Narragunnawali
Reconciliation in Education

NARRA GUNNA WALI

# RECONCILIATION ACTION PLAN

**Attadale Primary School**
**November 2022 to November 2023**

Attadale Primary School
Est. 1953
*Foundations for life*

RECONCILIATION AUSTRALIA

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## VISION FOR RECONCILIATION

Our vision for reconciliation is to build more connections with Whadjuk Noongar peoples and Elders and continue to build our relationship with the City of Melville Noongar representatives on our ongoing reconciliation journey. We will consult with them to understand the cultural protocols that are in place within our area.

Our journey up until now has shown us that we have moved from wanting to do the right thing, to a deeper understanding that comes from the heart.  We think that working towards genuine inclusivity is what is needed on our journey towards reconciliation between Australia's First Nations peoples and non-Indigenous peoples. This understanding comes from the joy and pride we see in Aboriginal students and our school community, who offer ideas and advice and celebrate our commonalities and differences.

## ACKNOWLEDGEMENT OF COUNTRY

We would like to acknowledge the Traditional Owners of the Land on which we meet today, the Whadjuk people of the Noongar Nation  and pay our respect to Elders past, present and emerging.



## RAP WORKING GROUP

| Name | Position |
|---|---|
| Kathryn Power | Staff (teaching) |
| Asiri Perera | Staff (teaching) |
| Irene Allen | Staff (teaching) |
| Andrea McManus | Staff (teaching) |
| Phil Springett | Principal / Director |

## CONTRIBUTORS

Attadale Primary School would like to acknowledge the following contributors to the development of this RAP.

| Name | Role/Organisation |
|---|---|
| Leanne Woods | City of Melville First Nations Engagement Advisor |
| Nadia Bergamo | Teacher |
| Izelle John | Cultural Inclusivity teachers group |
| Cathryn Hermens | Teacher |
| Noelene Mantellato | City of Melville Place Name Co-ordinator |
| Phil Springett | Principal Attadale Primary School |
| Ariane Powell | Education Assistant |
| Lee Lawrence | Parent |

# RELATIONSHIPS IN THE CLASSROOM

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Aboriginal and Torres Strait Islander People in the Classroom | We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms to work alongside our students and children in learning activities. Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures. | Irene A | Ongoing |
| Early Years Learning Framework - Early Learning Specific | We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices and outcomes of the Early Years Learning Framework. Establishing a strong relationship between the two will ensure reconciliation is meaningfully embedded in everyday early learning environments. | Andrea M | Ongoing |
| Opportunities for Aboriginal and Torres Strait Islander Students and Children | We commit to providing opportunities for our Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community. | Kathryn P, Irene A, Andrea M | Ongoing |

# RELATIONSHIPS IN THE CLASSROOM

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| My Time, Our Place (School Age Care) | We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices and outcomes of the My Time, Our Place Framework. We commit to establishing a strong relationship between the two in order to ensure reconciliation is meaningfully embedded in everyday early learning environments. | Kathryn P, Asiri P, Irene A, Andrea M | Ongoing |



# RELATIONSHIPS AROUND THE SCHOOL

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Elders and Traditional Owners Share Histories and Cultures | We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that our local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children. | Kathryn P, Asiri P, Irene A | 25/07/2022 - 30/06/2023 |
| Cultural Competence for Staff | We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures. We also commit to supporting staff to independently seek out and participate in a variety of cultural awareness experiences that assist them on their own journey of understanding. | Irene A, Kathryn P, Asiri P, Andrea M | 18/07/2022 - 30/06/2023 |
| Reconciliation Projects | Our school will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians. | Kathryn P, Asiri P, Irene A, Andrea M, Phil S | 07/06/2022 - 16/12/2022 |

# RELATIONSHIPS WITH THE COMMUNITY

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Welcome to Country | Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of their Land. | Asiri P, Kathryn P, Irene A, Andrea M | Ongoing |
| Celebrate National Reconciliation Week | Our school community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort. | Kathryn P, Asiri P, Irene A, Andrea M | 27/05/2023 - 03/06/2023 |
| Create Stakeholder List | We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives. | Kathryn P, Asiri P, Irene A, Andrea M, Phil S | Ongoing |

# RELATIONSHIPS WITH THE COMMUNITY

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Build Relationships with Community | We commit to building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members. | Kathryn P, Asiri P | Ongoing |
| Cultural Competence for Students and Children | We will develop our everyday program to ensure it provides children and students with explicit opportunities to build their knowledge and understanding of Aboriginal and Torres Strait Islander cultures, within and beyond the classroom. This commitment extends to the inclusion of cultural competence principles, fostered in teachers and educators, in the ethos of our classrooms and across our school. | Kathryn P, Asiri P, Irene A, Andrea M, Phil S | Ongoing |
| Reconciliation Network | We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives. | Kathryn P, Asiri P, Irene A, Andrea M | Ongoing |

