



RECONCILIATION ACTION PLAN 2024 – 2026

VISION

Continuously embed knowledge and respect of Aboriginal and Torres Strait Islander histories, cultures, language, and contributions.

GOALS

- Provide all students, staff and the school community with knowledge and understanding of Aboriginal and Torres Strait Islander history and culture, to become global ambassadors.
 - Learn and respect our local Aboriginal Whadjuk Noongar history, culture and language in Nedlands, and value its place in our community.
 - Embed the Cross Curriculum Priority of Aboriginal and Torres Strait Islander Histories and Cultures across all learning areas.

ACTIONS

	CLASSROOM	SCHOOL	COMMUNITY
RELATIONSHIPS	<ul style="list-style-type: none"> • Invite local Elders e.g. Uncle Neville Collard into the school to work with staff and students to enhance understanding and broaden knowledge of Aboriginal and Torres Strait Islanders culture and protocols. • Build staff and student knowledge of local Whadjuk trails and sites, whole school walk to the Derbal Yerrigan (Swan River) and bike ed trails. 	<ul style="list-style-type: none"> • Celebrate NAIDOC Week – whole school recognise significant dates – Reconciliation Week, Sorry Day and Harmony Day each year. • Install and maintain a “Yarning Circle” with local bush plants around it in the playground – consult with local Elders and Aboriginal garden consultant. • Art installations. 	<ul style="list-style-type: none"> • Make connections with local Noongar Elders/community members to work with the school community in a variety of ways. • Establish connections and engage with UWA staff to capitalise on Lawrence Wilson Art Gallery and the Berndt Museum of Anthropology for artefact resources.
RESPECT	<ul style="list-style-type: none"> • Build range of classroom and school library resources about significant days and local sites to enhance teaching within the classroom. • Introduce students and staff to relevant words in the Noongar language eg: names for local sites, native flora and fauna (school bush tukka garden, newsletter – Noongar language sharing, Spotto activity). • Build cultural competency of staff. 	<ul style="list-style-type: none"> • Evaluate resourcing elements and resources for improvement. • Students present ‘Acknowledgment of Country’ at every assembly and Acknowledgement in classrooms encouraging personalised language. • The Aboriginal and Torres Strait Islander flags are flown all year round at school. • Introduce dual signage in the school and classrooms to develop knowledge of Noongar language. • Physical resources. • Blanket activity at Year 6 camp. 	<ul style="list-style-type: none"> • Local Noongar community members (men and women) invited to conduct the ‘Welcome to Country’ and Smoking Ceremony for special assemblies/events. • Engage with Aboriginal Education Team (State-wide Services) in an ongoing relationship pf engagement, learning and support. • Networking meetings. • Blanket Activity – P&C/ Board/Staff/Years 5/6.
OPPORTUNITIES	<ul style="list-style-type: none"> • Staff to participate in Cultural Awareness training e.g. blanket activity, Padbury staff and online and in person training. • Ensure Aboriginal and Torres Strait Islander histories and cultures are incorporated in curriculum planning, development and evaluation processes. • Excursions to Herdsman Lake Discovery Centre (ancient history), WA Museum Boola Bardip. • Incursions – Water Corporation Indigenous Science. 	<ul style="list-style-type: none"> • Allocate funds in the budget for the implementation of RAP actions • Ensure policies are inclusive of Aboriginal and Torres Strait Islander people and aim to increase the knowledge of Aboriginal and Torres Strait Islander histories and cultures. • Workforce opportunities embracing diversity • Analyse system documents of Equity, Diversity and Inclusion (22-25) • Staff meeting opportunities to share engagement and learning ideas. • Year 1-4 participate in DJurpin Kaa Kaa. 	<ul style="list-style-type: none"> • Staff reflect against Aboriginal Cultural Standards Framework on an annual basis to track school growth. • Promote and visit appropriate Aboriginal and Torres Strait Islander sites, attend local events and explore Aboriginal and Torres Strait Islander perspectives on excursions.