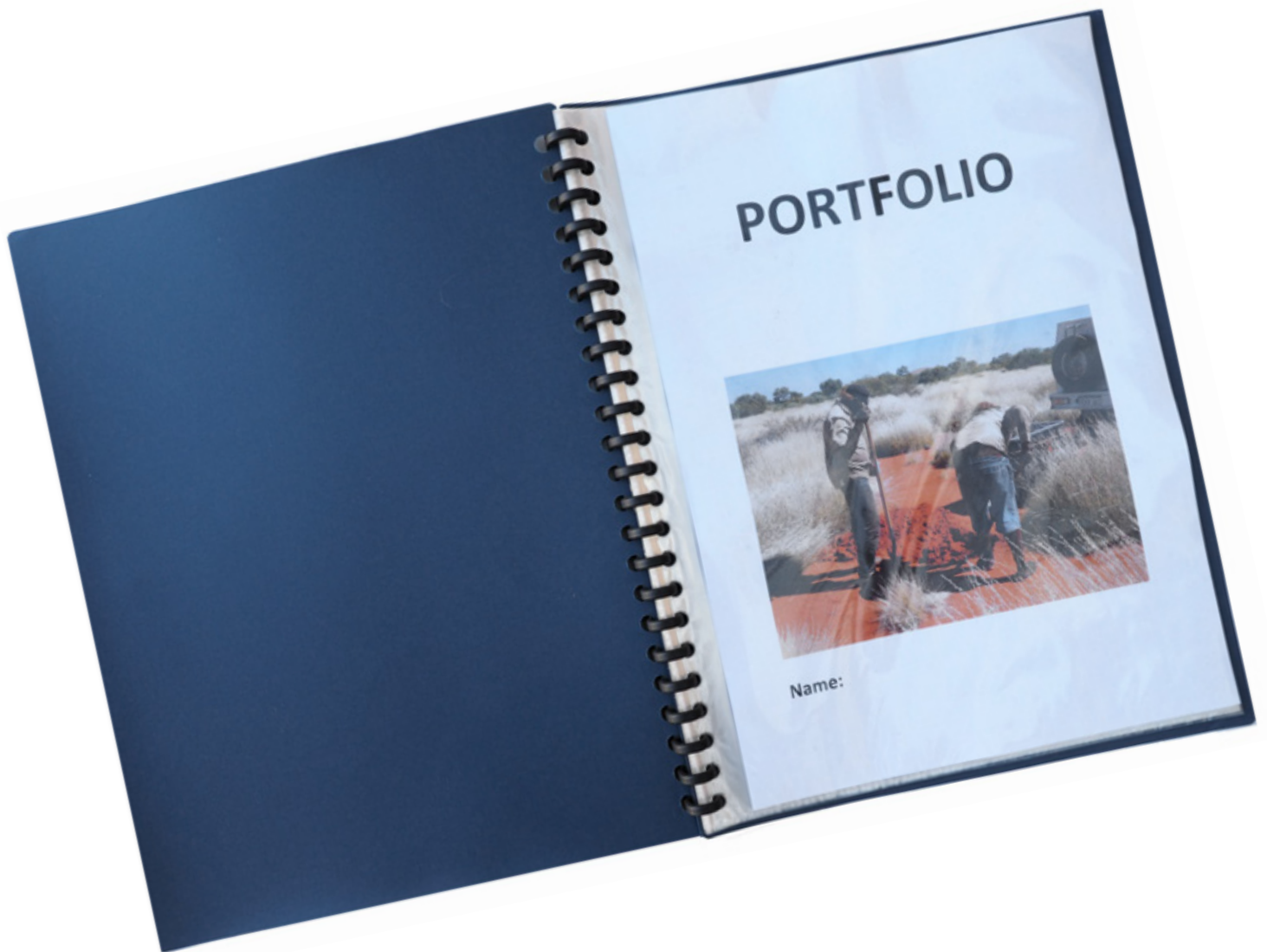
Section 1. Part A: Plan, Part B: Plan Resources

Section 2. Get ready

Section 3. Do maintenance

Section 4. Report

For each section of the project, you can keep documents to show your trainer what you have done. All these documents together make a portfolio.