# RESPECT IN THE CLASSROOM

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Teach about Reconciliation | Our school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia. | Kathryn P, Asiri P, Irene A, Andrea M | Ongoing |
| Teach about Days of National Significance | We commit to incorporating nationally significant days for Aboriginal and Torres Strait Islander peoples and reconciliation into our curriculum to increase knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We also commit to including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January (Australia Day) and ANZAC Day. | Kathryn P, Asiri P, Irene A, Andrea M | Ongoing |
| Explore Current Affairs and Issues | We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our school. | Kathryn P, Asiri P | Ongoing |

# RESPECT AROUND THE SCHOOL

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Acknowledgement of Country | Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year. | Kathryn P, Asiri P, Irene A, Andrea M | Ongoing |
| Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures | We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community. | Kathryn P, Asiri P, Irene A, Andrea M | Ongoing |
| Recognise and Respect Rights | We are committed to recognising and respecting Aboriginal and Torres Strait Islander peoples' rights under the United Nations Universal Declaration of Human Rights and the Declaration on the Rights of Indigenous Peoples. We acknowledge that working within the frameworks of both declarations is important to reducing discrimination and promoting equality and equity in the educational and wider community. | Asiri P | Ongoing |

# RESPECT AROUND THE SCHOOL

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Care for Country | We commit to actively connecting with, and caring for, the Country/place on which our school stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial,. as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability. | Irene A, Kathryn P, Asiri P | Ongoing |

# RESPECT WITH THE COMMUNITY

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Celebrate Days of National Significance | We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day. | Kathryn P, Asiri P, Andrea M | Ongoing |
| Aboriginal and Torres Strait Islander Flags | Our school flies or displays the Aboriginal and Torres Strait Islander flags as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation. | Asiri P | Ongoing |
| Physical Acknowledgement of Country | Our school proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our school is located. | Irene A | Ongoing |

# RESPECT WITH THE COMMUNITY

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Take Action Against Racism | Racism can have serious negative consequences for the people who experience it, for those who witness it, and for wider society. When racism is properly understood it is easier to overcome. We commit to building awareness of what racism is, the impacts of racism and how to respond effectively when it occurs through an anti-racism strategy tailored to the needs of our school. | Kathryn P, Asiri P, Irene A, Andrea M | Ongoing |



