

Narragunnawali
Reconciliation in Education

NARRA GUNNA WALI

RECONCILIATION ACTION PLAN

McLaren Vale Primary School
March 2021 to March 2022



RECONCILIATION
AUSTRALIA

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VISION FOR RECONCILIATION

Our vision is to create a culturally safe and inclusive environment in which Aboriginal and Torres Strait Islander families are empowered, and their cultural identity is respected and celebrated. We aim to ensure that Aboriginal and Torres Strait Islander perspectives are firmly embedded in all areas of the curriculum. We will work toward engaging and building relationships with members of the local Aboriginal community and form authentic partnerships between Aboriginal and Torres Strait Islander and non-Indigenous people through the development of cultural competency for staff and students. The school will celebrate culturally significant events and culturally appropriate and meaningful experiences will be respectfully integrated into the curriculum.

We are committed as a school to ensuring that all units of work include authentic ways to bring Aboriginal and Torres Strait Islander cultures into the curriculum, and incorporate Aboriginal and Torres Strait Islander perspectives into all areas of the curriculum. This will be at the forefront of student learning. Our commitment is ongoing. Our practices will be visible and outcomes will be measurable.

We will adhere to the Department for Education's vision for Aboriginal Education - "Each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential."

ACKNOWLEDGEMENT OF COUNTRY

We would like to acknowledge that the Land our school is on is the traditional Land of the Kurna people and that we respect their spiritual relationship with their Country.

We also acknowledge the Kurna people as the Traditional Custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the Kurna people today.

We pay respect to Elders past, present and future.



RAP WORKING GROUP

Name	Position
Lyn Langeluddecke	Principal / Director
Burda Sanders	Staff (teaching)
Rebecca Roberts	Staff (Indigenous Education Worker)
Simon Lovett	Staff (teaching)
Sally Murray	Staff (teaching)
Jade Johnston	Parent/carer
Lorelle Hunter	Parent/carer
Nicole Irving	Staff (teaching)
Dave Cleggett	Staff (teaching)

RAP SUPPORT NETWORK

Name	Role/Organisation
Clem Newchurch	Kaurna community member
Cat Warren	Ngarrindjeri community member
Deanna Zekuschis	Ngarrindjeri community member
Quahli Newchurch	Kaurna community member
Tyrese Parker	student - McLaren Vale Primary School
Willem Uppill	student - McLaren Vale Primary School



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Aboriginal and Torres Strait Islander People in the Classroom</p>	<p>We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms as guests 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.</p>	<p>Lyn L, Burda S, Rebecca R</p>	<p>Ongoing</p>
<p>Opportunities for Aboriginal and Torres Strait Islander Students and Children</p>	<p>We commit to providing opportunities for our Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the well-being 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.</p>	<p>Burda S, Rebecca R</p>	<p>Ongoing</p>





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Aboriginal and Torres Strait Islander Representation on Committees</p>	<p>We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our school's committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.</p>	<p>Rebecca R</p>	<p>Ongoing</p>
<p>Elders and Traditional Owners Share Histories and Cultures</p>	<p>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.</p>	<p>Burda S, Rebecca R</p>	<p>Ongoing</p>
<p>Cultural Competence for Staff</p>	<p>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.</p>	<p>Lyn L, Burda S, Rebecca R</p>	<p>Ongoing</p>



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.	Lyn L, Burda S, Rebecca R, Simon L, Sally 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.	Lyn L, Burda S, Rebecca R, Simon L, Sally M	27/05/2021 - 03/06/2021
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.	Lyn L, Burda S, Rebecca R, Simon L, Sally M	Ongoing

RELATIONSHIPS



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Family and Community Room	We commit to establishing a space in our school for Aboriginal and Torres Strait Islander families and community members to catch up and have a cup of tea, meet with staff, students and children, hold meetings or get together with other community members.	Lyn L	Ongoing





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.	Lyn L, Burda S, Rebecca R, Simon L, Sally 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.	Burda S, Rebecca R, Simon L, Sally M, Jade J, Lorelle H	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.	Lyn L, Burda S, Rebecca R, Simon L, Sally M	Ongoing



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.	Lyn L, Burda S, Rebecca R, Simon L, Sally 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.	Lyn L, Burda S, Rebecca R, Simon L	Ongoing

RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Lyn L	Not Set
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.	Lyn L, Burda S, Rebecca R, Simon L	Ongoing
RAP Launch	Our school is proud to launch our RAP at an event that recognises the efforts of the working group and celebrates our school or service's commitment to reconciliation. We will use our RAP launch event to inform the wider community about our RAP and the many different ways they can get involved and take action toward reconciliation.	Lyn L, Burda S, Rebecca R, Simon L	22/01/2021

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.	Lyn L, Burda S, Rebecca R, Simon L, Sally M	Ongoing



OPPORTUNITIES IN THE CLASSROOM

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Lyn L, Burda S, Rebecca R, Simon L, Sally 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.	Lyn L, Burda S, Rebecca R, Simon L, Sally 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.	Lyn L, Burda S, Rebecca R, Simon L, Sally 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.	Burda S, Rebecca R	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.	Lyn L, Burda S, Rebecca R, Simon L, Sally M	Ongoing
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.	Burda S, Rebecca R	Ongoing