

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Inverloch Kongwak Primary School
January 2023 to January 2024



RECONCILIATION
AUSTRALIA

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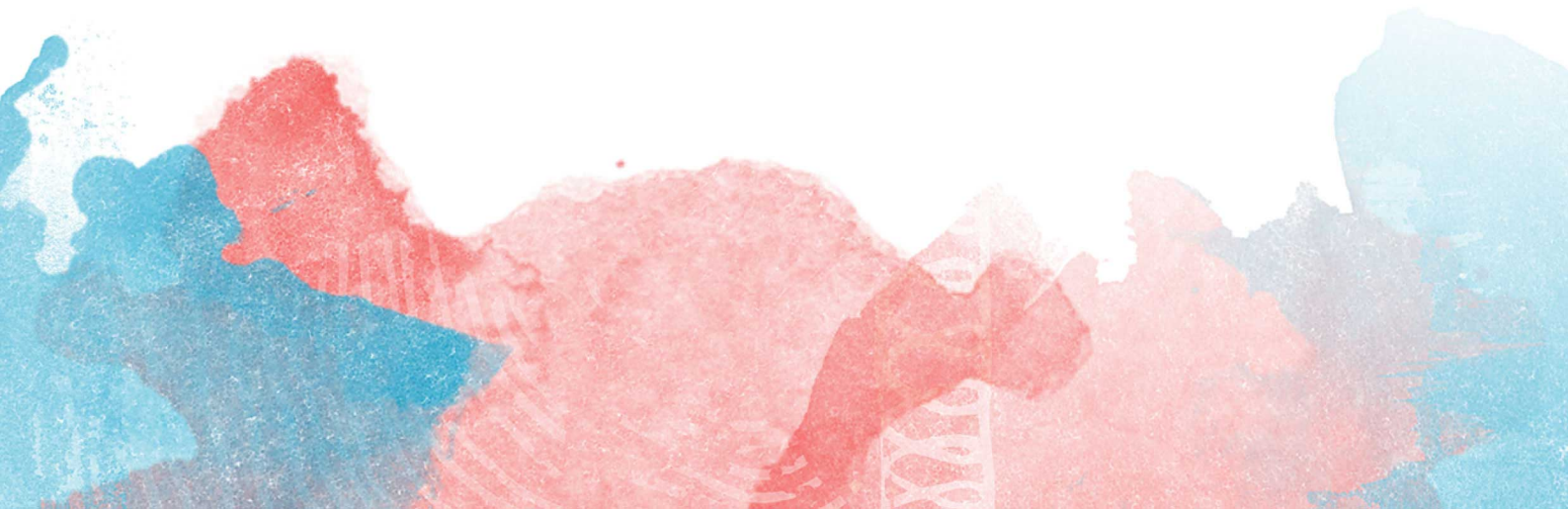


VISION FOR RECONCILIATION

Inverloch Kongwak Primary School (IKPS) recognises the importance and significance of Australia's First Peoples and how they have continued to shape Australia across several millennia. Aboriginal and Torres Strait Islander peoples have shown strength and resilience when faced with continued adversity and are the leaders of change in the journey towards equality and equity. IKPS aims to address the inequalities and inequities faced by Aboriginal and Torres Strait Islander peoples, which is fundamental for the wider process of reconciliation. IKPS aims to address imbalance through a holistic approach, focusing on education to foster understanding and respect both within the education setting and within the community. IKPS envisions an Australia where Aboriginal and Torres Strait Islander peoples, cultures and languages are actively recognised, respected, and supported; where everyone knows and cares for the Country on which they live, learn, work and play. IKPS staff are committed to learning alongside children, families and community members, to strengthen our knowledge of Aboriginal and Torres Strait Islander peoples' cultures, histories, customs, and languages in an open, meaningful, and respectful manner. We feel education is the key to change, both internally within our school and externally within the broader community. Through education, individuals and groups are empowered with knowledge to recognise and understand fair and unfair practices and then draw on this understanding to act towards shaping a united Australia, where all people are valued, and where all have equal and equitable opportunities. IKPS will work to create and maintain meaningful and respectful relationships with local Aboriginal and Torres Strait Islander communities that facilitate understanding, knowledge sharing and respect. IKPS will also seek to share our journey with the wider local community to encourage shared understanding and drive further change towards reconciliation in broader society. IKPS commits to developing and maintaining a safe and secure school culture that reflects our nation's true histories, promotes and celebrates Aboriginal and Torres Strait Islander cultures, and fosters equity and self-determination.

