

Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

# RECONCILIATION ACTION PLAN

Goolwa Children's Centre for Early Childhood Development and Parenting  
November 2022 to November 2023



Goolwa  
**Children's Centre**  
for Early Childhood  
Development and Parenting



**RECONCILIATION**  
AUSTRALIA

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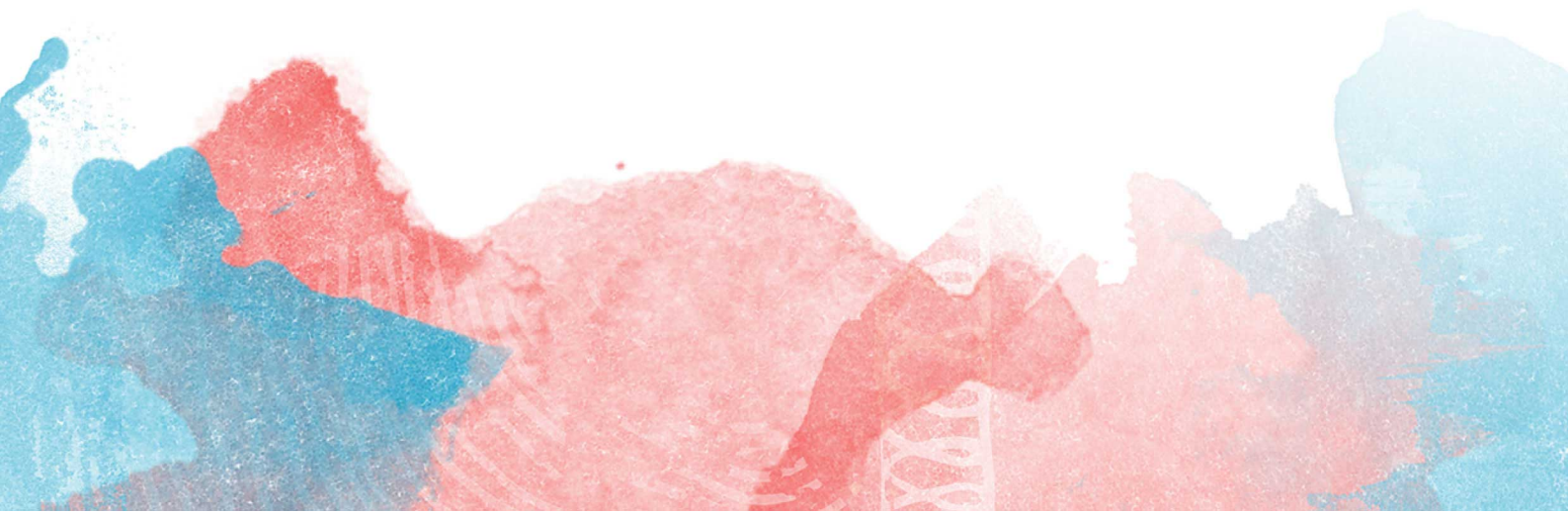
Respect

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# VISION FOR RECONCILIATION

No vision saved.



## RAP WORKING GROUP

| <b>Name</b>     | <b>Position</b>            |
|-----------------|----------------------------|
| Bridget Keough  | Staff (teaching)           |
| Lara Dempster   | Principal / Director       |
| David Hammond   | Staff (non-teaching)       |
| Rachel Althorp  | Staff (non-teaching)       |
| Jodie Morris    | Staff (teaching)           |
| Melanie Kenton  | Staff (teaching)           |
| Alison Sanders  | Staff (teaching)           |
| Linda Hatcliffe | Staff (teaching assistant) |
| Amy Fegan       | Staff (non-teaching)       |
| Kylie Jarrett   | Staff (teaching)           |
| Linda Birchall  | Staff (teaching)           |
| Justine Galpin  | Staff (teaching)           |
| Stacey Zadow    | Staff (teaching)           |
| Travis Roach    | Deputy Principal           |
| Deb Buchman     | Staff (non-teaching)       |



| RAP ACTIONS   | COMMITMENT  |
|---|---|
| Aboriginal and Torres Strait Islander People in the Classroom | 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. |
| Early Years Learning Framework                                | We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.   |



