

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

West Coast Steiner School
May 2022 to May 2023



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It's Up to Us by Tyronne Hoerler

VISION FOR RECONCILIATION

West Coast Steiner School centers its community around the values of beauty, goodness and truth. We approach reconciliation strong in these values, aiming to send our students into the world with purpose to influence and advocate for true reconciliation.

Goodness

Knowledge gained through education is a powerful tool for self-determination, societal change and reconciliation. We commit to being a culturally responsible school by:

- seeking, welcoming and cherishing Aboriginal and Torres Strait Islander peoples, cultures and knowledges;
- providing quality Aboriginal and Torres Strait Islander content and perspectives embedded in every classroom to accurately educate future generations.
- identifying anti-inclusive behaviors and actively engaging in student and community re-education;
- improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, through access, and success within; equitable education, employment prospects and a positive broad community environment.

Beauty

The Noongar nation holds the spiritual and cultural Custodianship of Whadjak Noongar Land where we teach, learn and grow. We acknowledge and value the continuing contributions of the Noongar People to this Country and community through their history, stories, songlines and traditions. In our place of learning, beauty of diversity is celebrated, all people are equal and connected through our shared humanity.

Truth

WCSS acknowledges the impacts of colonisation and the need to heal the trauma inflicted on lives, cultures, families, and rights to live on Traditional Lands. WCSS has a unique opportunity to drive societal change. We are committed to life-long learning, truth-telling and accounts of our shared history; teaching the students, families and the broader community through education, events and connection.

WCSS will work with the local Noongar community to give students the tools to unite, care for the Land and all peoples.

ACKNOWLEDGEMENT OF COUNTRY

West Coast Steiner School respectfully acknowledges the Whadjuk people of the Noongar Nation as the Traditional Owners of the Land on which we teach, work and learn, and we pay our respects and honour Elders past, present and emerging. We acknowledge the stories, traditions and living cultures of all Aboriginal and Torres Strait Islander peoples and commit to building a brighter future together. (Written by Class 6, 2021).

Acknowledgement in Noongar

Kaya noonakoort, Noongara, koolangka. Greetings everyone, adults and children.

Ngaitj djoorapin koorda djununginy nidjanyinalanginy Whadjuk a boodja. It is great to see friends gathering on Whadjuk Country.

Nguny koort djurapin wanganiny noonakoort. My heart is happy to speak with you all. Nyininy. Nih. Kaartdjinin. Sit. Listen. Learn.

Koora, nguny moort baalap nidja baralanginy, kening, walanginy, baalain boola djin baaminy nidja boojar. Long ago, my family traversed these Lands, dancing and singing, their many feet striking this land.

Ngaalaa ngaangkaa, demangaa, maambartaa, moyranaa... Baalap bidiyaa-boolgaa boordier. Our mothers, grandmothers, fathers and grandfathers....our champions, the Elders.

Noonakoort kaartdijin wangkiny deman, maam, gnarnk, Boordier kura kura. Learn from the oral knowledges passed through pops, nans, mothers and Elders of old.
Noongar kadak nidja boodja koora we yeyi.Noongar hold this land, past, present and future.
Nyalang koondarm baal nidja kalyakoorl.Our Dreaming is here forever.



RAP WORKING GROUP

Name	Position
Elaine Meyer	Parent/RAP consultant
Jenny Dougan	Principal / Director
Vanessa Beesley	Deputy Principal
David Walshe	Parent
Sarah Jordan	Staff (teaching)
Kirrilli Heath	Staff (teaching assistant)
Davina Summers	Native gardens advisor

CONTRIBUTORS

West Coast Steiner School would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Freda Ogilvie	Elder in Residence
Ariel Van Oudtschoorn	Previous parent/contributor
Davina Summers	Previous parent/contributor



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.	Vanessa B	Ongoing
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.	Sarah J	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.	Jenny D	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.	Jenny D	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.	Jenny D	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.	Vanessa B	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Elaine M	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.	Jenny D	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.	Vanessa B, Sarah J, Kirrilli H	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.	Elaine M, Jenny D, Vanessa B, David W, Sarah J, Kirrilli H	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.	Vanessa B	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.	Elaine M, Jenny D	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.	Vanessa B	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.	Jenny D	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.	Elaine M, Kirrilli H	Ongoing
Recognise and Respect Rights	We are committed to recognising and respecting Aboriginal and Torres Strait Islander peoples' rights under the United Nations Universal Declaration of Human Rights and the Declaration on the Rights of Indigenous Peoples. We acknowledge that working within the frameworks of both declarations is important to reducing discrimination and promoting equality and equity in the educational and wider community.	Vanessa B, Jenny D	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	David W, Elaine M, Sarah J	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.	Jenny D, Vanessa B	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.	Jenny D, David W	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.	Elaine M, Kirrilli H	Ongoing

