

Narragunnawali  
Reconciliation in Education

# NAKRA GUNNA WALI

## RECONCILIATION ACTION PLAN

Kerry Street Community School  
July 2020 to July 2021



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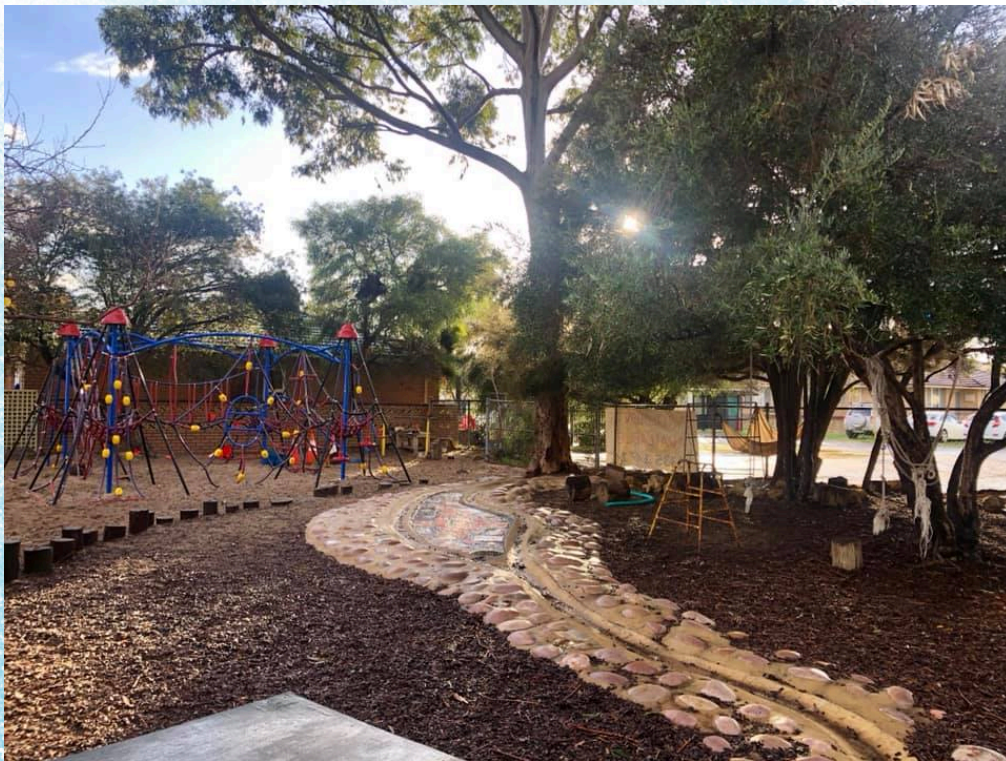
The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



Kerry Street Community School



## VISION FOR RECONCILIATION

Our Vision for reconciliation is for our children, staff and community to:

- Actively engage with Aboriginal and Torres Strait Islander Peoples within our local community, in the alignment of Kerry Street Community Schools values, and Aboriginal and Torres Strait Islander knowledge, cultural and spiritual perspectives.
- Actively provide opportunities for Aboriginal and Torres Strait Islander perspectives to be represented in every classroom.
- Create and celebrate a community culture that continually represents equality and equity.
- Acknowledge and accept our shared history and provide opportunities to learn more about local Aboriginal histories.
- Actively dismantle negative race relations in order to build a future together.
- Create opportunities for unity between Aboriginal and Torres Strait Islander peoples, and other Australians within our community.

## ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Whadjuk Nyungar people as the Traditional Owners of the Land on which our school is built, and we share our respects for their Elders past, present and emerging.

Kerry Street Community School acknowledges the strength, resilience and survival of Aboriginal and Torres Strait Islander peoples. We recognise their status as Traditional Custodians of the vast and beautiful lands and seas across Australia, and the intergenerational injustices and impacts relating to land, cultures, languages, families and rights.

## RAP WORKING GROUP

Name	Position
Melissa Kennedy	Principal / Director
Taylah Griffin	Staff (teaching)
Shona Hunter	Parent/carers
Jacey Long	Staff (teaching)
Kisani Wyatt	Staff (teaching assistant)
Jacqueline Gratton	Staff (non-teaching)
Carolyn MacDonald	Staff (teaching assistant)
Tania Ivey	Board Chair

## RAP SUPPORT NETWORK

Name	Role/Organisation
Leonie Cottam-Williams	Senior Officer - Reconciliation WA
Orly Oxenbridge	Parent/Carer
Eddie Oxenbridge	Parent/Carer
Louisa Bowman	Staff (non-teaching)
Vanessa Davies	Community Member



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 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.	Melissa K, Taylah G, Jacey L, Kisani W, Carolyn M	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Melissa K, Taylah G	Ongoing





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.	Melissa K, Taylah G	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.	Melissa K, Taylah G, Shona H, Jacey L, Kisani W, Carolyn M	27/05/2020 - 03/06/2020
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.	Taylah G, Shona H, Carolyn M	Ongoing





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.	Melissa K, Taylah G, Shona H, Jacey L, Kisani W, Jacqueline G, Carolyn M	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.	Melissa K, Taylah G, Jacey L, Kisani W, Carolyn M	Ongoing
Reconciliation Network	We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.	Taylah G, Shona H	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.	Melissa K, Taylah G, Jacey L, Kisani W, Carolyn 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.	Melissa K, Taylah G, Jacey L, Kisani W, Carolyn 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.	Melissa K, Taylah G, Shona H, Jacey L, Kisani W, Jacqueline G, Carolyn 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.	Melissa K, Taylah G, Shona H, Jacey L, Kisani W, Carolyn M	Ongoing
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.	Melissa K, Taylah G, Jacey L	Ongoing





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.	Melissa K, Taylah G, Jacey L, Kisani W, Carolyn M	Ongoing
Aboriginal and Torres Strait Islander Flags	Our school flies or displays 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.	Melissa K, Taylah G	Ongoing
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.	Melissa K, Taylah G, Shona H, Jacey L, Kisani W, Jacqueline G, Carolyn M	Ongoing





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.	Melissa K, Taylah G, Jacey L	Ongoing





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 people and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.	Melissa K, Taylah G, Tania I	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.	Melissa K, Taylah G	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.	Melissa K, Taylah G, Jacqueline G, Tania I	31/08/2020





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.	Melissa K, Taylah G, Jacey L	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.	Taylah G, Melissa K, Shona H, Jacey L, Kisani W, Jacqueline G, Carolyn M	Ongoing



