

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Jacaranda Preschool Kindergarten
November 2022 to November 2023



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VISION FOR RECONCILIATION

At Jacaranda Preschool we are dedicated to developing culturally accepting connections, securing solid foundations, sharing history and are compassionate in building trust and respectful relationships between children, staff, families, and communities.

We strive to value, embrace, nurture, and respect all individual's cultural identity, language and values, and make sure everyone feels welcome, included, supported and a sense of belonging at Jacaranda Preschool.

We acknowledge our histories of our First Nations people and strive for a future of understanding, respect, and reconciliation. We will continue to embed our acknowledgement of country daily to show and teach respect for our land, history, and create positive opportunities for our future.

We will continue to engage children in culturally respectful experiences to foster an environment of acceptance and equity.

Our educators will continue to engage in meaningful experiences and undertake professional development opportunities to deepen our understanding of differing cultures and uniting as one at Jacaranda Preschool.

ACKNOWLEDGEMENT OF COUNTRY

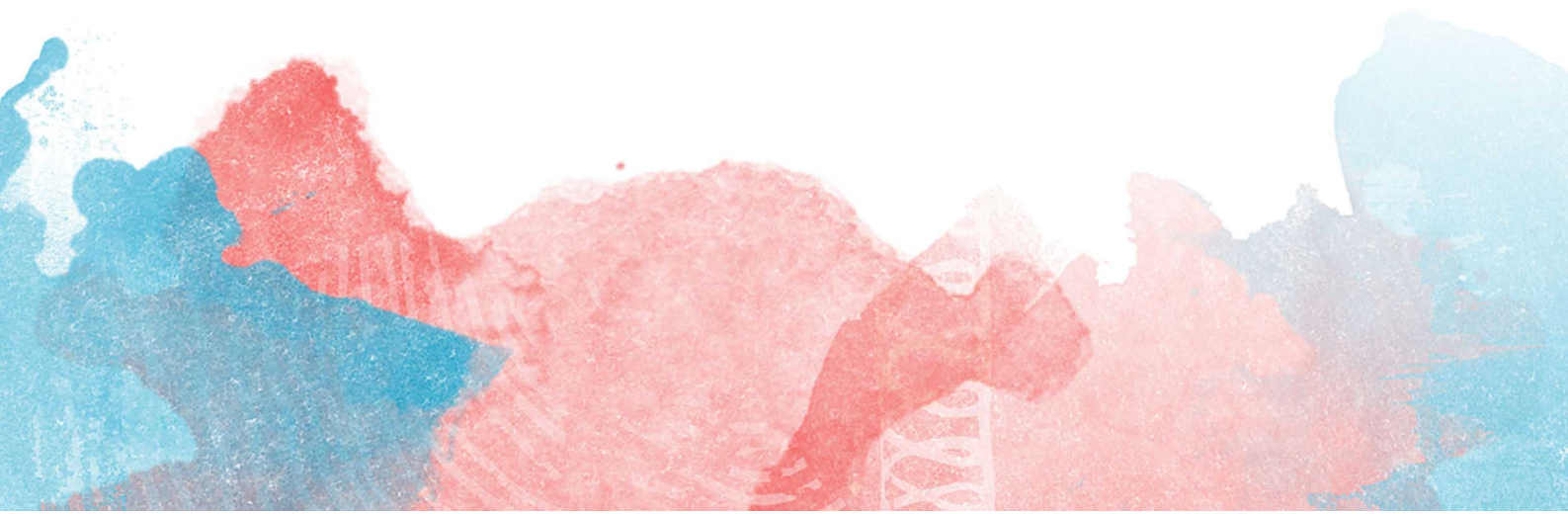
Children's Acknowledgement of Country

"We touch the ground of the Gumbaynggirr People, we touch the sky of the Gumbaynggirr People, we touch the hearts of the Gumbaynggirr People and we say thank you."

Service Acknowledgement of Country

"We acknowlwdge the Gumbaynggirr People as the Traditional Owners of the Land on which we gather.

We pay our respects to Elders past, present and emerging and extend that respect to all other Aboriginal people present."



RAP WORKING GROUP

| Name | Position |
|-------------------------|-------------------------------------|
| Emma Ford | Principal / Director |
| Nikita-Leigh Oxenbridge | Staff (teaching assistant) |
| Christine Smidt | Staff (teaching assistant) |
| Leigh Woods | Staff (teaching assistant) |
| Katie Martin | Staff (teaching assistant) |
| Ashleigh Lobleigh | Staff (teaching) |
| Michelle Allen | Staff (non-teaching) |
| Jacaranda Preschool | Parent/carer |
| Reenie Young | Staff (teaching assistant) |
| Karen King | Staff (teaching) |
| Sam Pearce | Staff (teaching) |
| Dorothy Pholi | Staff (Indigenous Education Worker) |

CONTRIBUTORS

Jacaranda Preschool Kindergarten would like to acknowledge the following contributors to the development of this RAP.

| Name | Role/Organisation |
|---------------------|--------------------------|
| Jacaranda Preschool | Parents |
| Michelle Allen | Livable |



| 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 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. | Nikita-Leigh O, Leigh W | Not Set |
| Early Years Learning Framework - Early Learning Specific | We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices and outcomes of the Early Years Learning Framework. Establishing a strong relationship between the two will ensure reconciliation is meaningfully embedded in everyday early learning environments. | Emma F, Nikita-Leigh O, Leigh W, Christine S | Ongoing |
| 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. | Katie M | Ongoing |



| 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. | Emma F, Leigh W | 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. | Emma F, Leigh W | 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. | Emma F | 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. | Emma F, Nikita-Leigh O, Leigh W, Christine S | 27/05/2023 - 03/06/2023 |
| 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. | Nikita-Leigh O, Leigh W | Ongoing |