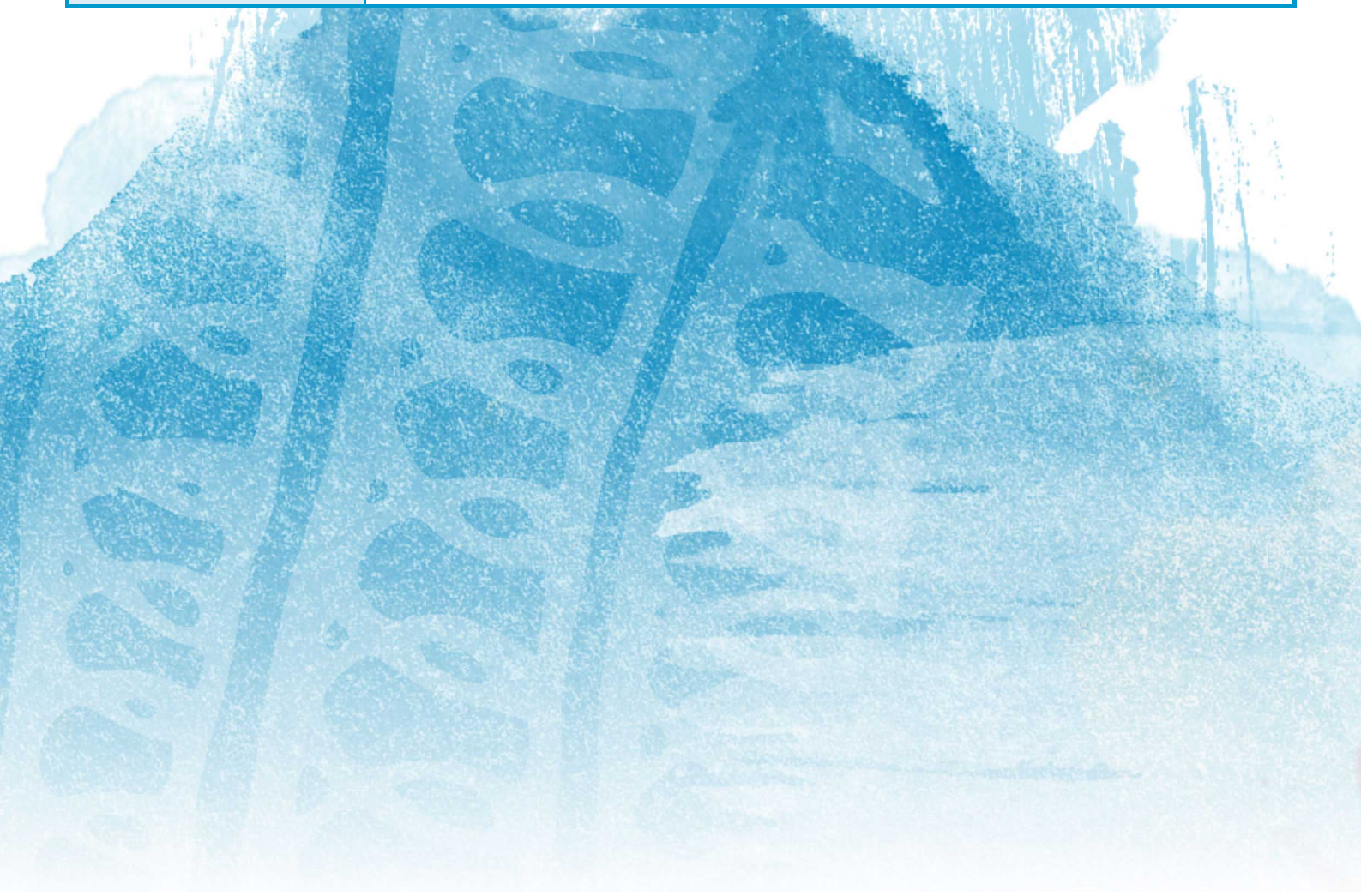


| RAP ACTIONS                       | COMMITMENT   |
|-----------------------------------|--|
| Cultural Responsiveness for Staff | Staff are supported to reflect on and build their cultural responsiveness to improve their practice and best support the needs of Aboriginal and Torres Strait Islander students. Staff are provided with a range of opportunities to build their knowledge and understanding of their 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  |
|--|---|
| Welcome to Country                     | 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. |
| Celebrate National Reconciliation Week | 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.                    |
| 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.  |





