

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Maclean High School

November 2021 to November 2022



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VISION FOR RECONCILIATION

Reconciliation is to learn from the past. Previous occurrences must drive a more committed outlook and attitude towards healing and inclusivity. What is done now will shape the future.

Maclean High School is committed to ensuring reconciliation is an ongoing process involving staff, students, Yaegl Aboriginal Elders, and the wider community across all facets of our school. The students who will leave our school and join other communities, will do so with knowledge and a lifelong understanding of reconciliation.

ACKNOWLEDGEMENT OF COUNTRY

Maclean High School acknowledge the Traditional Custodians of this Land, the Yaegl people, and recognise their continuing connection to Land, waters and culture. We pay our respects to their Elders past, present and future. Maclean High School is a school committed to reconciliation.



RAP WORKING GROUP

Name	Position
Lorri Brown	Community member
Nicole Smith	Staff (teaching)
Joel Teasdale	Staff (teaching)
Andrew Ford	Staff (teaching)
Joanne Randall	Community member
Leena Vadher	Staff (teaching)
Emma Turner	Staff (teaching)
Rhonda Pitson	Community member
Carla Taylor	Staff (teaching)
Linda Martin	Staff (teaching assistant)
Daniel Kelly	Staff (teaching)
Sue Mcleod	Staff (teaching assistant)
Giane Smajstr	Staff (non-teaching)
Tay Cone	Staff (non-teaching)
Liza Hamilton	Staff (teaching)
Danielle Fisher	Staff (teaching)
Andrew Black	Staff (teaching)
Ambrose John	Community member
Brenda Rice	Staff (non-teaching)
Beris Duroux	Staff (non-teaching)
Jacelyn Bebb	Staff (non-teaching)
Ben Patch	Staff (teaching)
Bruna Doma	Staff (teaching)
Belinda Cameron	Staff (teaching)
Krystle Jurd	Staff (teaching)
Deborah Breckenridge	Staff (Indigenous Education Worker)
Krystal Randall	Staff (Indigenous Education Worker)
Anthony Kapeen	Staff (Indigenous Education Worker)
Anjanette Warburton	Staff (Indigenous Education Worker)
Greg Court	Principal / Director



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 as guests 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.	Anjanette W, Krystal R, Deborah B, Anthony K, Beris D, Linda M	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.	Liza H, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Belinda C, Beris D, Joanne R, Tay C	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.	Anjanette W, Anthony K, Krystal R, Deborah B, Beris D, Liza H, Greg C, Joanne R, Belinda C, Ben P, Leena V, Linda M, Daniel K, Danielle F, Sue M	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.	Liza H, Anjanette W, Anthony K, Krystal R, Deborah B, Beris D, Belinda C, Danielle F, Andrew F, Greg C, Ben P, Nicole S, Joel T, Joanne R	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.	Krystle J, Belinda C, Bruna D, Beris D, Ambrose J, Liza H, Anjanette W, Anthony K, Krystal R, Deborah B, Andrew B, Nicole S	Ongoing

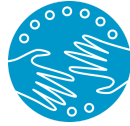


RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Reconciliation Projects	Our school will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across 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.	Liza H, Anjanette W, Anthony K, Krystal R, Deborah B, Ben P, Ambrose J, Belinda C, Beris D, Andrew B, Danielle F, Nicole S, Andrew F	Ongoing