PROJECT



PROJECT SECTION 1 – PART A: PLAN

What is the name of the place you are going to be working on? What is the problem you are managing?

.....
.....

Is this place included in a management plan? YES NO
If yes, what does the plan say about maintaining this place?

.....
.....

Is the place protected by any legislation or local council by-laws? YES NO
If yes, what are the laws protecting the area?

.....
.....

Do you need to get permission to do the maintenance work? YES NO
If yes, who do you need to get permission from?

.....
.....

Who will arrange to get permission?

.....
.....

Are you working with archaeologists on this project? YES NO
If yes, what do the archaeologists and elders suggest you do?

.....
.....

2

GET READY

There are a range of maintenance jobs you might need to do, such as:

- Install or repair fences or signs
- Maintain tracks or roads
- Manage rubbish
- Control weeds

The things you need to get ready depend on the job you are going to do.



2.1 WORKPLACE HEALTH & SAFETY

Workplace health and safety is everyone's responsibility.

REMEMBER

A **HAZARD** is something that could cause an injury or damage.

An **INJURY** is what could happen to someone.

RISK is the likelihood of an injury happening **and** the possible seriousness of injury.

A **CONTROL** is something you do or wear to reduce the:

- Chance of injury
- Seriousness of injury



DISCUSSION ACTIVITY




This ranger group is just about to get ready for the day.

What work activity do you think they are planning?

What PPE do you think they will need to use?



HAZARDS IN MAINTAINING CULTURAL PLACES

<p>POWER TOOLS</p> <p>Can cause: Injury or electrocution</p>	 <p>SLIPS, TRIPS AND FALLS</p> <p>Can cause: Sprains, bruising or broken bones</p>
<p>MANUAL HANDLING</p> <p>Can cause: Injury to muscles or bones through strain or crushing</p>	 <p>ROAD TRAVEL</p> <p>Can cause: Fatigue, injury in a vehicle accident</p>
<p>SUN EXPOSURE</p> <p>Can cause: Heat stress, heat exhaustion, heat stroke, dehydration, sunburn</p>	 <p>NOISY EQUIPMENT</p> <p>Can cause: Damage to hearing</p>

It is important to identify the hazards of doing the job. You can then do a Job Safety Analysis (JSA). This is an easy way to:

1. Look at the hazards in the job
2. Assess the risks
3. Apply controls such as PPE and safety equipment to minimise the risk.

You also need to read through the Standard Operating Procedures (SOPs) or Safe Work Method Statements (SWMSs) for the jobs you will do. This will help you identify hazards and controls.



See the template for a JSA at *Resource R3*, page 31. You will use this later when you do your project.



DISCUSSION ACTIVITY

Think of some controls for each of the hazards below.

HAZARDS	CONTROLS
Power tools	e.g. Do training, do pre-start checks, take care with cords, wear PPE (earmuffs, safety glasses, long sleeves and pants, boots)
Manual handling	
Sun exposure	
Use of chemicals	
Slips, trips and falls	
Road travel	

NOTE

The things you check will depend on the particular piece of equipment. The manufacturer's instruction book is the best place to find this.

2.2 PREPARE EQUIPMENT & VEHICLES

You must do a pre-start check on machinery and equipment before you use it. This ensures the equipment:

- Is safe to use
- Will do the job
- Is kept in good working order
- Will last longer



NOTE

Don't forget your PPE and a suitable first aid kit.



GENERAL PRE-START LIST FOR FUELLED EQUIPMENT		<input checked="" type="checkbox"/>
• No obvious faults or damage		
• Fuel level is okay and not leaking		
• Oil level is okay and not leaking		
• Air filter is clean		
• Nuts and bolts are tight		
• Muffler is secure with no holes, and spark arrester is in place		
• Covers and/or guards are in place and are in good condition		
GENERAL PRE-START LIST FOR ELECTRIC EQUIPMENT		<input checked="" type="checkbox"/>
• No obvious faults or damage		
• Electrical cords are not damaged		
• Screws and fittings are tight		
• Safety guards are in place and are in good condition		
GENERAL PRE-START CHECK FOR VEHICLES		<input checked="" type="checkbox"/>
• Fuel and oil levels okay		
• Coolant level okay		
• Air filter clean		
• Tyres at correct pressure, including spares		
• Battery is secure and terminals tight		
• No obvious faults or damage, and all lights work		

List any faults

.....