| 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.           |
| 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. |
| 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 or early learning service.  |





| 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. |

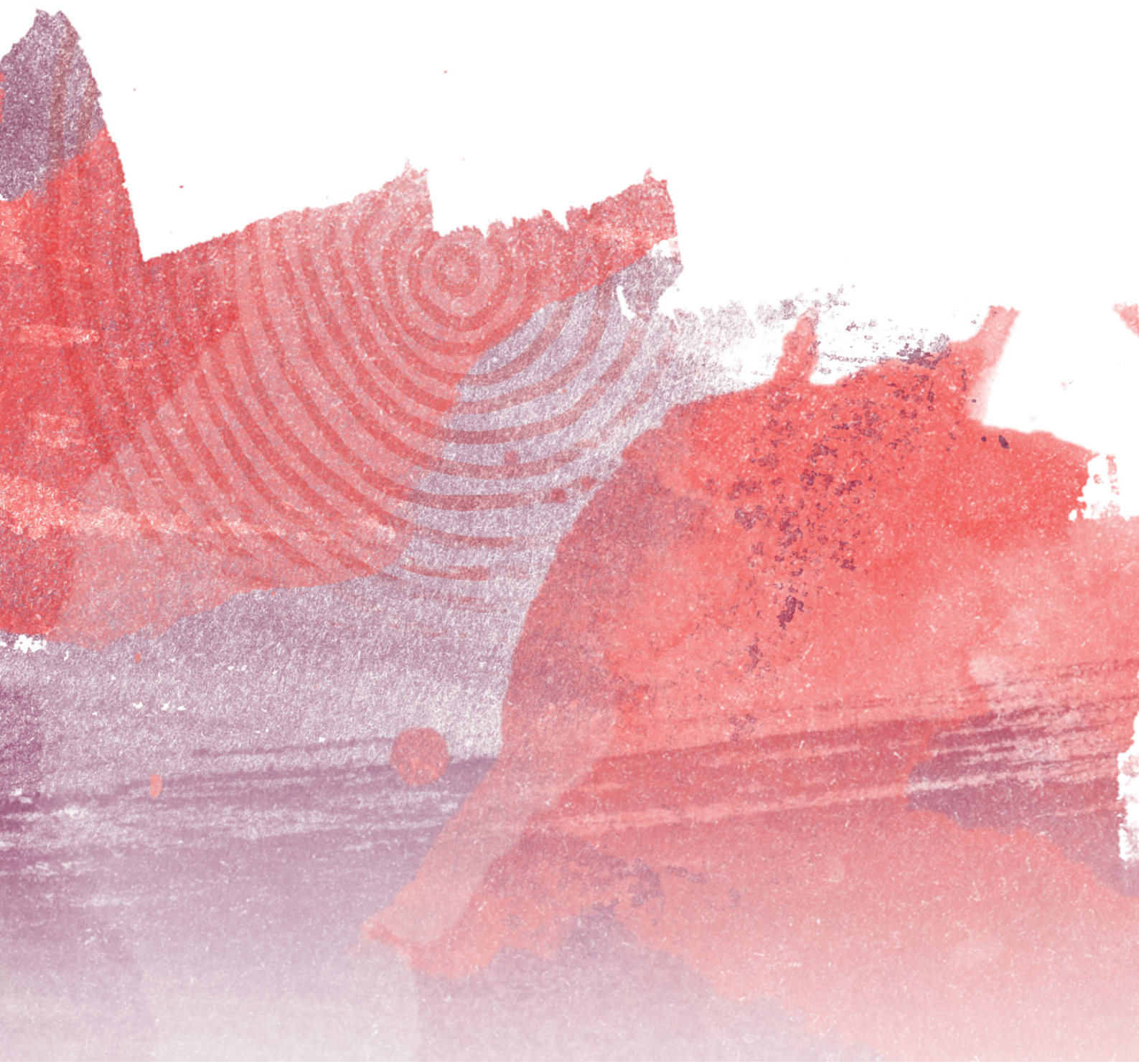


RESPECT



