

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Tullimbar Public School
April 2023 to April 2024



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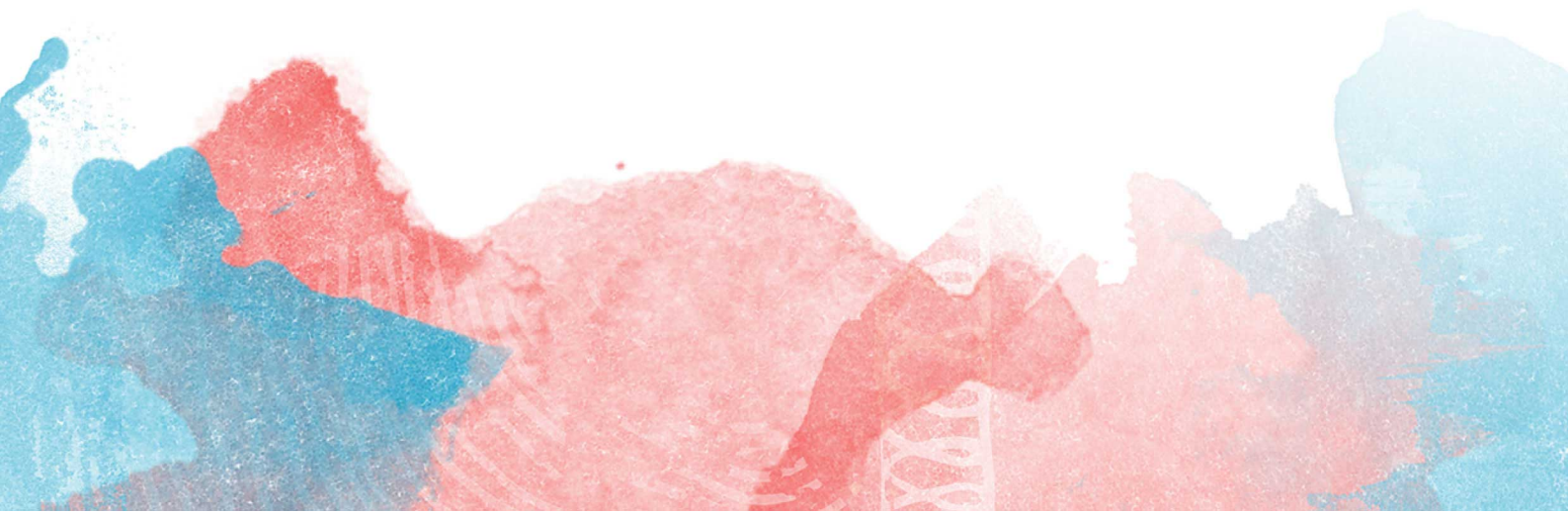
Opportunities



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VISION FOR RECONCILIATION

No vision saved.



RAP WORKING GROUP

Name	Position
Melinda Kusa	Staff (teaching)
Taylor Byrne	Staff (Indigenous Education Worker)
Kylie McCarthy	Staff (teaching)
Zoe Kuismablane	Staff (teaching)
Lucy Staniforth	Staff (teaching)
Caroline Hollands	Parent/carer
Peta Halliburton	Staff (teaching)
Peak Albion Park - Tullimbar	Community member
Darrell Wallace	Community member
Chloe ODea	Staff (teaching)
Racheal Morgan	Staff (teaching)
Jenny Gilroy	Staff (non-teaching)
Kate Good	Staff (teaching)
Danielle Webster	Parent/carer
Kate Cummins	Staff (teaching)
Jasmine Marczan	Staff (teaching)
Belinda James	Parent/carer
Carmina Nallo	Staff (teaching)
Uncle Richard Campbell	Community member
Rebecca Kennedy	Parent/carer
Meredith Koning	Staff (teaching)
Madelaine Kidd	Staff (teaching)
Amelia O'Dwyer	Staff (teaching)
Lauren Cullen	Staff (teaching)
Emily Weber	Staff (teaching)
Emily Noakes	Staff (teaching)
Melissa Shaw	Community member
Josh Greenlees	Staff (teaching)
Belinda Wallace	Principal / Director

