

Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

# RECONCILIATION ACTION PLAN

Mt Maria College

November 2022 to November 2023



**Mt Maria College Petrie**  
*Inspired by Marcellin Champagnat and Maximilian Kolbe*



**RECONCILIATION**  
AUSTRALIA



# CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



## VISION FOR RECONCILIATION

Our vision for reconciliation is to work together with the local Aboriginal and Torres Strait Islander community so we can build a safe, respectful, and nurturing environment for all children. We want to be pioneers of an education system that respectfully weaves Aboriginal and Torres Strait Islander peoples' histories, cultures and perspectives into our daily teaching and practices. We strive to respectfully embed teachings that inspire current and future generations of all Australians to relearn, understand and accept the true history of Australia and heritage of Aboriginal and Torres Strait Islander peoples. We Aspire to make amends with the Traditional Custodians of the Land and build a respectful and ongoing collaboration with the the Yuggera people.

## ACKNOWLEDGEMENT OF COUNTRY

We at Goodstart Early Learning Algester would like to acknowledge the Yuggera peoles and all Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of all Lands on which we come together. We recognise Aboriginal and Torres Strait Islander cultures as enduring, living cultures and pay our respects to Elders, past and present.



## RAP WORKING GROUP

<b>Name</b>	<b>Position</b>
Emily Lohmann	Student
Ella McPhail	Student
Jasmine Sesega	Student
Victoria Kooreman	Student
Oryana D'Souza	Student
Tamara Buckley	Student
Ava Mills	Student
Raechel Fletcher	Staff (teaching)
Theresa Duke	Staff (non-teaching)
Brenda Aksionov	Staff (teaching)
Jodi Parker	Staff (teaching)
Monique Donnelly	Staff (teaching)
Donna Appelman	Staff (non-teaching)
Krystal Tatow-Warren	Staff (Indigenous Education Worker)
Cameron Hogg	Staff (teaching)
Kerry Maher	Principal / Director

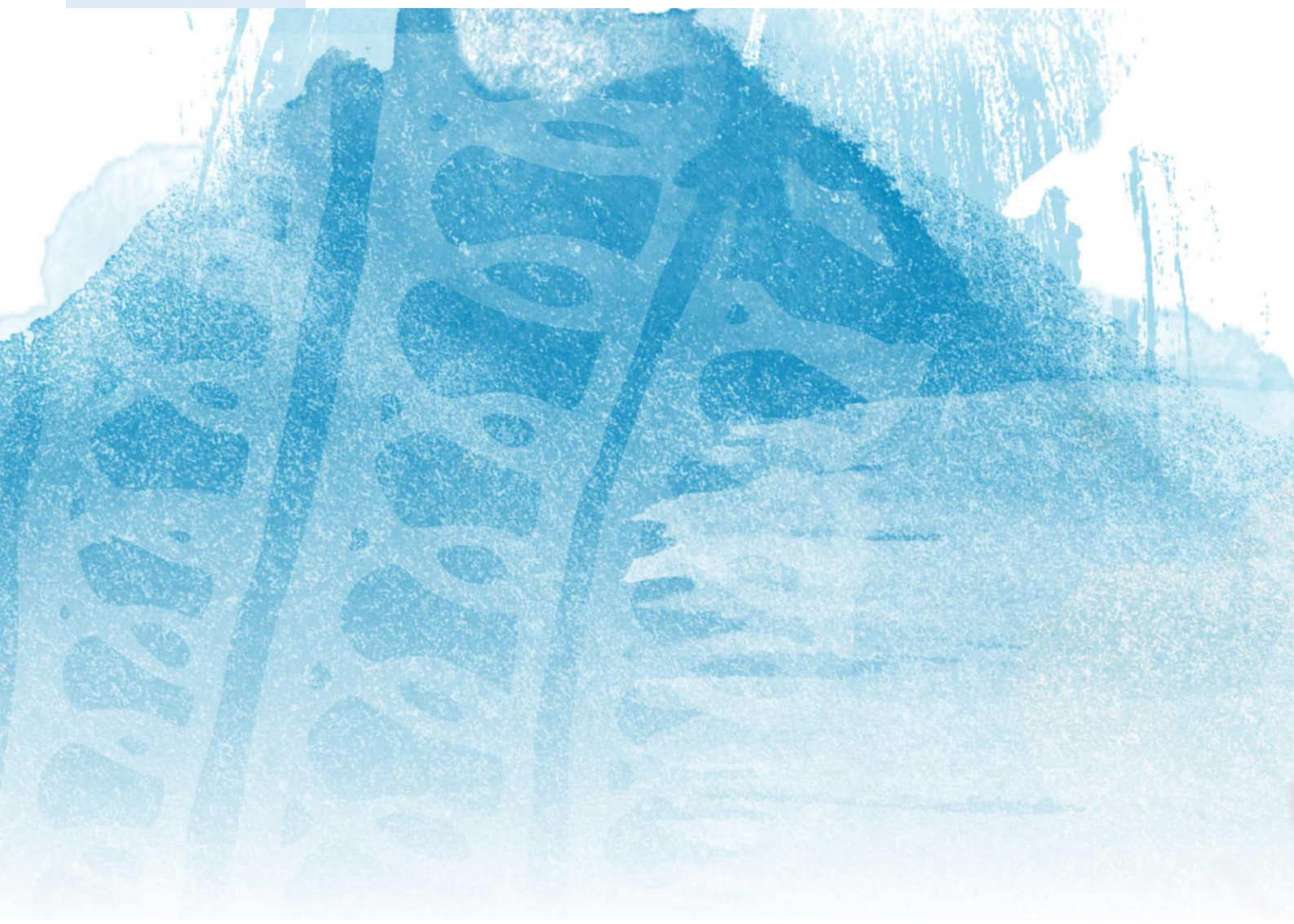




## RELATIONSHIPS

## IN THE CLASSROOM

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Cameron H	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.	Krystal T, Cameron H	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Aboriginal and Torres Strait Islander Representation on Committees	We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our school's committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.	Krystal T, Cameron H	Ongoing
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.	Krystal T, Cameron 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.	Kerry M, Cameron H	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Reconciliation Projects</p>	<p>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.</p>	<p>Krystal T, Cameron H</p>	<p>Ongoing</p>





