



# RECONCILIATION ACTION PLAN

---



**2022 -  
2024**

---

We aim to build relationships, respect and opportunities in the classroom, around the school and with the community.

We will do this by:

- Having a better knowledge and understanding of the Aboriginal culture and heritage.
- Acknowledging past wrongs.
- Engaging students in lessons surrounding truth telling, as highlighted in the Aboriginal Empowerment Strategy document.
- Recognising Aboriginal celebrations and embrace the richness of their culture.
- Recognising and valuing our commonalities and our differences



# OUR VISION FOR RECONCILIATION

# ABORIGINAL CULTURAL STANDARDS FRAMEWORK STAFF REFLECTION

PERFORMANCE DESCRIPTOR	CULTURAL AWARENESS (EMERGING)	CULTURAL UNDERSTANDING (DEVELOPING)	CULTURAL COMPETENCE (CAPABLE)	CULTURAL RESPONSIVENESS (PROFICIENT)
<b>Relationships</b> Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.				
Staff establish and maintain positive relationships with Aboriginal students, their parents and families.				
Staff engage professionally with local Aboriginal community members and organisations.				
Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.				
Staff broaden their knowledge and improve practices in Aboriginal education.				
Relationships: Developing				
<b>Leadership</b> Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.				
School leaders develop a clear vision for the teaching and learning of Aboriginal students				
School leaders build staff capability for effective teaching of Aboriginal students.				
School leaders support innovation and change in Aboriginal education.				
School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families.	No Aboriginal students			
Leadership: Developing				
<b>Teaching</b> Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.				
Teachers know how culture and experiences shape the learning of each Aboriginal student.	No Aboriginal students			
Teachers know the curriculum content and how best to teach it to Aboriginal students.	No Aboriginal students			
Teachers plan for and implement effective teaching practices for Aboriginal students.	No Aboriginal students			
Teachers assess, provide feedback and report on the progress of Aboriginal students.	No Aboriginal students			
Teaching: Emerging				

# ABORIGINAL CULTURAL STANDARDS FRAMEWORK STAFF REFLECTION

Learning Environment Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.				
Staff support Aboriginal students to feel a sense of belonging and connection to the school.				
Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students				
Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour.	No Aboriginal students			
Staff establish a supportive and safe learning environment for Aboriginal students.				
Learning Environment: Developing				
Resources Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.				
Staff acknowledge and value the expertise of Aboriginal staff.				
School leaders allocate staff to support the learning needs of individual Aboriginal students.				
School leaders target the learning needs of individual Aboriginal students when allocating financial resources.				
Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning.				
Resources: Developing				

# ACTION PLAN

Relationships in the Classroom				
Action	Details	Support	Responsibility	Timeline
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms as guests to work alongside our students 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.		Classroom teachers or HASS coordinator	Ongoing
Early Years Learning Framework - Early Learning Specific	Learning Outcome 2 of the EYLF requires that 'children are connected with and contribute to their world'. In this outcome, aim to provide opportunities to embed principles of relationships and respect that make up the basis of reconciliation between Aboriginal and Torres Strait Islander peoples and the wider community.	The Early Years Learning Framework (EYLF) Kids Matter website	Junior Room educators	Ongoing
Cultural learning opportunities for Aboriginal and Torres Strait Islander students and children	Provide cultural learning opportunities that promote a positive and strong sense of identity, belonging, and self-belief to improve Aboriginal and Torres Strait Islander students' and children's learning outcomes, therefore also contributing to quality learning experiences for all students.	<ul style="list-style-type: none"> <li>• SNAICC</li> <li>• The Stronger Smarter Institute.</li> <li>• What Works. The Work Program</li> </ul>	Classroom teachers or HASS coordinator	Ongoing
Relationships around the School				
Action	Details	Support	Responsibility	Timeline
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.		Administration Classroom teachers	Ongoing
Elders and Traditional Owners share histories and cultures	Plan for Elders and Traditional Owners to share their stories and speak to students and staff about the histories and cultures of the local area. This will be done primarily through local excursions and incursions (possible grant).		Administration or HASS Coordinator	2022 onwards
Relationships with the Community				
Action	Details	Support	Responsibility	Timeline
Build Relationships with the Community	We commit to building relationships with our local Aboriginal and Torres Strait Islander community (or nearby communities) 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, and community members.	The Shire of Kent	Administration, HASS Coordinator and educators.	2022 onwards