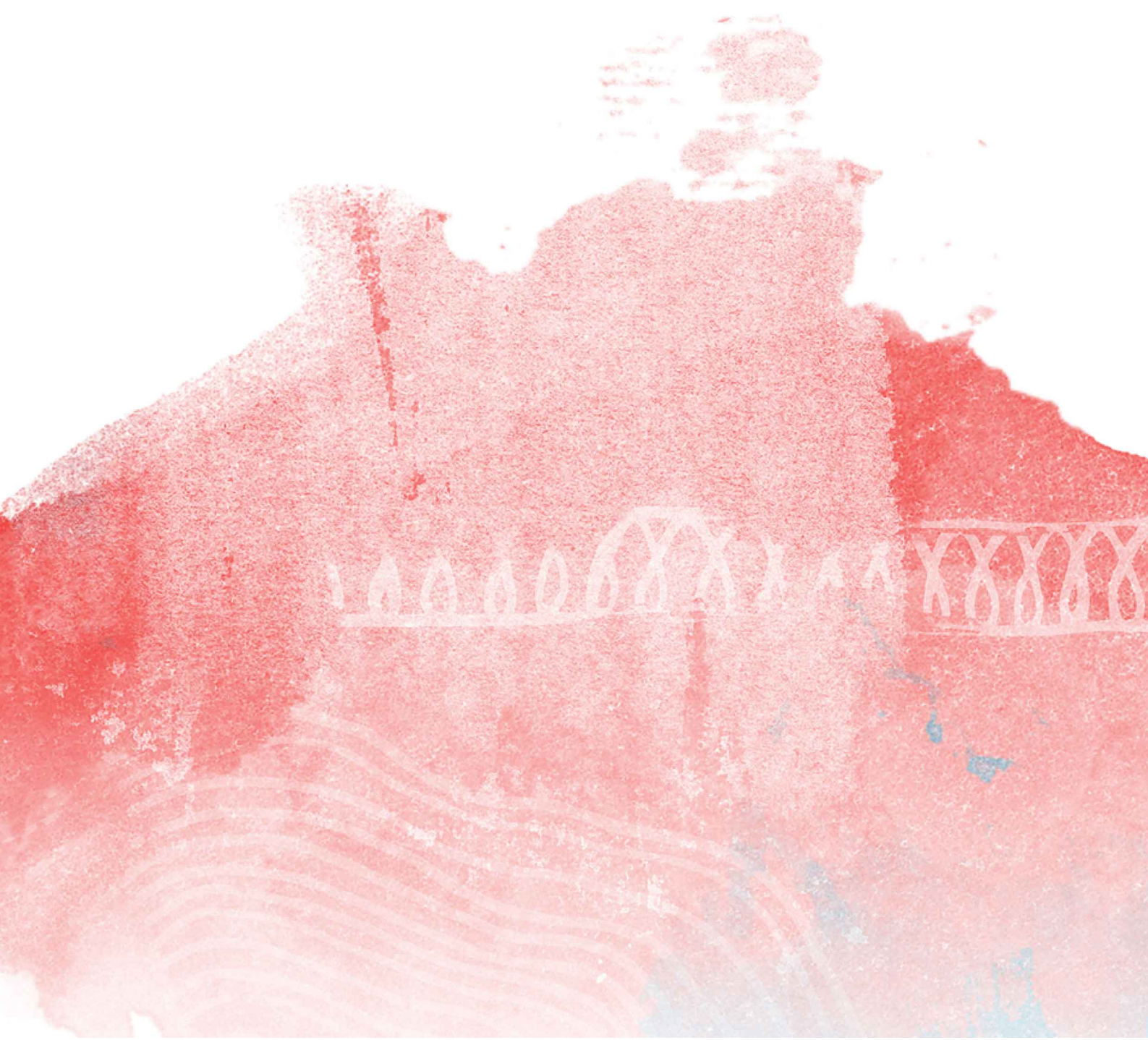
WITH THE COMMUNITY

| RAP ACTIONS                                 | COMMITMENT  |
|---|---|
| Aboriginal and Torres Strait Islander Flags | Our school or early learning service 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. |
| 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.   |



