

Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

# RECONCILIATION ACTION PLAN

Middle Harbour Public School



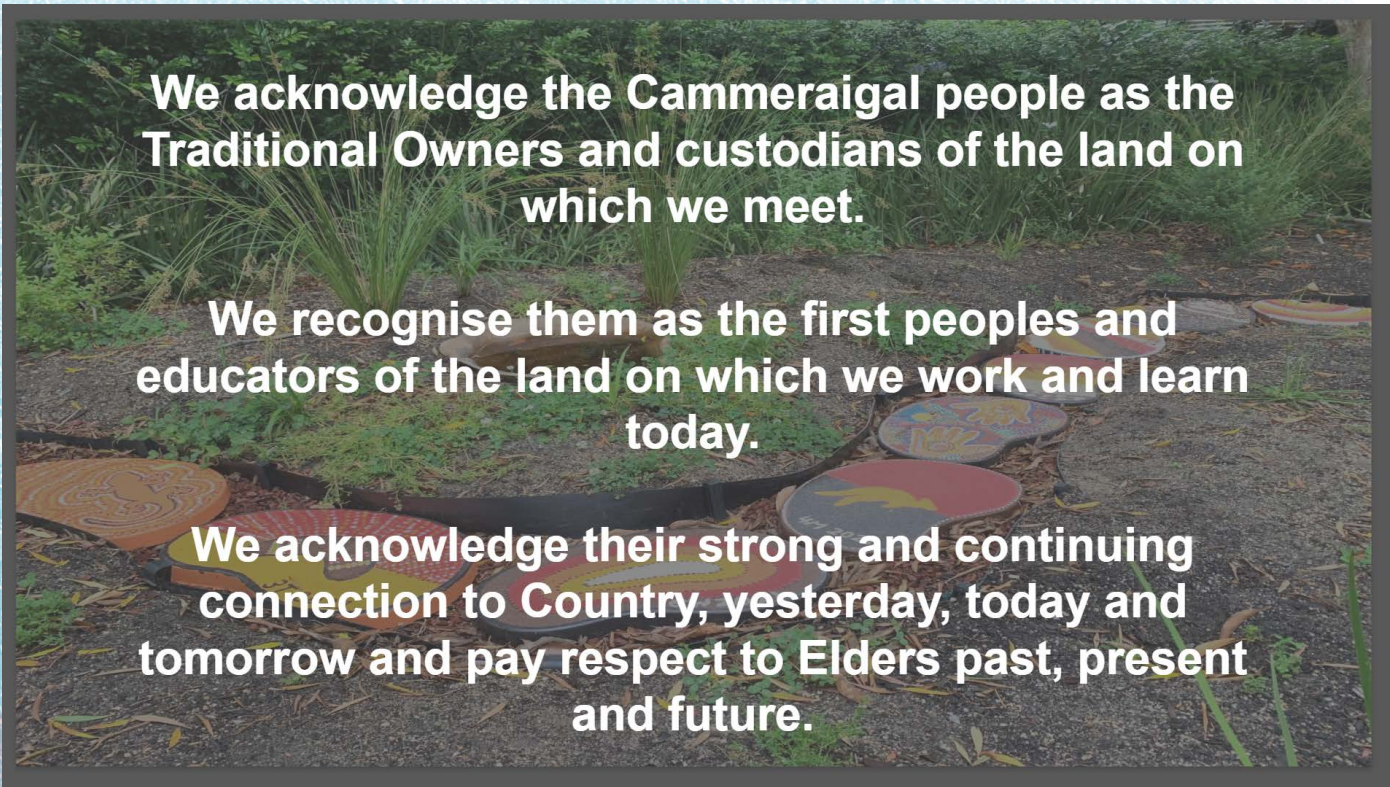


# VISION FOR RECONCILIATION

Our vision for Reconciliation is to create a culture of respect, deep understanding and meaningful action by strengthening relationships between First Nations peoples and our wider community. We recognise the importance of Aboriginal and Torres Strait Islander culture and history and aim to provide an environment committed to truth-telling.

As educators and community members, we strive to ensure that Aboriginal and Torres Strait Islander history is meaningfully embedded in our daily practice, across all school contexts and curriculum areas. We want our Aboriginal and Torres Strait Islander students to feel empowered and supported each day by acknowledging the unique richness of their history and culture.

We embark on our Reconciliation journey to both educate and be educated, knowing that it will be expansive, awkward, enjoyable, emotive, difficult and most of all worthwhile. Our hearts are open to growing and learning, both personally and together. We support the Uluru Statement of the Heart, and are dedicated to paving the way for future change makers.



**We acknowledge the Cammeraigal people as the Traditional Owners and custodians of the land on which we meet.**

**We recognise them as the first peoples and educators of the land on which we work and learn today.**

**We acknowledge their strong and continuing connection to Country, yesterday, today and tomorrow and pay respect to Elders past, present and future.**



**IN THE CLASSROOM**

**AROUND THE SCHOOL**

**WITH THE COMMUNITY**

**RELATIONSHIPS**



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.

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.



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.



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.

Our school community celebrates National Reconciliation Week each year by talking about reconciliation in the classroom and around the school, and celebrating with the community.

We commit to building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness.

**RESPECT**



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.

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.



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.



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.

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.

**OPPORTUNITIES**



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.



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.

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.



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.

A collection of resources to support our staff, students and community engage with and deliver our RAP has been collated into a website. Please visit our [Online RAP Resource Hub](#) for more information. *Click on link in red or banner below.*



## RAP WORKING GROUP

The Working Group members listed below were integral in creating the vision, goals and deliverables outlined in our RAP.

Name	Position
Clare Foale	Staff (non-teaching)
Susanna Inkinen	Staff (teaching)
Rachael Creasey	Staff (teaching)
Kalani Duff	Community member
Rebecca Hooper	Staff (teaching)
Jess Creasey	Parent/carer
Carmen Brady	Parent/carer
Melissa Peppernell	Staff (teaching)
Dominique Wardman	Parent/carer
Laura Barry	Principal / Director
Bronwyne Hesketh	Staff (teaching)
Sandra Vine	Staff (non-teaching)
Lily Davies-Long	Staff (teaching)
Josh Price	Staff (teaching)
Charde Negus	Staff (teaching)
Carole Jaye	Staff (non-teaching)
Emma Tattle	Staff (teaching)
Frances Lee	Staff (teaching)

## RAP SUPPORT NETWORK

Name	Role/Organisation
Frennie Beytagh	Mosman Reconciliation Council