If you can't tick off an item you should try to fix the problem. If you are unsure, then ask a colleague or your supervisor for help.

If there are any items that you can't tick and you can't fix, then you can't use the equipment.

You need to report the equipment as faulty. You can do this in a few ways:

- Put an out-of-service tag on it
- Let your supervisor know
- Raise it at a toolbox meeting
- Write it in the work diary or on the notice board

Don't return the equipment to the storage area if it is not working.



For future reference, a sample Pre-start Checklist can be found at *Resource R4*, page 32.



2.3 MATERIALS

The materials you need will depend on the job you are doing. The amount of each material will depend on the size of the job you are doing. It is important to develop accurate estimates of the materials you need so you can complete the work within the planned timeframe.

You might need to order materials or you might already have them available.

Here are some examples of materials for a range of jobs.



FENCING

- Timber
- Treated pine posts
- Chain
- Rope
- Cyclone mesh fencing

SIGNS

- Concrete
- Treated timber posts
- Prepared signs
- Brochures



ROADS OR TRACKS

- Gravel
- Timber for boardwalk
- Rubber matting or stabilising materials

Don't forget small items such as screws, nails, bolts and washers.







PROJECT

The next step in your project is to plan the equipment and materials you need. You can work through this process with your work team.



PROJECT SECTION 1 – PART B: PLAN RESOURCES

What kind of maintenance work will you do?

.....
.....

With your work team and supervisor, find your workplace SOPs for the tasks you will do. Read through them as a group. This will help you plan the job. Put a copy of the SOPs in your portfolio.

With your work team and supervisor, complete a JSA. This will help you decide the things you need. You can use the JSA template at R3 if you don't have one in your workplace. Put a copy of the finished JSA in your portfolio.

List the PPE you need.

.....
.....
.....
.....
.....

List the equipment you need.

.....
.....
.....
.....
.....

List the materials you need and estimate the quantity of each

If you are travelling remote and/or overnight, what else will you need to organise before you leave?

.....

.....

.....



PROJECT

PROJECT SECTION 2 – GET READY

Make sure you do pre-start checks on all powered equipment and vehicles. Keep the checklists you complete and put them in your portfolio. If any item fails the checklist, make a note to say what you did to report the fault.



See a sample Pre-start Checklist, *Resource R4*, page 32.



3

DO MAINTENANCE



In this stage you will carry out the actual work required at the cultural place you are protecting.

3.1 WORKPLACE PROCEDURES

While you are working, remember to follow your workplace SOP or SWMS. These documents tell you how to do each job safely and properly. Following correct procedures will protect:

- You
- Other people
- The equipment you use
- The cultural place

3.2 WORKING WITH A PLAN

The maintenance work you do will be planned. Sometimes as you are working you realise there is a different way to do things. You might have an idea how to do the job even better.

If you think there needs to be a change to the plan, you can discuss your idea with your supervisor and work team.

In general, plans can change as long as everyone knows about and agrees with the new plan.

3.3 COMMUNICATION

It is really important to communicate clearly with your supervisor and your work team members. You can ask them if you have any questions about the job. You should always let your supervisor know if you feel unsure or unsafe doing a particular task.

You might also need to communicate with the public. Some cultural places will attract tourists. These people can come from anywhere in the world and might not speak the same language or have the same culture as you.

You might also need to speak with people who are damaging a cultural place. This might be accidental or it might be vandalism.



DISCUSSION ACTIVITY

What are some ways you can show respect to people from a different cultural background to yours?



PRACTICAL ACTIVITY

Read through the following scenarios. In your group, do role plays to practise communicating with people in different situations.