# ACTION PLAN

Respect in the Classroom				
Action	Details	Support	Responsibility	Timeline
Teach about Reconciliation	Our school community is committed to learning about reconciliation in Australia. Understanding the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey.	Reconciliation Australia factsheets	Classroom teachers and HASS Coordinator	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. This will increase the knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We commit to engaging in truth telling, including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January (Australia Day) and Anzac Day.	Reconciliation Australia factsheets	Classroom teachers and HASS Coordinator	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.		Classroom teachers and HASS Coordinator	2022 onwards
Action	Details	Support	Responsibility	Timeline
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.		Administration or HASS Coordinator	2022 onwards
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 through the Acknowledgement to Country.		Administration and Student Council	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.		Administration and Student Council	2022 onwards

# ACTION PLAN

Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	<p>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.</p> <p>During assemblies, students engage in singing the national anthem accompanied with Aboriginal instruments. Student also collectively sing Wanjoo.</p>		Administration or HASS Coordinator	2022 onwards
Whole school or early learning service reconciliation projects	<p>Whole school project planned for</p> <ul style="list-style-type: none"> <li>- Aboriginal style art incorporated in Nature Play area</li> <li>- Fire pit</li> <li>- Yarning circle</li> <li>- Native garden</li> </ul>		Administration or HASS Coordinator	2022 onwards
Celebrate National Reconciliation Week	Engage in whole school activities, surrounding reconciliation (possible excursion/grant).		Administration or HASS Coordinator	2022 onwards
<b>Respect with the Community</b>				
Action	Details	Support	Responsibility	Timeline
Aboriginal and Torres Strait Islander Flags	Our school aims to purchase additional flag poles to display the Aboriginal and Torres Strait Islander flag 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.		Classroom teachers	2023
Act 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.		Administration, Educators, Education Assistants and students	2022 onwards

# ACTION PLAN

Opportunities in the Classroom				
Action	Details	Support	Responsibility	Timeline
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.	WA Curriculum	Administration, HASS Coordinator and educators.	Ongoing
Embed cross curriculum priority – School Specific	Make opportunities to engage in teaching and learning activities that utilise the Australian Curriculum cross curriculum priority of Aboriginal and Torres Strait Islander histories and cultures. Resourcing of HASS to represent indigenous perspectives. As per West Australian Curriculum, ATSI culture and history embedded throughout the curriculum (STEAM).	WA Curriculum	Administration, HASS Coordinator and educators.	Ongoing
Local sites, events and excursions	We aim to foster knowledge to develop relationships, understanding and respect for Aboriginal and Torres Strait Islander people, culture, Country and place through teaching about the importance of local Aboriginal and Torres Strait Islander community (possible grant).	The Shire of Kent	Administration, HASS Coordinator and educators.	Ongoing
Teach about Aboriginal and Torres Strait Islander Languages	Aim to build upon the students' knowledge of the ATSI language that is linked to surrounding flora and fauna. This is also covered in Bush School.	<ul style="list-style-type: none"> <li>• First Languages Australia</li> <li>• Marrin Gamu</li> <li>• Australian First Languages Map</li> <li>• Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS)</li> </ul>	Administration, HASS Coordinator and educators.	Ongoing
Opportunities around the School & Community				
Action	Details	Support	Responsibility	Timeline
Inclusive Policies	Ensure that staff is familiar with the Aboriginal Cultural Standards Framework accessible in ikon, the NPS Shared Drive, and the NPS Guide, to assist in increasing knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia. Included in staff meeting schedule, annually.	DOE Aboriginal Cultural Standards Framework	Administration	Ongoing
Employment strategy	As per DoE policy, recruitment processes offer a fair opportunity to applicants of ATSI background.		Administration	Ongoing



# ACTION PLAN

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.		Administration	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.		Administration	Ongoing
RAP budget allocation	Review expenditure required to undertake some RAP commitments Take to Finance Committee for fund allocation if needed.		Administration and HASS coordinator	Ongoing
Australian Children's Education and Care Quality Authority National Quality Standards - Early Learning Specific	In order to meet the National Quality Standards (NQS) for early learning environments, raising awareness of ATSI communities is primarily achieved with Acknowledgement of Country being conducted at each assembly and at special events.	Further support and elaboration are found within the Guide to the National Quality Standard produced by ACECQA	Junior Room educators	Ongoing
Australian Professional Standards for Teachers - School Specific	Focus Area 2.4 of the AITSL standards is to understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Aboriginal and Torres Strait Islander Australians and non-Indigenous Australians. Using professional AITSL standards we will get to teachers to reflect on and recognise own professional learning needs. There is the opportunity for staff to join the RAP working group at any time	AITSL standards documentation	All staff	Ongoing