RESPECT



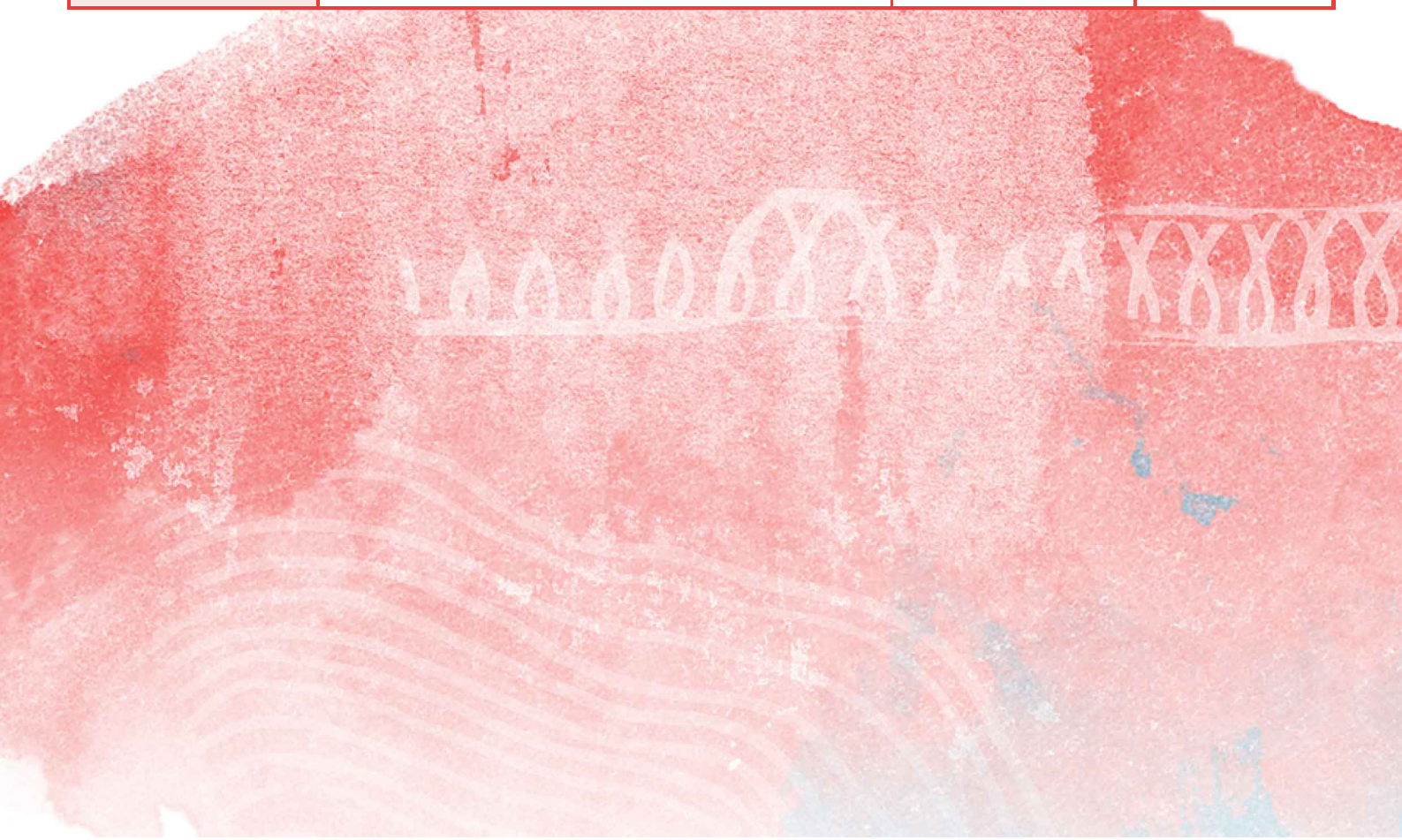
WITH THE COMMUNITY

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.	Vanessa B, Sarah J	Ongoing