ACKNOWLEDGEMENT OF COUNTRY

At IKPS, we pay respect to the Traditional Owners of Bunurong and Boonwurrung Country where we live, work and learn. We recognise First Peoples' continuing connection to Land, waters and culture. We pay our respects to Elders past, present and emerging.



RAP WORKING GROUP

Name	Position
Amanda McMahon	Staff (teaching)
Erin Chambers	Parent/carer
Erin Johnson	Parent/carer
Loree-Lee Jamieson	Staff (teaching)
Linda Mullett	Community member
Brett Smith	Principal / Director
Virginia Hunt	Parent/carer
Sarah Fenton	Parent/carer
Michelle Kingsley	Parent/carer
Jackie Wilmann	Staff (teaching)
Abby Tranter	Staff (teaching)

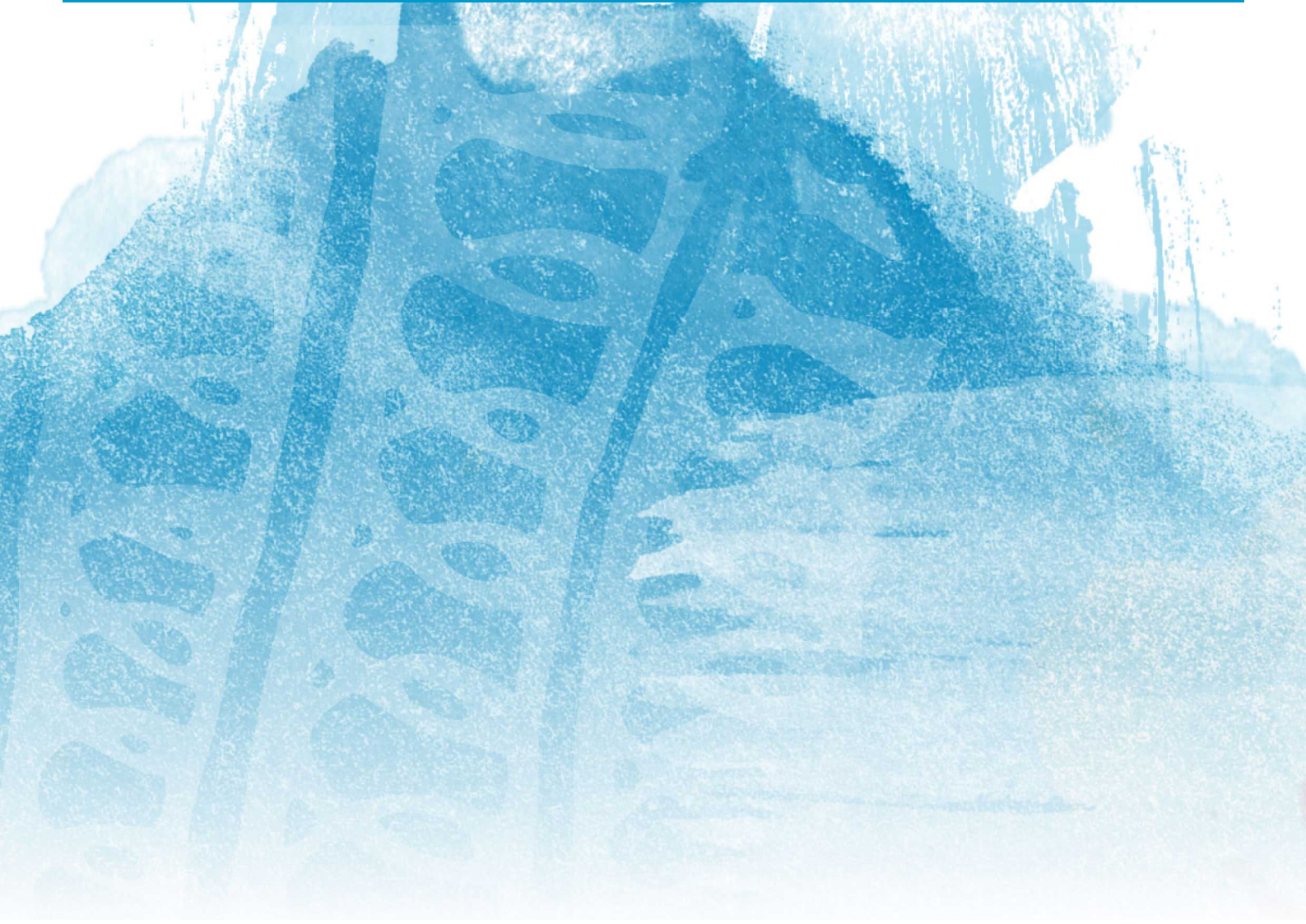
CONTRIBUTORS

Inverloch Kongwak Primary School would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Lucas Pearson	parent



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Aboriginal and Torres Strait Islander People in the Classroom</p>	<p>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.</p>	<p>Amanda M, Brett S, Erin C, Erin J, Loree-Lee J, Linda M</p>	<p>Ongoing</p>
<p>Opportunities for Aboriginal and Torres Strait Islander Students and Children</p>	<p>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.</p>	<p>Amanda M, Erin C, Loree-Lee J, Linda M</p>	<p>Ongoing</p>