RELATIONSHIPS



WITH THE COMMUNITY

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|------------------------|---|--------------------|----------|
| Reconciliation Network | We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives. | Emma F, Leigh W | 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. | Emma F, Leigh W | 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. | Leigh W | 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. | Emma F, Nikita-Leigh O, Leigh W, Christine S | Ongoing |

RESPECT



AROUND THE SCHOOL

| 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. | Emma F, Nikita-Leigh O, Leigh W, Christine S | Not Set |
| 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. 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. | Emma F, Nikita-Leigh O, Leigh W, Christine S | Ongoing |

| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|------------------|--|--------------------|----------|
| Care for Country | <p>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.</p> | Emma F, Leigh W | Ongoing |





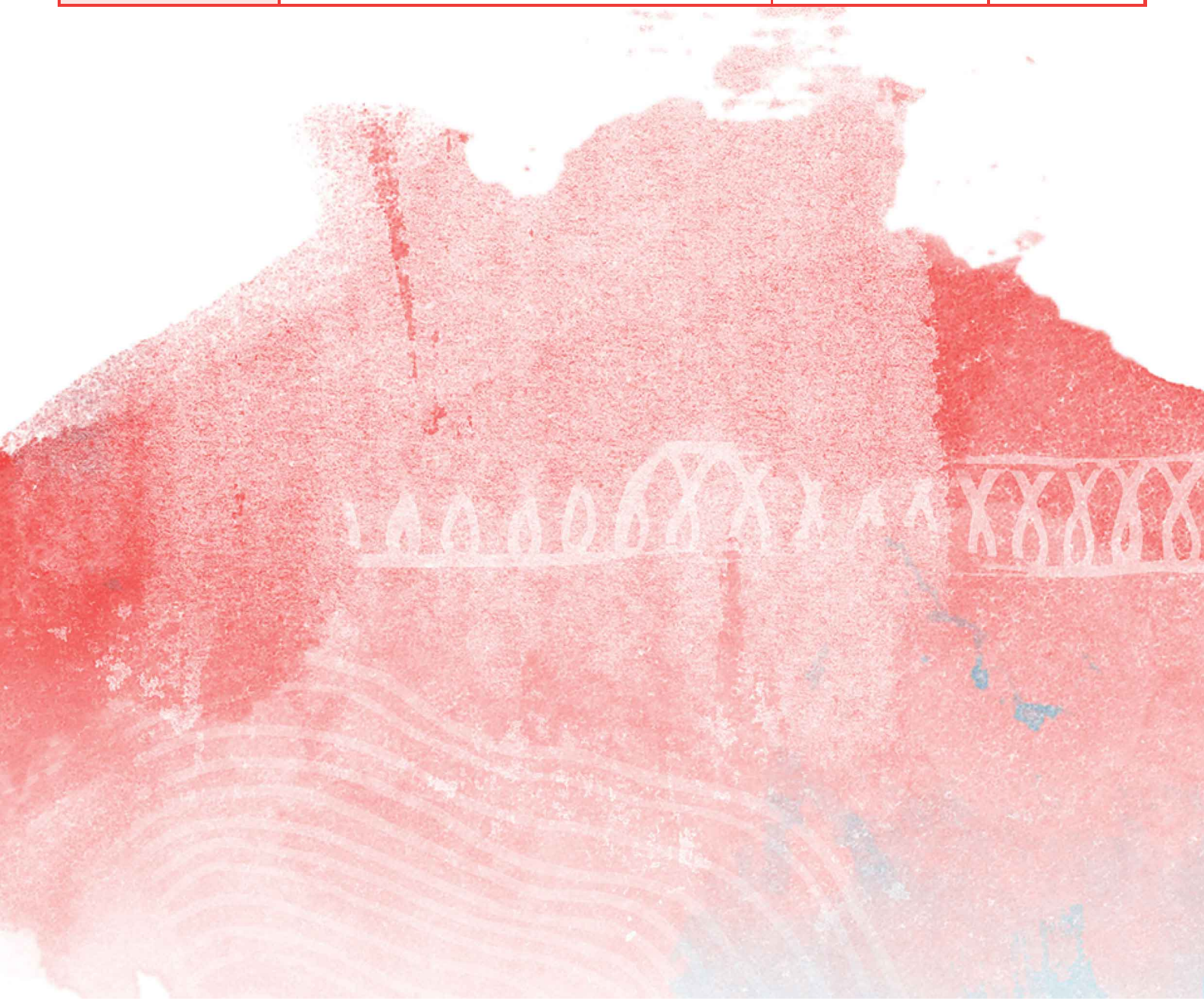
| RAP ACTIONS | COMMITMENT | ASSIGNED TO | DUE DATE |
|---|---|--|----------|
| Celebrate Days of National Significance | We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation 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. | Emma F, Nikita-Leigh O, Leigh W, Christine S | Ongoing |
| 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. | Emma F, Leigh W | Not Set |
| 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. | Emma F, Nikita-Leigh O, Leigh W, Christine S | Ongoing |

OPPORTUNITIES



IN THE CLASSROOM

| 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. | Emma F, Nikita-Leigh O, Leigh W, Christine S | 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. | Emma F, Nikita-Leigh O, Leigh W, Christine S | 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. | Emma F | Not Set |
| 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. | Emma F, Leigh W | Ongoing |



| 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. | Leigh W | 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. | Emma F | Not Set |