SCENARIO 4

A group of rangers is going to maintain a rock art site. As they approach the site, they see a group of tourists. The visitors are touching the paintings as they admire them. When the rangers come, the tourists are keen to ask questions about the art.

The elders have said they don't want people touching the paintings as it is culturally inappropriate. The archaeologist working with the rangers has also advised that people should not touch the paintings. They think it will damage them.

What can the rangers say to help the visitors understand why they shouldn't touch the paintings?



SCENARIO 5

A different group of rangers regularly visits and maintains a waterhole that is a cultural place. There is a locked gate on the track to stop unauthorised people from going to the site.

The rangers are doing a routine monitoring visit and notice that the padlock on the gate has been cut. As they drive toward the site they see two vehicles and people camped by the water.

What is the best way for the rangers to talk to the people camped there? What can they say?



4

FINISH UP



When the maintenance work is finished you will clean up the site, maintain your equipment and make any reports.

4.1 LEAVE THE SITE SAFE

Once you and your work team have done the maintenance job, you need to make sure the site is safe, for example, checking for trip hazards, sharp edges on star pickets or wire, splinters on seating, overhanging branches at head height or slippery surfaces. It is important to leave the risk of injury as low as possible for people who enter the cultural place after you.



4.2 CLEAN UP THE SITE

Before you leave you need to pick up:

- The tools and equipment you used
- Leftover material, including offcuts
- Any rubbish

These things should all be taken away with you. If a site looks well cared for, visitors will be more likely to respect the place. Look after the place as you would like visitors to look after it.



4.3 CLEAN & MAINTAIN EQUIPMENT

When you get back to base you will unpack the gear. You need to clean off any mud or weeds, then store everything in the right place.

If any equipment is damaged or broken you can make simple repairs or report it to your supervisor for maintenance at another time.

PPE needs to be cleaned and stored in a dry, clean place. A storage tub can be a good place for this.



4.4 REPORTING

The kind of reporting you need to do will depend on your workplace and the job you have done. Your supervisor will show you what you need to do.

The purpose of reporting is to:

- Show progress against a plan
- Let people know what you have done
- Highlight any problems
- Plan future maintenance work
- Give information to funding organisations or your council

- Monitor workplace health and safety
- Identify the need for training
- Demonstrate how a site is improving

Reports can be:

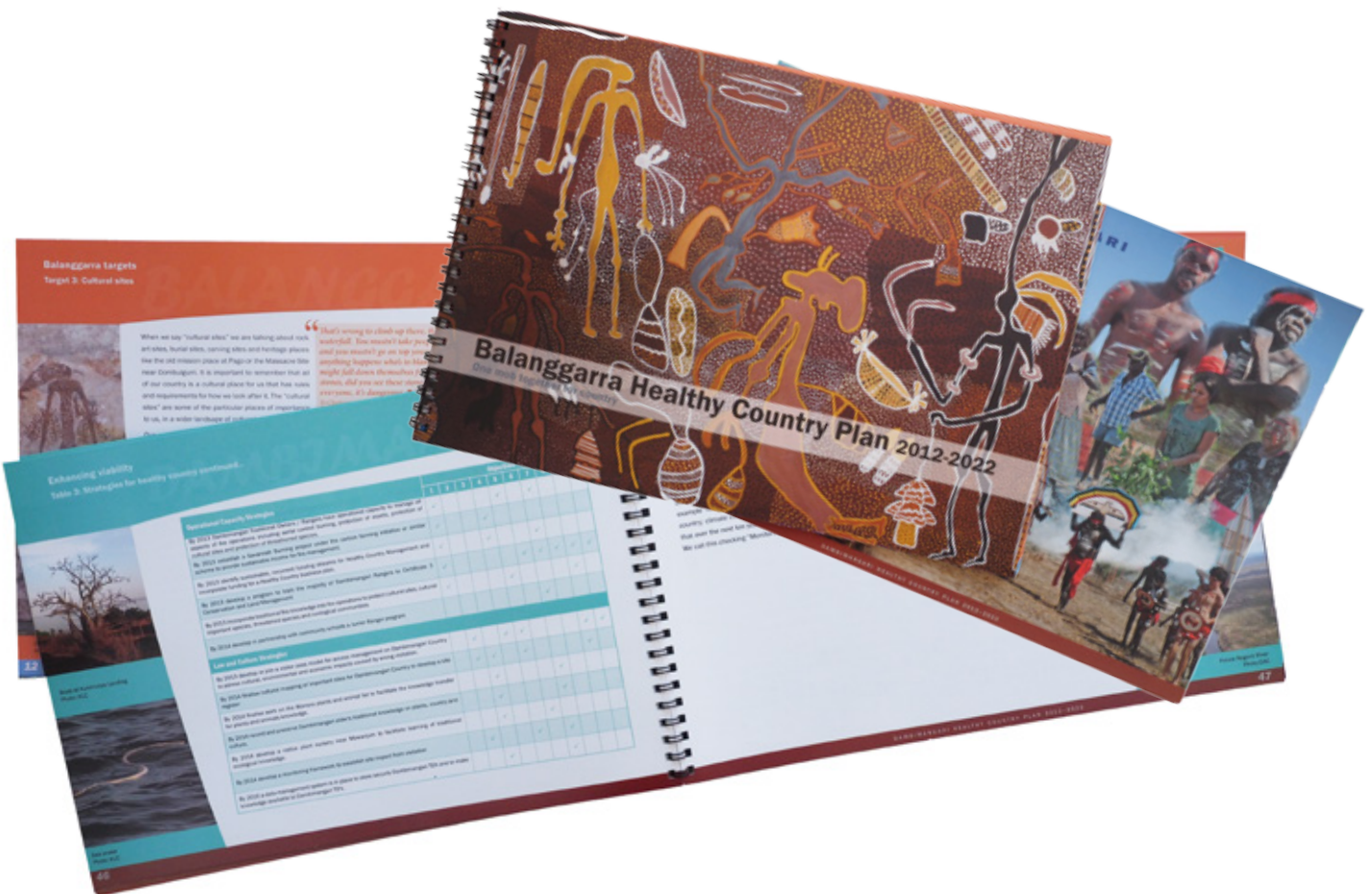
- Spoken
- Written on paper, such as filling in a form
- Done on a computer

They can include:

- Photos and videos
- Maps
- GPS or iTracker information
- GIS information

Reports will include information about:

- The work you have done
- Damage to the site from wear and tear or vandalism
- Incidents, such as accidents or near misses
- Threats made to you by visitors at the site
- Any laws that might have been broken





PROJECT

PROJECT SECTION 3 – DO MAINTENANCE

Use photos to show the work you have done to maintain and protect a cultural place. This will include the barriers or signs you maintained or installed. You can use the photos to explain or write about the job.

You need to explain:

- The work you did
- Why you did the work at that site
- The equipment you used
- The safety hazards and the controls you applied to minimise risks
- If the work went to plan or if you needed to make changes
- What you did to finish up after the job

Report any damage, deterioration, breach of legislation or incidents to your supervisor





PROJECT



PROJECT SECTION 4 – REPORT

What are the reporting requirements in your workplace?

.....

.....

What procedures did you follow to report any deterioration or damage to your supervisor

.....

.....

What procedures did you follow to report any breaches of legislation, including vandalism, to your supervisor?

.....

.....

Include copies of any written reports in your portfolio. These can include:

- Forms you filled out
- Incident reports
- Photos or videos

If your workplace doesn't require you to complete any forms, then use the job sheet at R5.



See the Job Sheet at
Resource R5, page 33.



RESOURCES

R1

HERITAGE MANAGEMENT ACTIVITIES

The following table outlines the cultural heritage management priorities and activities for Dhimurru.