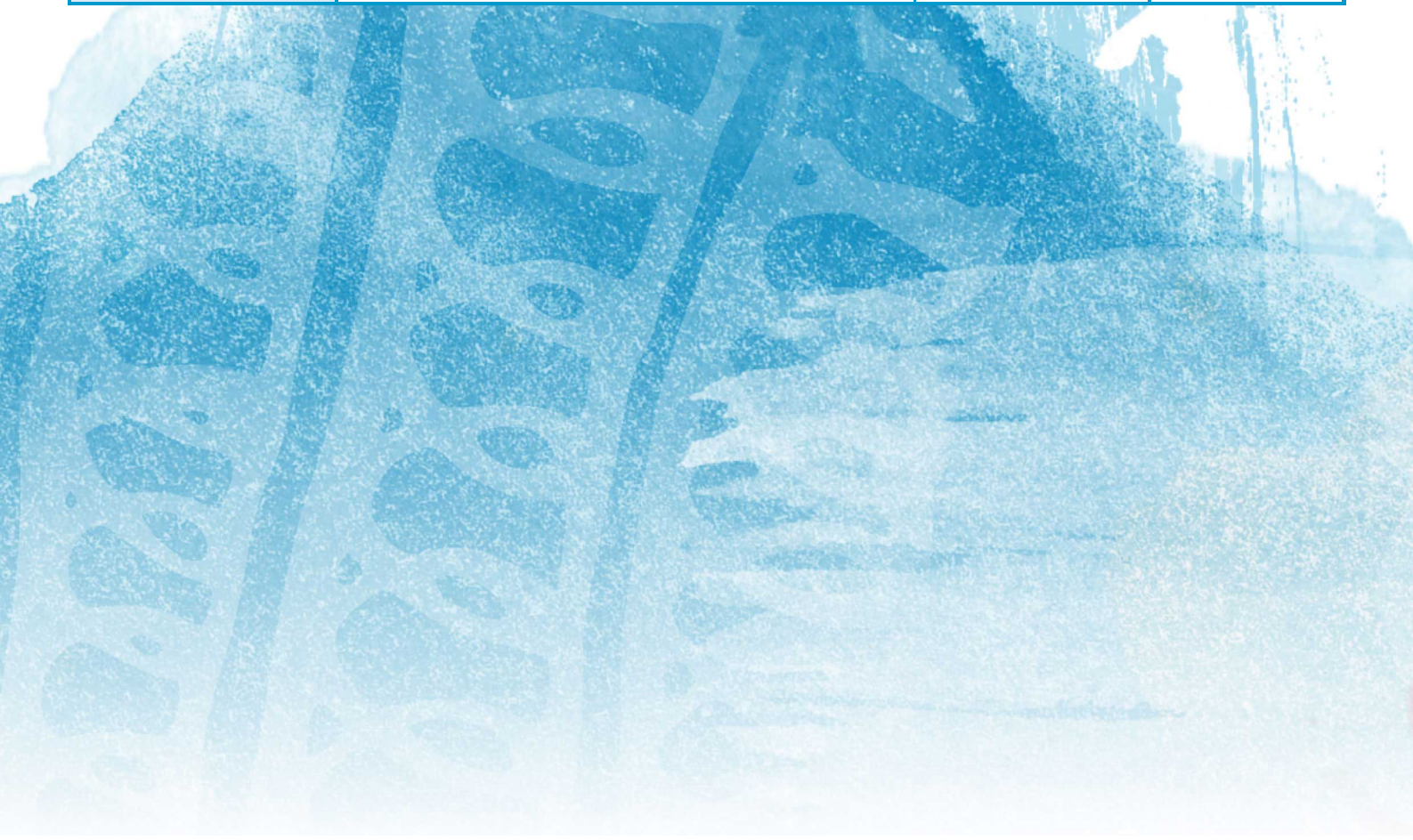


RELATIONSHIPS



AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Cultural Competence for Staff</p>	<p>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.</p>	<p>Amanda M, Brett S, Erin C, Erin J, Loree-Lee J, Virginia H</p>	<p>Ongoing</p>
<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>Amanda M, Brett S, Erin C, Erin J, Loree-Lee J</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.	Amanda M, Brett S, Erin C, Erin J, Linda M, Sarah 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.	Amanda M, Brett S	27/05/2022 - 03/06/2022
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.	Amanda M, Erin C, Erin J, Loree-Lee J, Linda M, Brett S, Sarah F	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.	Brett S, Loree-Lee J, Linda M, Abby T	Ongoing
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.	Amanda M, Brett S, Erin J, Loree-Lee J	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.	Amanda M, Brett S, Loree-Lee J	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.	Amanda M, Brett S	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.	Amanda M, Brett S	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.	Amanda M, Brett S, Erin C, Erin J, Loree-Lee J, Linda M, Virginia H, Sarah F	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.	Loree-Lee J, Brett S, Abby T	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.	Amanda M, Erin C, Brett S, Virginia H, Sarah F, Michelle K	Ongoing

RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Erin C, Erin J, Loree-Lee J, Linda M, Brett S, Virginia H, Michelle K, Jackie W, Abby T	12/10/2022 - 28/04/2023