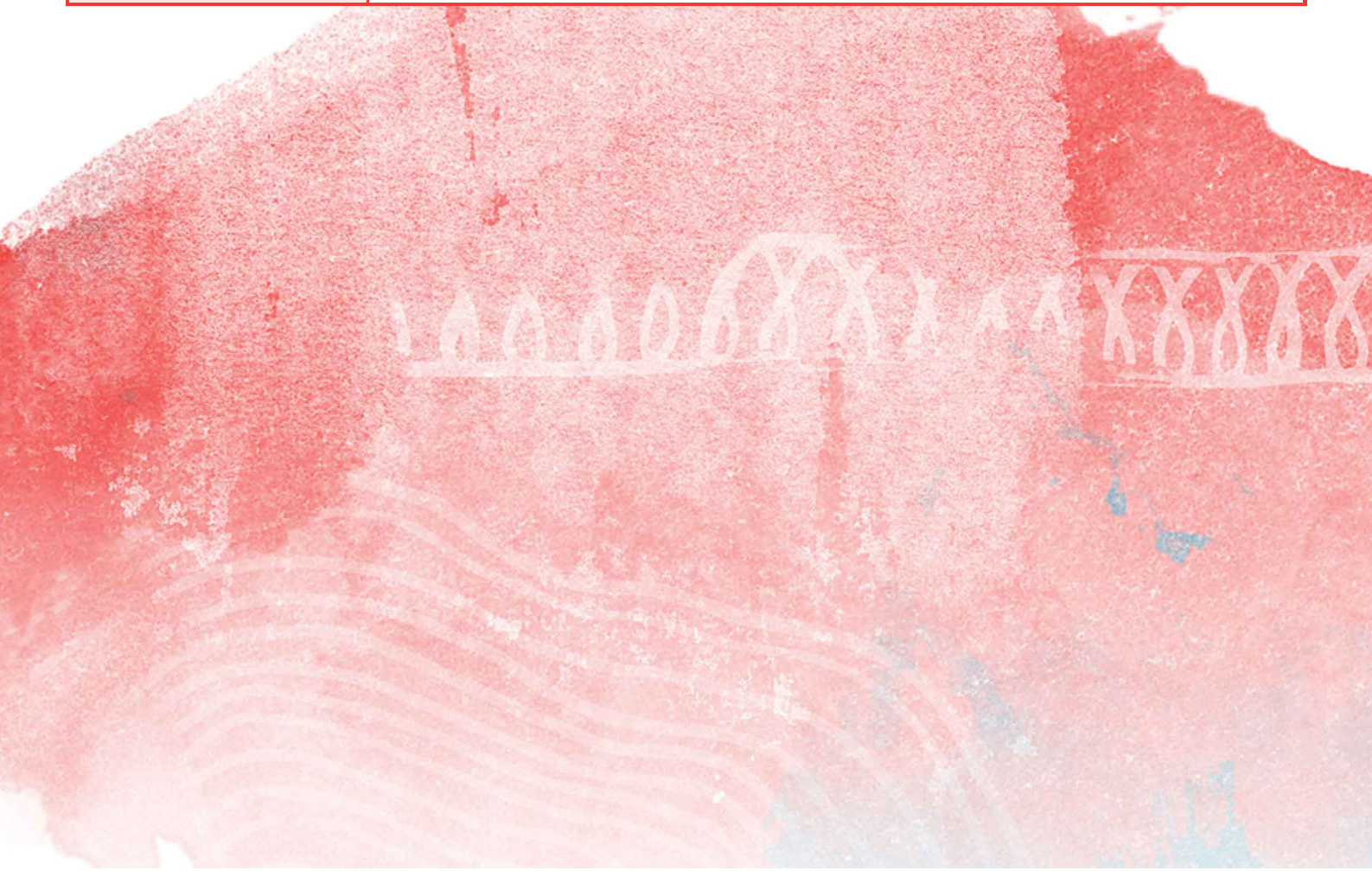


| RAP ACTIONS         | COMMITMENT  |
|---------------------|---|
| Curriculum Planning | <p>Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. 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.</p> |





| RAP ACTIONS               | COMMITMENT   |
|---------------------------|--|
| Inclusive Policies        | All staff in our school or early learning service 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. |
| 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.  |





| RAP ACTIONS            | COMMITMENT  |
|------------------------|---|
| 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. |