Management Objectives	Actions/Targets	Priority	Timing	Partners
Monitor and manage public access to sacred sites, archaeological sites, and places of other Indigenous cultural value	Ranger patrol program to aim to have annual inspection of all recorded cultural places Undertake regular (monthly) site inspections. Monitoring and patrols will be used to update and audit the condition of cultural heritage places Update track maintenance schedule Negotiate formal agreement with Alcan and the NTG regarding track maintenance	H	Ongoing	Rio Tinto Alcan Gove NTG
Review of current protocols for access to areas near land and sea sacred sites	Yolngu consultation and discussions with agencies Draft protocols and provide for Yolngu comment Implement new protocols	H		AAPA NLC
Maintain and operate an access permit system	Review permit system Issue permits Permit audit during patrols	H	Ongoing	NLC
Develop a collaborative and systematic approach to cultural heritage management strategies with statutory enforcement agencies. Establish a Memorandum of Understanding between NLC, AAPA, NRETA, DEWHA and Dhimurru with a view ultimately to have an enforcement role in Indigenous cultural heritage site management and protection	Begin discussions with AAPA, NLC, NRETA, DEWHA Review of current cultural site infringement reporting protocols Information sharing and collaborative research agreement Define statutory boundaries of registered Indigenous heritage places on GIS systems Develop access protocols Compilation of information to create site register and site case files Draft MoU Consultations/feedback with Yolngu community Implement MoU	H		AAPA NLC NRETA DEWHA

Management Objectives	Actions/Targets	Priority	Timing	Partners
Prioritise areas for sacred site, archaeological, and historic heritage place surveys, registrations, and nominations to statutory registers	Review areas of priority with Yolngu community. Review current Dhimurru priority areas with community concern. Extend cultural site mapping with land owners. Register sacred sites on the Northern Territory Sacred Sites Register. Identify potential research collaborators who adhere to NAILSMA research guidelines and Dhimurru protocols			AAPA NLC NRETA
Monitor and remove weeds and feral animals	Revise IPA weeds strategy. Identify areas of feral animal and weed infestation in relation to cultural heritage places. Concentrate on dangerous high priority weeds, particularly perennial mission grass. Monitor buffalo and pig numbers and respond accordingly	H	Ongoing	NRETA PWCNT DPI
Manage fire and facilitate its use in Yolngu landscape management	Implement annual fire management plan Review with Yolngu community with reference to cultural places			
Monitor and assess the biodiversity values of significant totemic species	Implement biodiversity management plan Review fire management plan relevant to cultural places with Yolngu community			
Develop and operate an information management system to promote informed practice, prioritise management actions, and development of interagency data relationships and protocols				
Develop appropriate interpretive information for the public to ensure better 'both way' understanding of the significance of Yolngu cultural heritage in publicly accessible areas.				
Monitor and limit public access to identified historic heritage places				



LEGISLATION PROTECTING ABORIGINAL HERITAGE

JURISDICTION	NAME OF LEGISLATION
Federal	<i>Environment Protection and Biodiversity Conservation Act 1999</i> <i>Protection of Movable Cultural Heritage Act 1986</i> <i>Aboriginal and Torres Strait Islander Heritage Protection Act 1984</i>
Australian Capital Territory	<i>Heritage Act 2004</i>
New South Wales	<i>Heritage Act 1977</i> <i>National Parks and Wildlife Amendment (Aboriginal Ownership) Act 1996</i>
Northern Territory	<i>Northern Territory Aboriginal Sacred Sites Act</i> <i>Heritage Act</i>
Queensland	<i>Aboriginal Cultural Heritage Act 2003</i> <i>Torres Strait Islander Cultural Heritage Act 2003</i>
South Australia	<i>Aboriginal Heritage Act 1988</i>
Tasmania	<i>Aboriginal Relics Act 1975</i>
Victoria	<i>Aboriginal Heritage Act 2006</i>
Western Australia	<i>Aboriginal Heritage Act 1972</i>

To find places protected under state and territory laws see:
<http://www.environment.gov.au/topics/heritage/laws-and-notice/indigenous-heritage-laws/protection-under-state-and-territory-laws>

To find places protected under federal laws see:
<http://www.environment.gov.au/heritage/places/world-heritage-list>
and
<http://www.environment.gov.au/topics/heritage/heritage-places/national-heritage-list>

JOB SAFETY ANALYSIS

JSA

R3

Organisation

Job

Location

Procedure developed by

Approved by

Date

Tick the box for the PPE required.



