

Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

# RECONCILIATION ACTION PLAN

Sanctuary Early Learning Adventure - Buderim  
July 2021 to July 2022



SANCTUARY  
early learning adventure



RECONCILIATION  
AUSTRALIA



# CONTENTS

Vision for Reconciliation

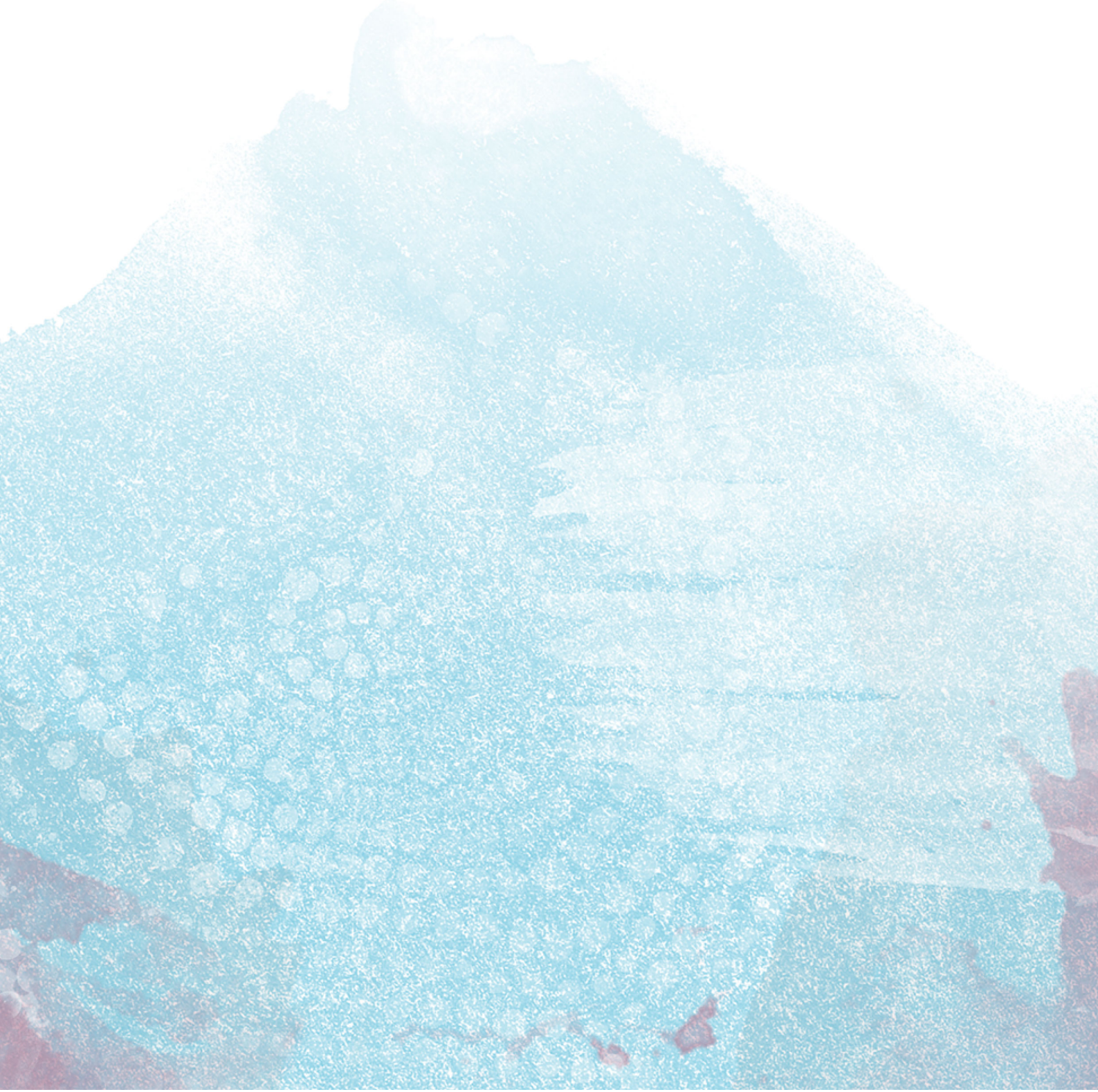
The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities





## VISION FOR RECONCILIATION

Our vision is a future where Aboriginal and Torres Strait Islander peoples, cultures and contributions are actively recognised and respected; where all Australians embrace Elders past, present and future for the wisdom and knowledge they hold and share. As the future generations of Australia are within our centre, we are committed to supporting and role modelling to them to build and form a sense of belonging and strong connections with local Elders, community, families and children. We acknowledge the Aboriginal and Torres Strait Islanders peoples knowledge and connection to the earth, land and community and strive to foster this within all philosophy. We acknowledge the contribution of local Aboriginal and Torres Strait Islander peoples, in particular to the education of young children, and recognise their continued relationship with the Country on which our early learning centre stands since long before our centre's story began.

## ACKNOWLEDGEMENT OF COUNTRY

Sanctuary Early Learning Adventure Buderim acknowledges the traditional owners of the land the Gubbi Gubbi (Kabi Kabi) people. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across our community.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of their connection to culture. We recognise and pay respects to their leadership in education and the role in which this contributes to reconciliation.



## RAP WORKING GROUP

| Name                  | Position                   |
|-----------------------|----------------------------|
| Tayla Edwards         | Staff (teaching assistant) |
| Ayesha Dellit         | Staff (teaching)           |
| Chantelle Heslin      | Staff (teaching)           |
| Kieran Hetherton-Cook | Staff (teaching)           |
| Abbe Mercer           | Staff (teaching)           |
| Emeliah Kolinac       | Staff (non-teaching)       |
| Stephanie Haines      | Principal / Director       |
| Teah Thomson          | Staff (teaching)           |



| 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.  | Tayla E, Stephanie H | Not Set  |
| Opportunities for Aboriginal and Torres Strait Islander Students and Children | 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. | Tayla E, Stephanie H | Not Set  |





| RAP ACTIONS  | COMMITMENT   | ASSIGNED TO          | DUE DATE |
|--|--|----------------------|----------|
| 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 our local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.                     | Tayla E, Stephanie H | Ongoing  |
| 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.                                   | Tayla E, Stephanie H | Ongoing  |
| Reconciliation Projects                                    | Our school 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 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. | Tayla E, Stephanie H | Not Set  |



| 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. | Tayla E, Emeliah K, Hayley W | Not Set                 |
| 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.                      | Tayla E, Stephanie H         | 27/05/2021 - 03/06/2021 |
| 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.  | Tayla E, Stephanie H         | 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.  | Tayla E, Stephanie H | Not Set  |
| 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. | Tayla E, Stephanie H | Not Set  |





| 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.   | Tayla E, Stephanie H | Not Set  |
| 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. | Tayla E, Stephanie H | Not Set  |
| 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.  | Tayla E, Stephanie H | 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.  | Tayla E, Stephanie H                    | Not Set  |
| 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. | Tayla E, Emeliah K, Stephanie H, Teah T | Ongoing  |