CONTRIBUTORS

Tullimbar Public School would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Aunty Jodi Edwards	Cultural Knowledge Holder / Linguist
Karen Brown	Director Educational Leadership - Lake Illawarra South
Aunty Lindy Lawler	Elder
Kellie Evans	Aboriginal Education Principal Education Officer
Kat Denison	Parent
Suzi Clapham	Juborsay AECG Community Member
Aunty Bev Armour	Elder
Aunty Dawn Bell	Elder



RAP ACTIONS	COMMITMENT
<p>Aboriginal and Torres Strait Islander People in the Classroom</p>	<p>We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.</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 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 or early learning service community.</p>



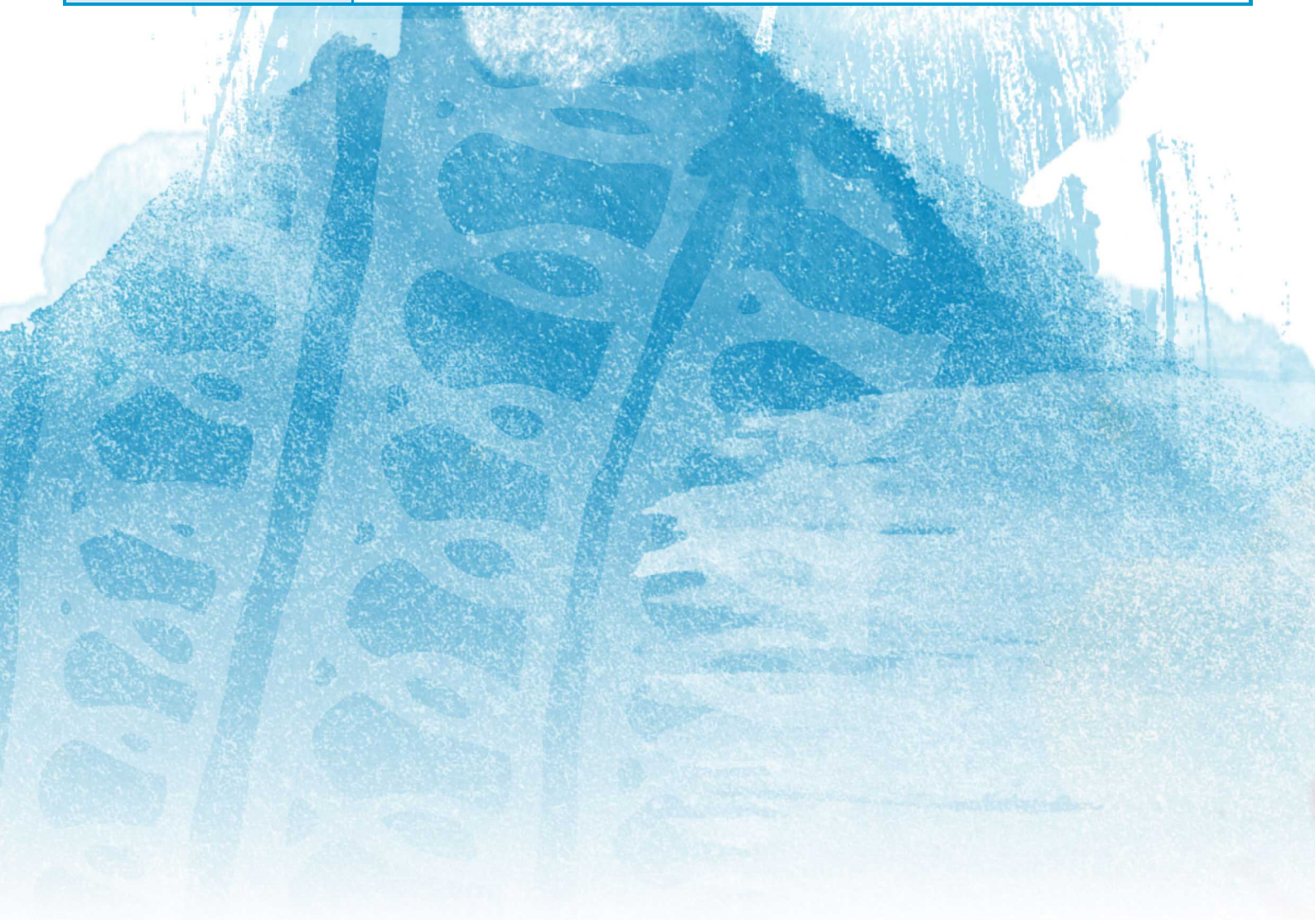


RAP ACTIONS	COMMITMENT
Elders and Traditional Owners Share Histories and Cultures	We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.
Cultural Responsiveness for Staff	We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.
Reconciliation Projects	Our school or early learning service 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 or early learning service 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.





RAP ACTIONS	COMMITMENT
<p>Welcome to Country</p>	<p>Where appropriate, significant events at our school or early learning service 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 the Land.</p>
<p>Celebrate National Reconciliation Week</p>	<p>Our school or early learning service 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.</p>
<p>Create Stakeholder List</p>	<p>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.</p>





RAP ACTIONS	COMMITMENT
<p>Build Relationships with Community</p>	<p>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.</p>
<p>Cultural Responsiveness for Students and Children</p>	<p>Our everyday program will have ways for children and students to learn about Aboriginal and Torres Strait Islander perspectives, contributions and cultures, in and outside the classroom. We will include cultural responsiveness principles our students and children have learned in the ethos of our classrooms and across our school or early learning service.</p>
<p>Reconciliation Network</p>	<p>We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.</p>





RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our school or early learning service 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 or early learning service's RAP by positioning it within the broader story of reconciliation in Australia.
Explore Current Affairs and Issues	We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our school or early learning service operates.





RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our school or early learning service 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.
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 or early learning service. 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.
Care for Country	We commit to actively connecting with, and caring for, the Country/place on which our school or early learning service 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.

RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	Our school or early learning service flies/displays the Aboriginal and Torres Strait Islander flag at the early learning service to demonstrate our respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.
Physical Acknowledgement of Country	Our school or early learning service 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 or early learning service is located.
RAP Launch	Our school or early learning service 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.

RESPECT



WITH THE COMMUNITY

RAP ACTIONS

COMMITMENT

Take Action
Against Racism

We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our school or early learning service.