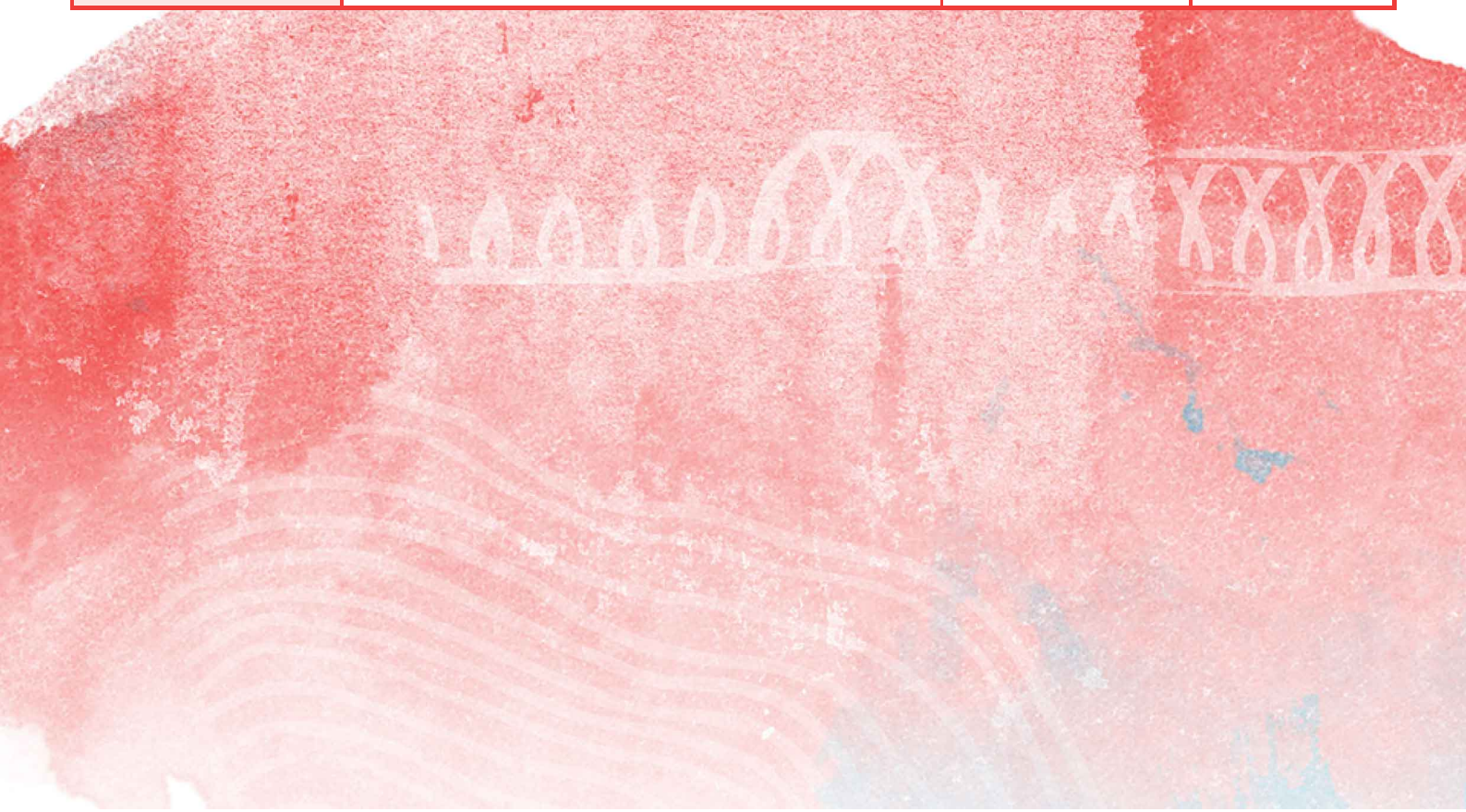


RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Embed Cross-curriculum Priority - School Specific	All staff from across the school are supported to understand and embed the Australian Curriculum cross-curriculum priority Aboriginal and Torres Strait Islander Histories and Cultures in the curriculum. The cross-curriculum priority is considered in the development of units, lesson plans and resources in all learning areas and across all year levels.	Elaine M, Vanessa B, David W, Sarah J	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.	Jenny D, Vanessa B, Sarah J, Elaine M	Ongoing





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.	Jenny D, Vanessa B	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.	Elaine M, Jenny D, Vanessa B, Sarah J	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Local Sites, Events and Excursions	We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.	Elaine M, Vanessa B, Sarah J	Ongoing
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.	Elaine M, Jenny D, Vanessa B, David W, Sarah J, Kirrilli H	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.	Elaine M, Jenny D, Vanessa B, Sarah J	Ongoing