Task

Steps in the job

Hazards Identified

What could cause injury?

Risk Score

Controls

What can be done to minimise the risk of injury?

Final Risk Score

GENERAL PRE-START LIST FOR FUELLED EQUIPMENT



• No obvious faults or damage	<input type="checkbox"/>
• Fuel level is okay and not leaking	<input type="checkbox"/>
• Oil level is okay and not leaking	<input type="checkbox"/>
• Air filter is clean	<input type="checkbox"/>
• Nuts and bolts are tight	<input type="checkbox"/>
• Muffler is secure with no holes, and spark arrester is in place	<input type="checkbox"/>
• Covers and/or guards are in place and are in good condition	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

GENERAL PRE-START LIST FOR ELECTRIC EQUIPMENT



• No obvious faults or damage	<input type="checkbox"/>
• Electrical cords are not damaged	<input type="checkbox"/>
• Screws and fittings are tight	<input type="checkbox"/>
• Safety guards are in place and are in good condition	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

GENERAL PRE-START LIST FOR VEHICLES



• Fuel and oil levels okay	<input type="checkbox"/>
• Coolant level okay	<input type="checkbox"/>
• Air filter clean	<input type="checkbox"/>
• Tyres at correct pressure, including spares	<input type="checkbox"/>
• Battery is secure and terminals tight	<input type="checkbox"/>
• No obvious faults or damage, and all lights work	<input type="checkbox"/>
	<input type="checkbox"/>

JOB SHEET

R5

Date Completed by.....

Site name.....

.....

Work team members.....

.....

.....

.....

Work completed

.....

.....

.....

Further work required due to deterioration and wear or threats from other sources

.....

.....

.....

REFERENCES

Australian Government, Department of the Environment. (2014). *Guide to the Aboriginal and Torres Strait Islander Heritage Protection Act 1984 (Cth)*. Retrieved from <http://www.environment.gov.au/resource/guide-aboriginal-and-torres-strait-islander-heritage-protection-act-1984-cth>

Dhimurru Aboriginal Corporation. (2009). *Dhimurru Indigenous Protected Area Cultural Heritage Management Plan 2009 to 2015* pp 56–58
Retrieved from http://www.dhimurru.com.au/uploads/8/9/3/6/8936577/dhimurru_chmp_090406.pdf



NOTES

A series of horizontal dotted lines for writing notes.



Published and distributed by
Greening Australia
1 Underwood Avenue
Shenton Park
Western Australia 6008
T: 08 9287 8300
E: per.general@greeningaustralia.org.au
W: www.greeningaustralia.org.au

Publication copyright © 2015 Greening Australia

ISBN: 978-0-9942059-8-8

All rights reserved

This document is copyright. Apart from any fair dealing for the purpose of private research, criticism or review, as permitted under the *Australian Copyright Act 1968*, no material whether written or photographic may be reproduced, stored in a retrieval system or transmitted in any form or by any means without the written permission of the authors and Greening Australia.

Project Manager: Mike Clark

Authors and instructional designers: Catherine Ralston and Volker Mischker

Aboriginal advisors: Wayne Barbour

Technical advisors: Volker Mischker and Wayne Barbour

Artwork photography: TASWA Training Consultants and Greening Australia unless otherwise stated

Editing: Gretta Beveridge

Proof: Ruth Davies (centrEditing)

Graphic design: Square Peg Design

ALEP

Aboriginal Landcare Education Program



MAINTAIN CULTURAL PLACES

This learning guide covers information about protecting and maintaining places of cultural significance. This may involve a range of activities in diverse locations.

Topics include:

- PROTECT CULTURAL PLACES
- GET READY
- DO MAINTENANCE
- FINISH UP



ISBN 978-0-9942059-8-8 (2015)

For further information contact Greening Australia on

T: 08 9287 8300 E: per.general@greeningaustralia.org.au W: www.greeningaustralia.org.au