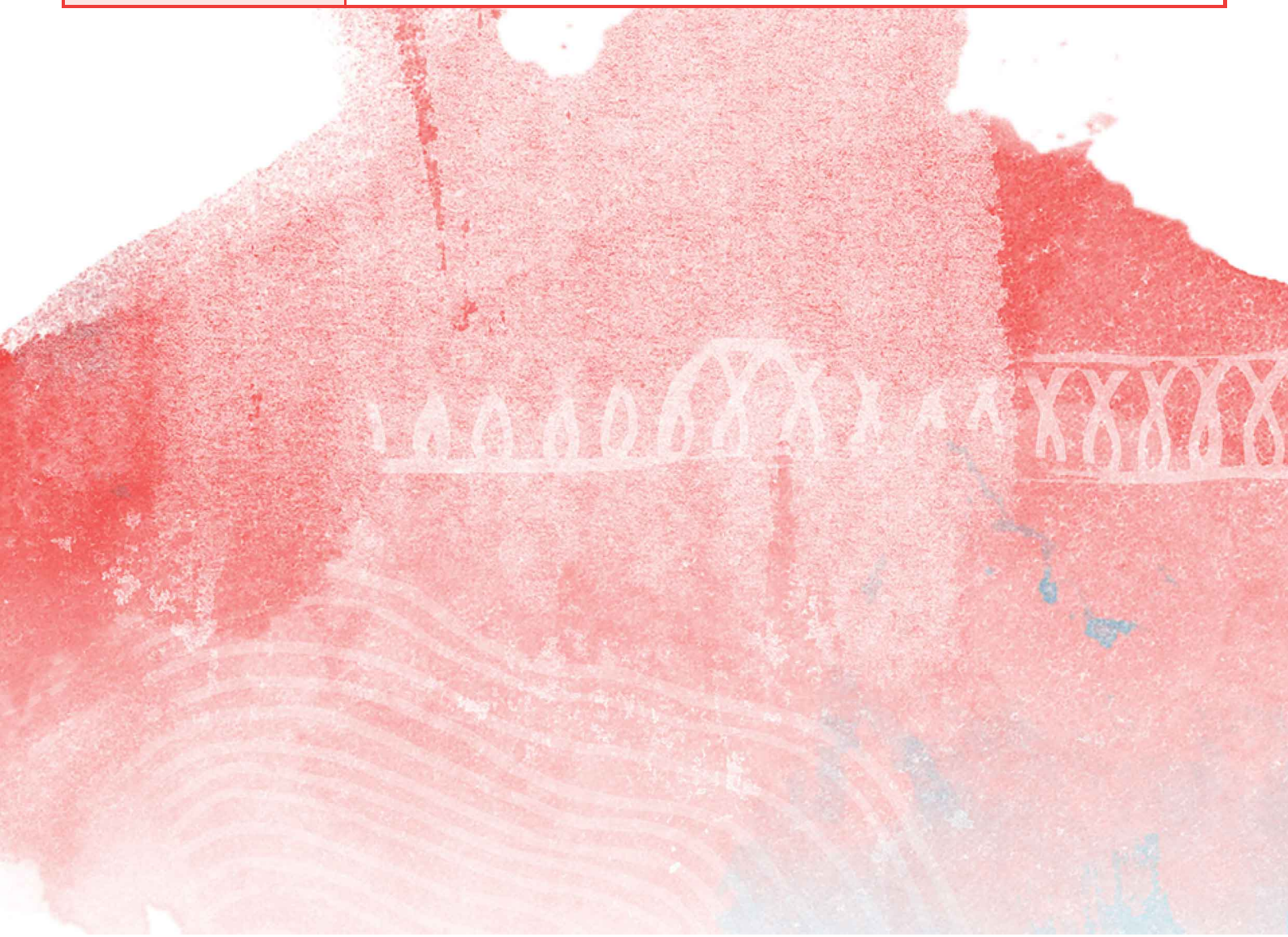


OPPORTUNITIES



IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
Embed Cross-curriculum Priority	All staff from across the school are supported to understand and embed Aboriginal and Torres Strait Islander Histories and Cultures in the curriculum. Teachers will consider the cross-curriculum priority when developing units, lesson plans and resources in all learning areas and across all year levels.
Curriculum Planning	Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.
Australian Professional Standards for Teachers	We support all teachers to know about and engage with the Australian Professional Standards for Teachers' focus on reconciliation, in particular Focus Area 2.4. As a result, teachers understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation.