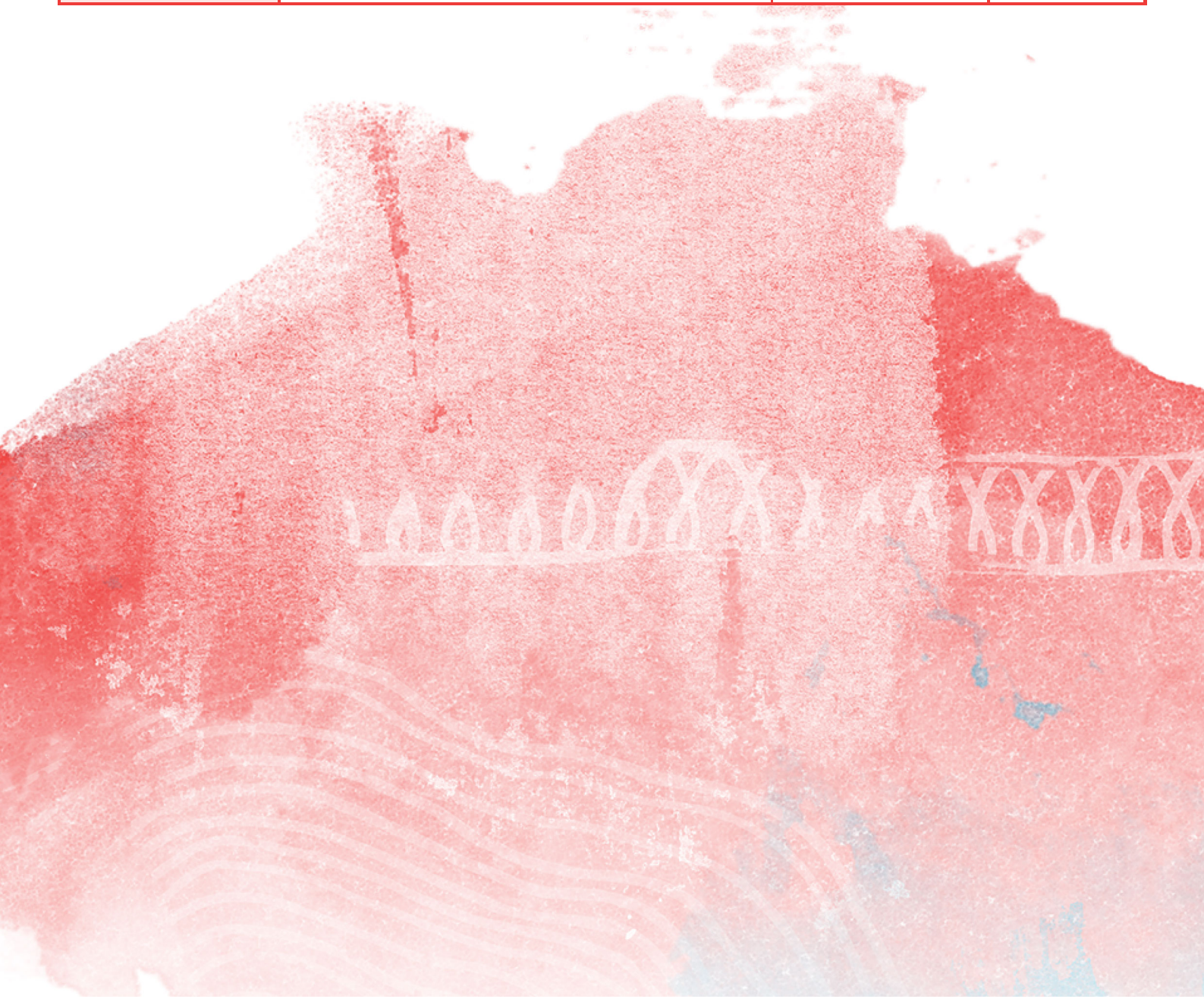


| RAP ACTIONS                                 | COMMITMENT  | ASSIGNED TO          | DUE DATE |
|---|---|----------------------|----------|
| Aboriginal and Torres Strait Islander Flags | Our school flies or displays the Aboriginal and Torres Strait Islander flags as a demonstration of our pride and 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.   | Tayla E, Emeliah K   | 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.  | Tayla E, Stephanie H | 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. | Tayla E, Stephanie H | 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. | Tayla E,<br>Stephanie H | Not Set  |