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.	Krystal T, Cameron H	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.	Krystal T, Cameron H	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.	Kerry M, Krystal T, Cameron H	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Family and Community Room	We commit to establishing a space in our school for Aboriginal and Torres Strait Islander families and community members to catch up and have a cup of tea, meet with staff, students and children, hold meetings or get together with other community members.	Donna A, Cameron H, Kerry M	Ongoing







## RESPECT

## IN THE CLASSROOM

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Teach about Reconciliation	<p>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.</p> <p>This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia.</p>	Krystal T, Cameron H	Ongoing
Explore Current Affairs and Issues	<p>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.</p> <p>This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our school.</p>	Kerry M, Cameron H	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.	Kerry M, Krystal T, Cameron H	Ongoing
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.	Krystal T, Cameron H	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.	Kerry M, Krystal T, Cameron H	Ongoing
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.	Cameron 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.	Kerry M, Cameron H	Ongoing

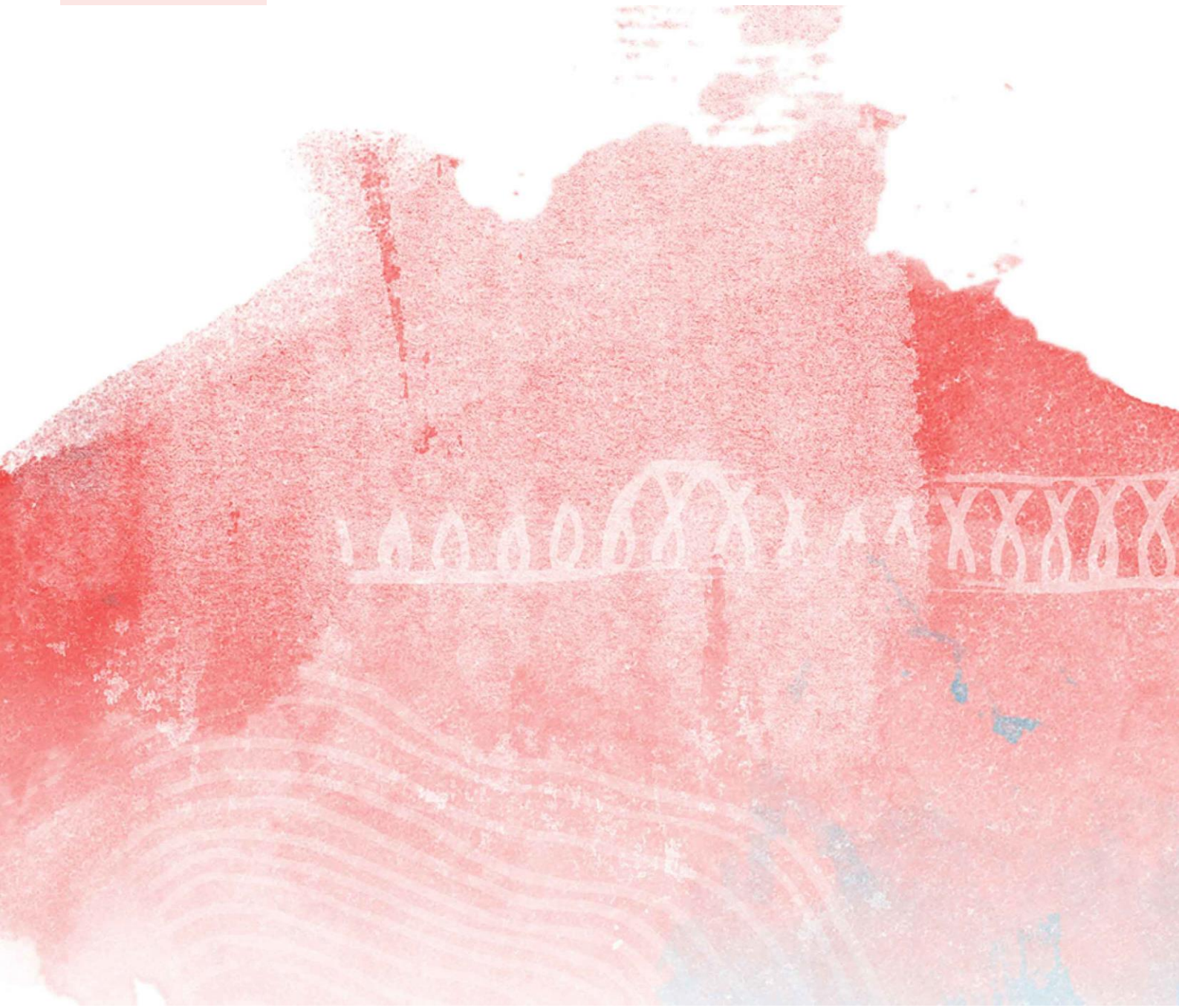




## OPPORTUNITIES

## 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.	Kerry M, Cameron H	Ongoing







## 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.	Kerry M, Krystal T, Cameron H	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.	Kerry M, Cameron H	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.	Kerry M, Cameron H	Ongoing