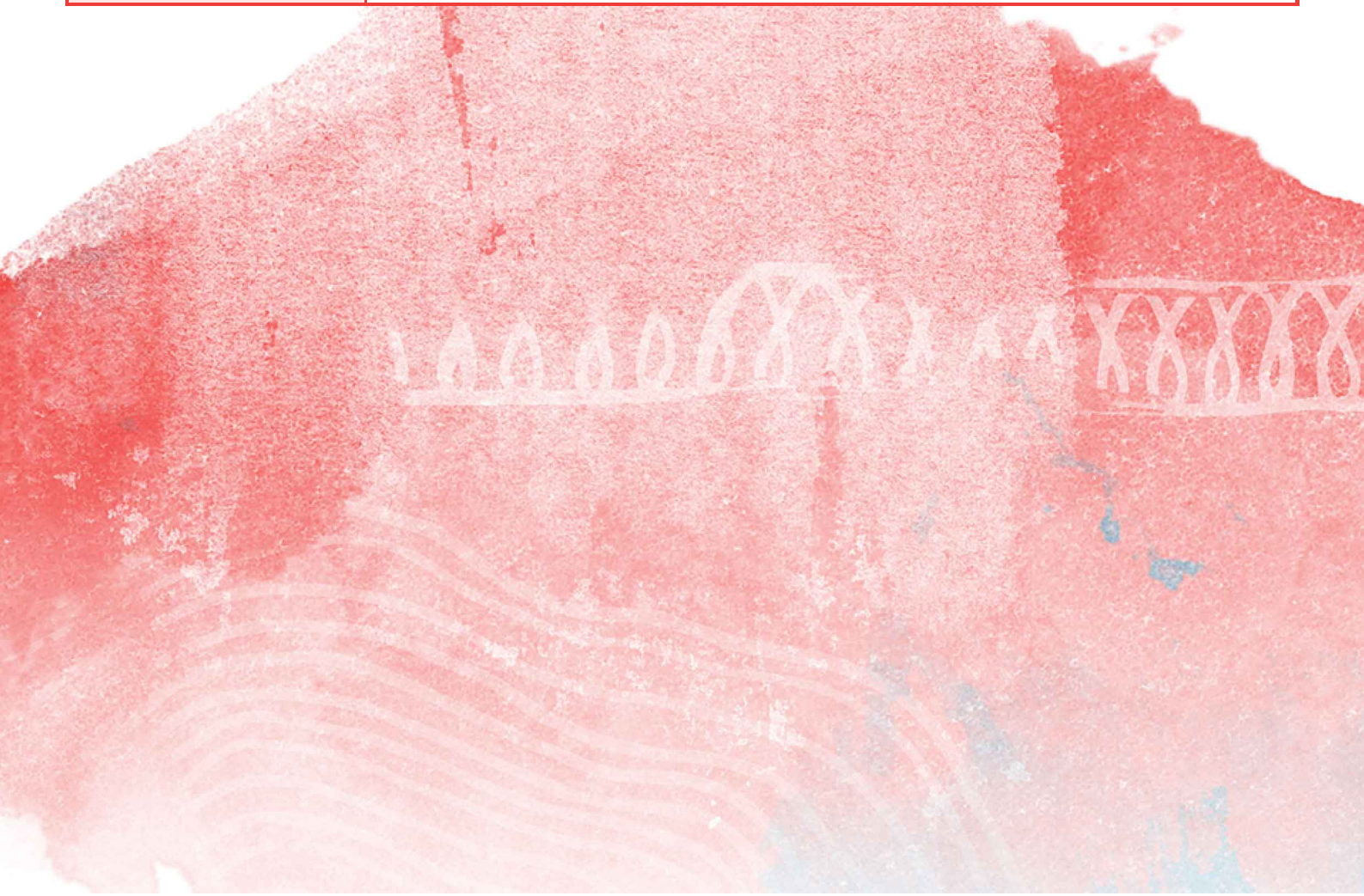


OPPORTUNITIES



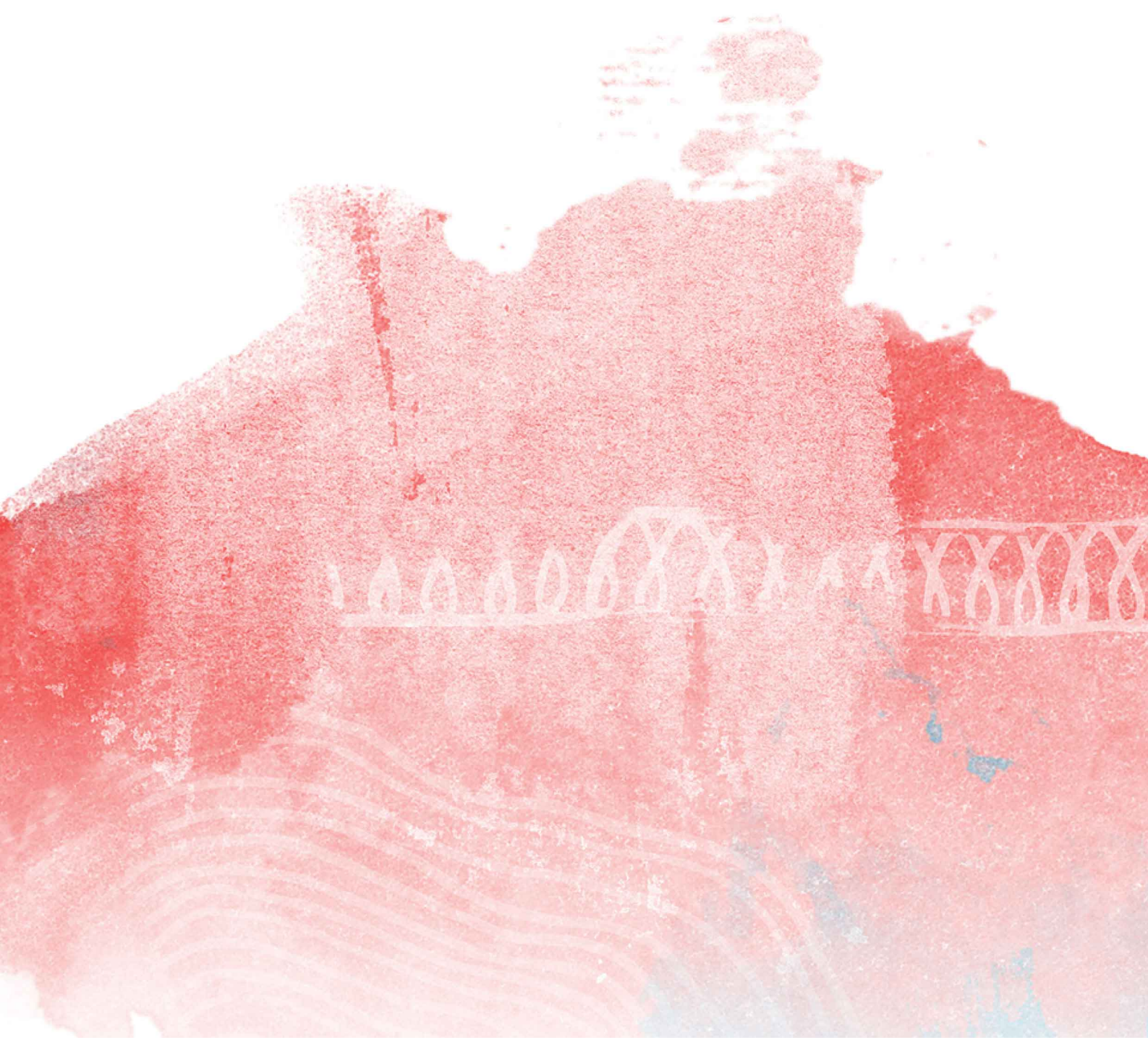
AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Inclusive Policies	All staff at school or early learning service are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.
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.
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.



OPPORTUNITIES AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Reconciliation Awards	We commit to creating opportunities to acknowledge students, children, staff and community members who are making an outstanding contribution to progressing reconciliation in our school or early learning service.