# OPPORTUNITIES IN THE CLASSROOM

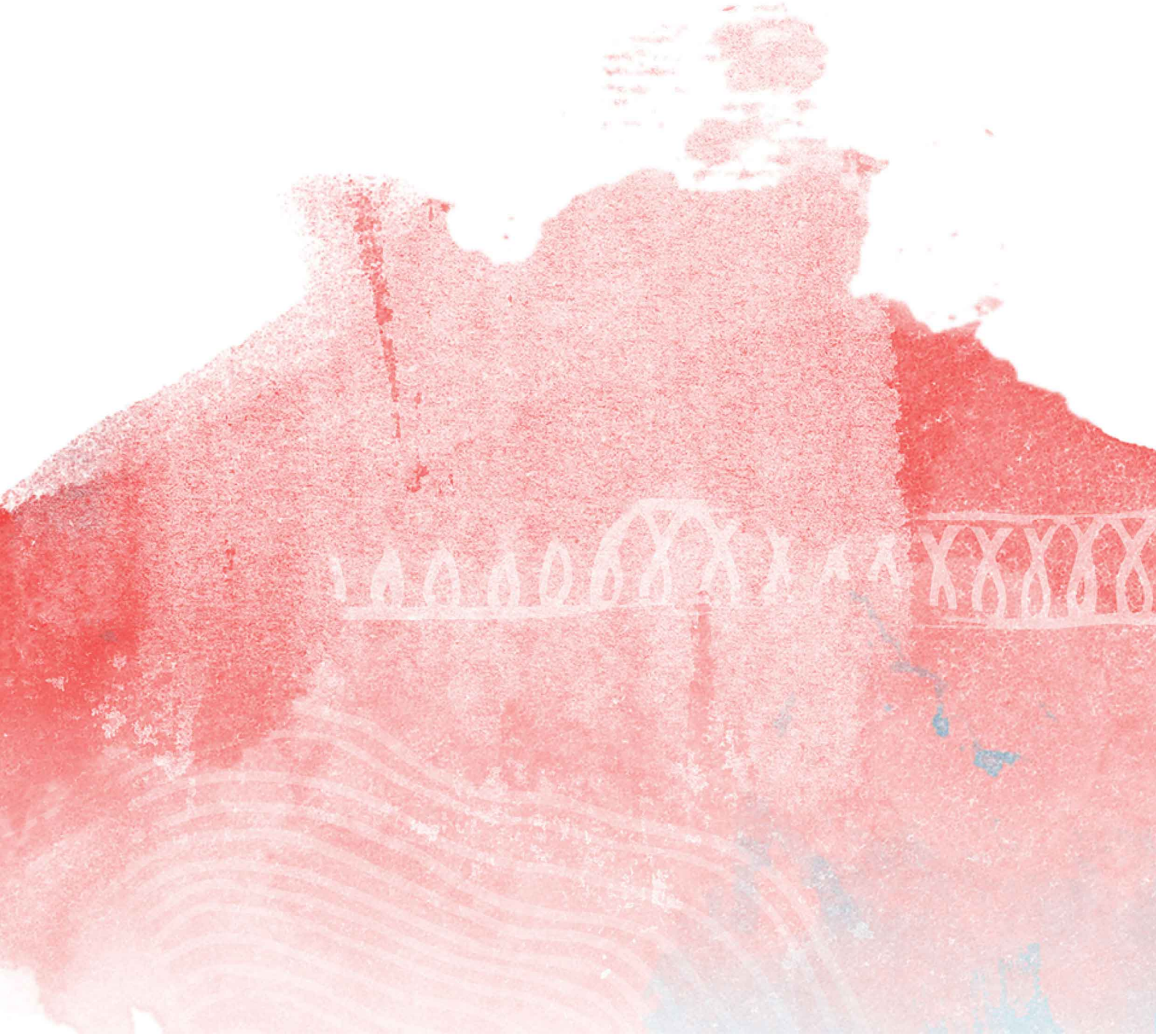
| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Embed Cross-curriculum Priority - School Specific | All staff from across the school are supported to understand and embed the Australian Curriculum cross-curriculum priority Aboriginal and Torres Strait Islander Histories and Cultures in the curriculum. The cross-curriculum priority is considered in the development of units, lesson plans and resources in all learning areas and across all year levels. | Asiri P, Kathryn P, Irene A, Andrea M | Ongoing |
| Curriculum Planning | Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum. | Kathryn P, Asiri P, Andrea M | Ongoing |
| Australian Professional Standards for Teachers - School Specific | All teachers are supported to understand and meaningfully engage with the Australian Professional Standards for Teachers, specifically Focus Area 2.4: ‘Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians’. | Kathryn P, Asiri P, Irene A, Andrea M | Ongoing |

# OPPORTUNITIES AROUND THE SCHOOL

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Inclusive Policies | All staff in our school are aware of policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. We have a plan in place to ensure all staff comply with these policies in their daily practice. Our internal policies have been, or will be, amended to ensure they are also inclusive of Aboriginal and Torres Strait Islander peoples and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia. | Kathryn P, Asiri P, Andrea M | Ongoing |
| Staff Engagement with RAP | Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group. | Kathryn P, Asiri P, Irene A, Andrea M | Ongoing |
| RAP Budget Allocation | We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed. | Kathryn P, Asiri P, Andrea M | Ongoing |

# OPPORTUNITIES AROUND THE SCHOOL

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| National Quality Standard - Early Learning Specific | We commit to ensuring that our engagement with the National Quality Standard involves the inclusion of Aboriginal and Torres Strait Islander histories, cultures and contributions in our daily practice and programming, as well as authentic and meaningful engagement with the local Aboriginal and Torres Strait Islander community. | Kathryn P, Asiri P, Andrea M | Ongoing |



# OPPORTUNITIES WITH THE COMMUNITY

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Local Sites, Events and Excursions | We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites. | Kathryn P, Asiri P, Andrea M | Ongoing |
| Celebrate RAP Progress | We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future. | Kathryn P, Asiri P | 24/06/2021 - 01/12/2021 |
| Support Aboriginal and Torres Strait Islander Owned Businesses | We promote supplier diversity and support Aboriginal and Torres Strait Islander owned businesses and their employees through the procurement of goods and services related to our RAP, as well as our general business. We maintain a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures. | Kathryn P | Ongoing |

# OPPORTUNITIES WITH THE COMMUNITY

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|---|---|
| Aboriginal and Torres Strait Islander Languages | We commit to providing students and children with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about Aboriginal and Torres Strait Islander languages. We acknowledge the importance of language maintenance and revitalisation efforts and will provide students and children with opportunities to learn – or learn about – the First Language of their local area. | Kathryn P, Asiri P, Irene A, Andrea M | Ongoing |