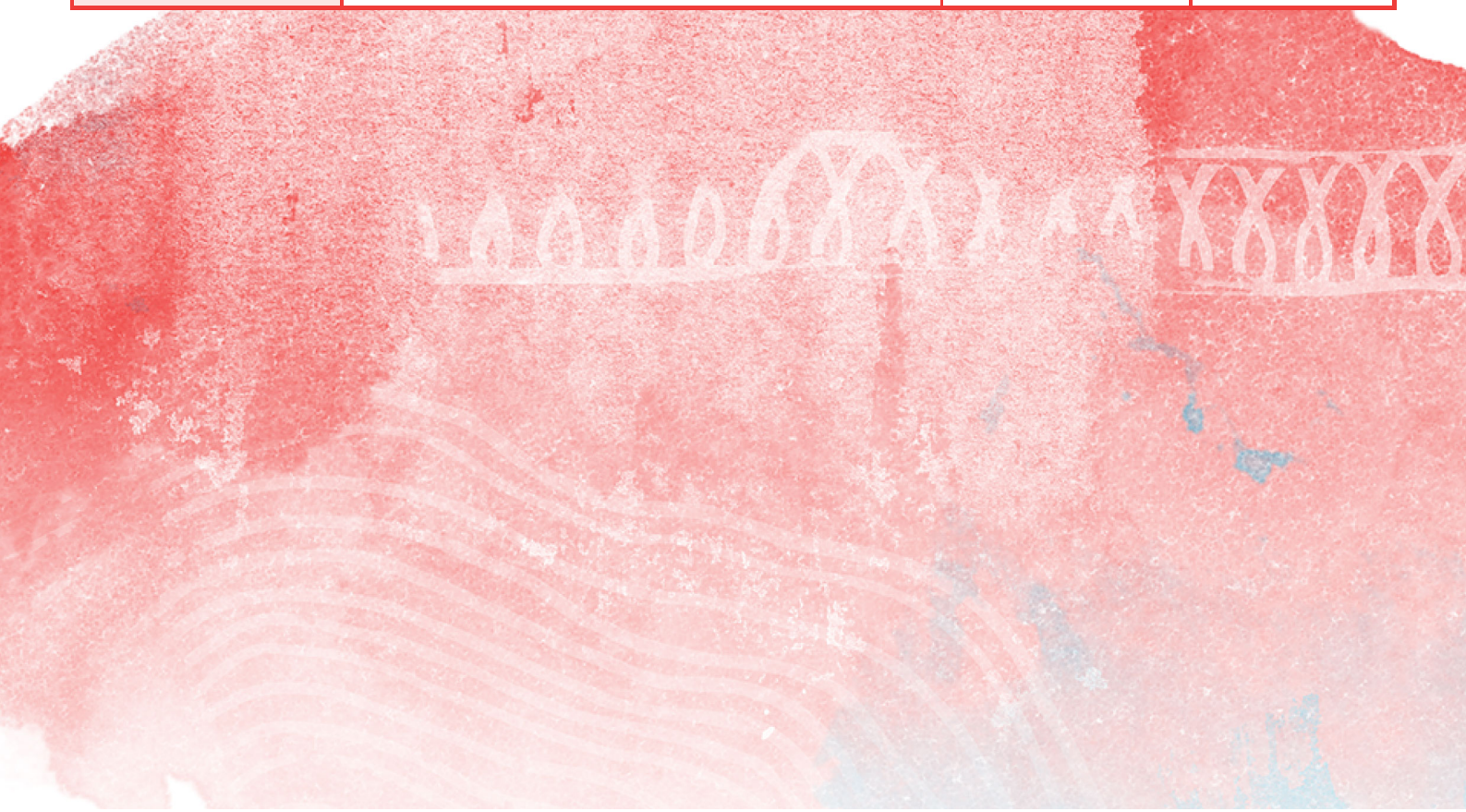


# OPPORTUNITIES



# 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. | Tayla E              | 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.   | Tayla E, Stephanie H | Not Set  |







| RAP ACTIONS                                     | COMMITMENT  | ASSIGNED TO                             | DUE DATE |
|---|---|---|----------|
| 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.   | Tayla E, Emeliah K                      | 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. | Tayla E, Emeliah K, Stephanie H, Teah T | Ongoing  |