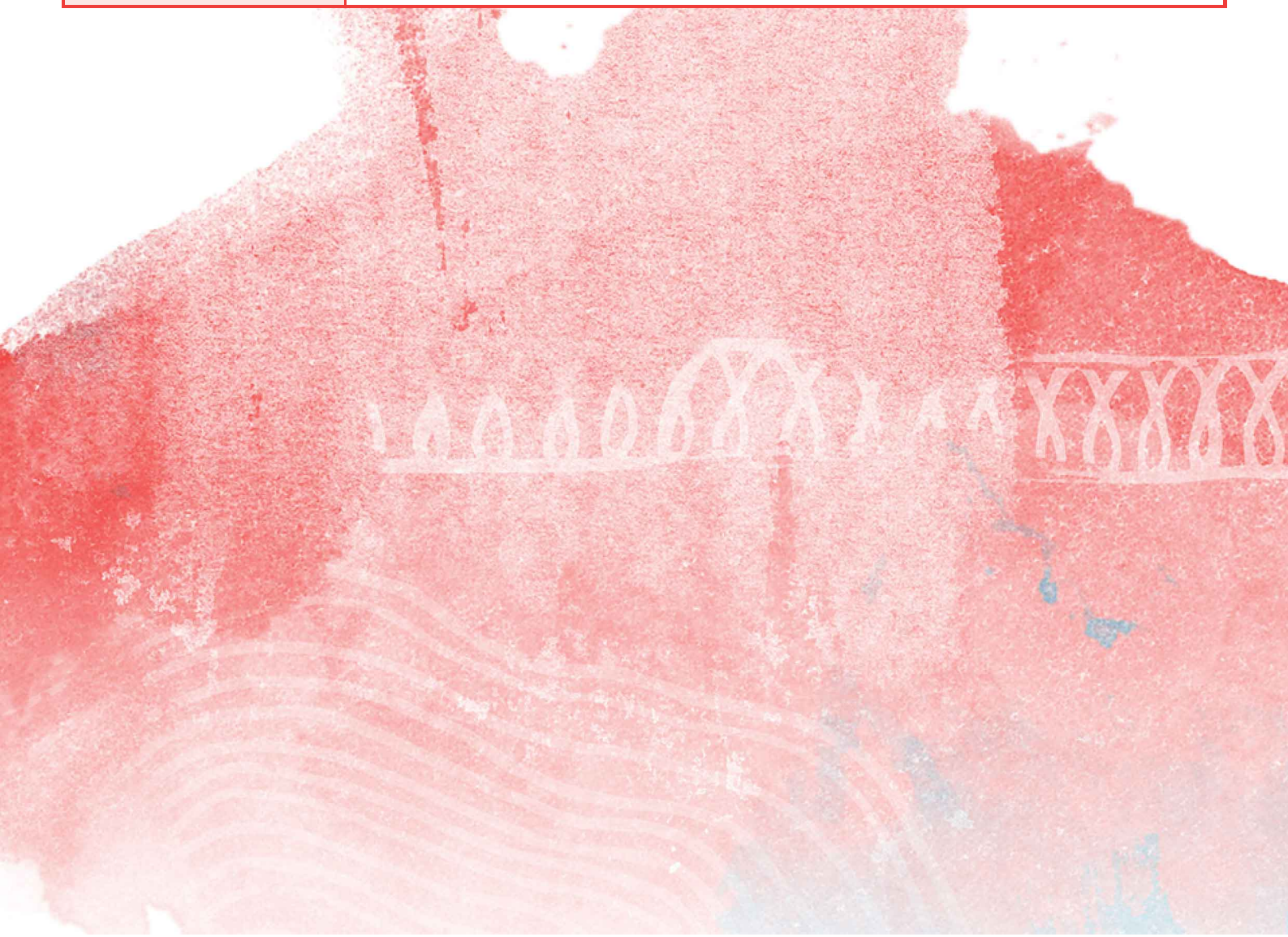


OPPORTUNITIES



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
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.
Employment Strategy	We commit to the development and implementation of an Aboriginal and Torres Strait Islander employment strategy. This will assist in attracting Aboriginal and Torres Strait Islander candidates to vacancies, as well as supporting current Aboriginal and Torres Strait Islander employees.
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 or early learning service. 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.





RAP ACTIONS	COMMITMENT
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.
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.