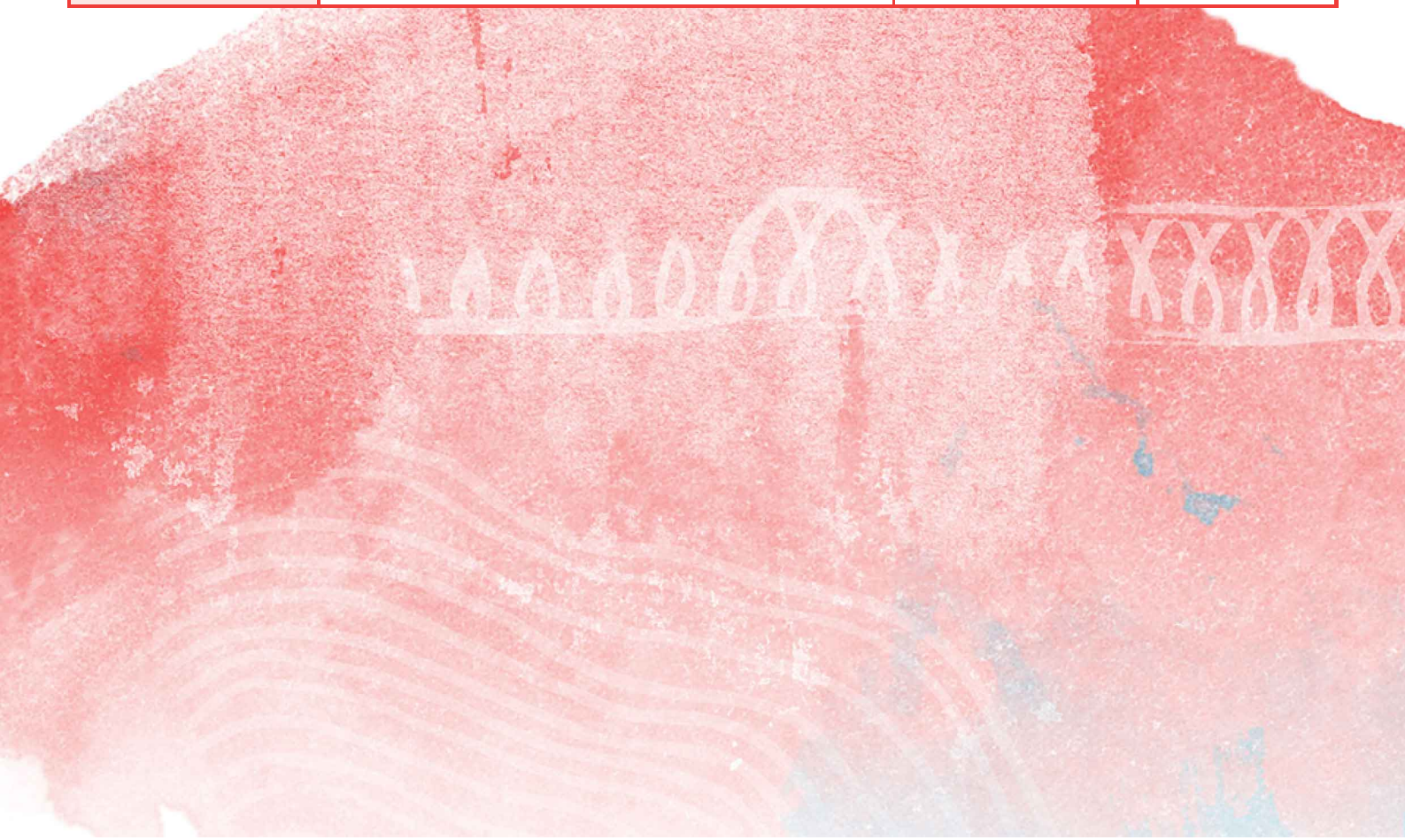


OPPORTUNITIES



IN THE CLASSROOM

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Embed Cross-curriculum Priority	All staff from across the school are supported to understand and embed the Australian Curriculum cross-curriculum priority Aboriginal and Torres Strait Islander Histories and Cultures in the curriculum. The cross-curriculum priority is considered in the development of units, lesson plans and resources in all learning areas and across all year levels.	Amanda M, Brett S, Erin C, Erin J, Loree-Lee J, Linda M, Virginia H, Sarah F	Ongoing
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.	Amanda M, Erin C, Erin J, Loree-Lee J, Linda M, Brett S, Virginia H, Sarah F, Michelle K, Jackie W, Abby T	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.	Erin C, Erin J, Linda M, Brett S, Virginia H, Sarah F, Michelle K	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.	Amanda M, Brett S, Erin C, Linda M	Ongoing
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.	Amanda M, Brett S	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.	Amanda M, Brett S, Loree-Lee J, Linda M, Erin C	Ongoing
Support Aboriginal and Torres Strait Islander Owned Businesses	We promote supplier diversity and support Aboriginal and Torres Strait Islander owned businesses and their employees through the procurement of goods and services related to our RAP, as well as our general business. We maintain a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.	Amanda M, Brett S	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.	Amanda M, Erin C, Erin J, Loree-Lee J, Linda M, Brett S, Virginia H, Sarah F, Michelle K, Jackie W, Abby T	Ongoing