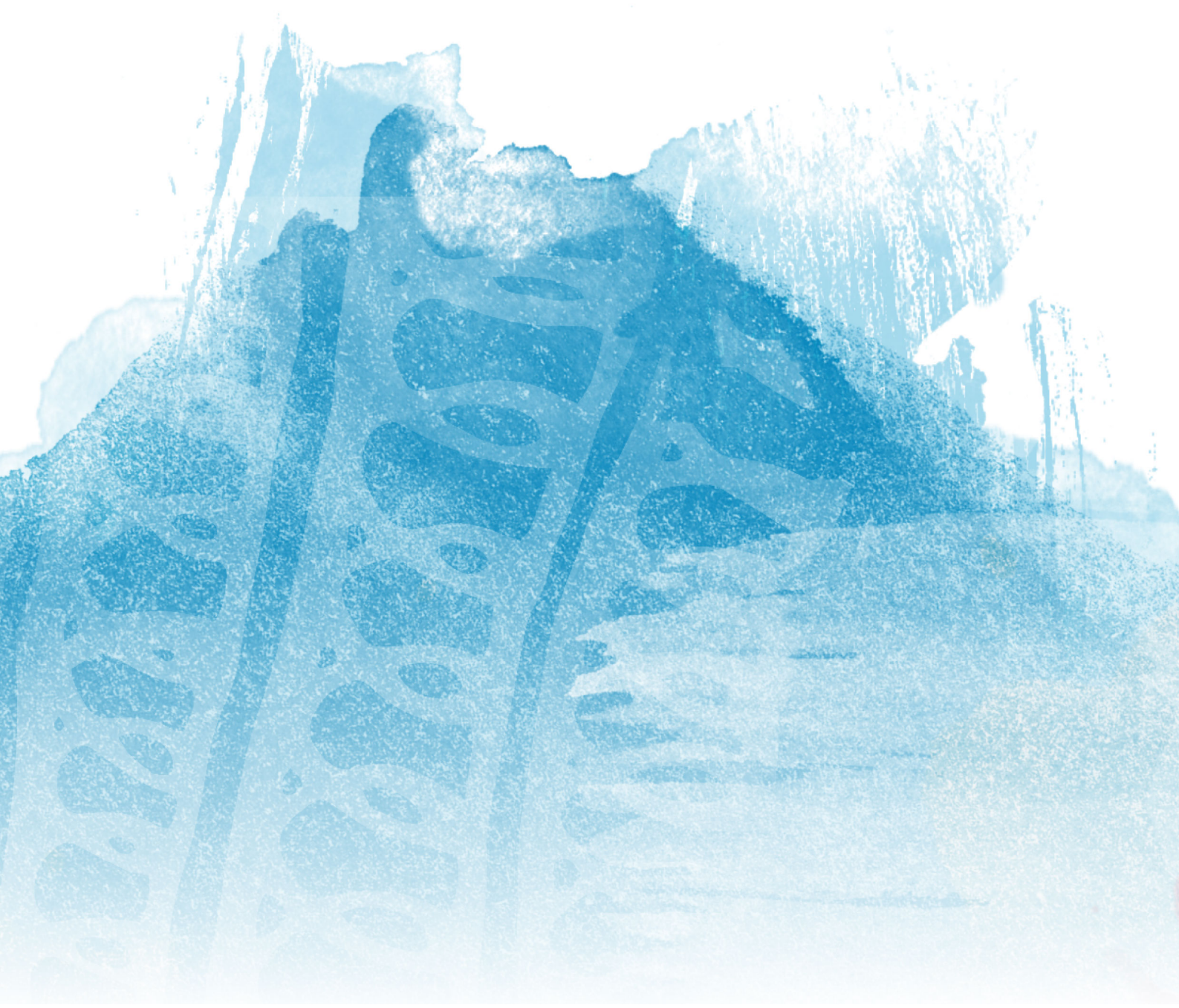
RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Welcome to Country	Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating 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.	Liza H, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Ambrose J	Not Set
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.	Liza H, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Belinda C, Beris D, Ambrose J, Danielle F, Nicole S	27/05/2021 - 03/06/2021
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.	Liza H, Anjanette W, Krystal R, Beris D, Brenda R, Greg C, Anthony K, Deborah B, Belinda C, Ben P, Ambrose J, Danielle F, Nicole S, Andrew F, Jacelyn B, Joel T, Joanne R, Bruna D, Leena V, Emma T	Not Set

RELATIONSHIPS



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Cultural Competence for Students and Children	We will develop our everyday program to ensure it provides children and students with explicit opportunities to build their knowledge and understanding of Aboriginal and Torres Strait Islander cultures, within and beyond the classroom. This commitment extends to the inclusion of cultural competence principles, fostered in teachers and educators, in the ethos of our classrooms and across our school.	Liza H, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B	Not Set





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.	Liza H, Krystle J, Bruna D, Ben P, Ambrose J, Andrew B, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Belinda C, Nicole S, Andrew F	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.	Liza H, Greg C, Belinda C, Ambrose J, Danielle F, Nicole S, Andrew F, Krystle J	Not Set
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.	Liza H, Greg C, Anthony K, Ambrose J, Nicole S, Krystle J	Ongoing



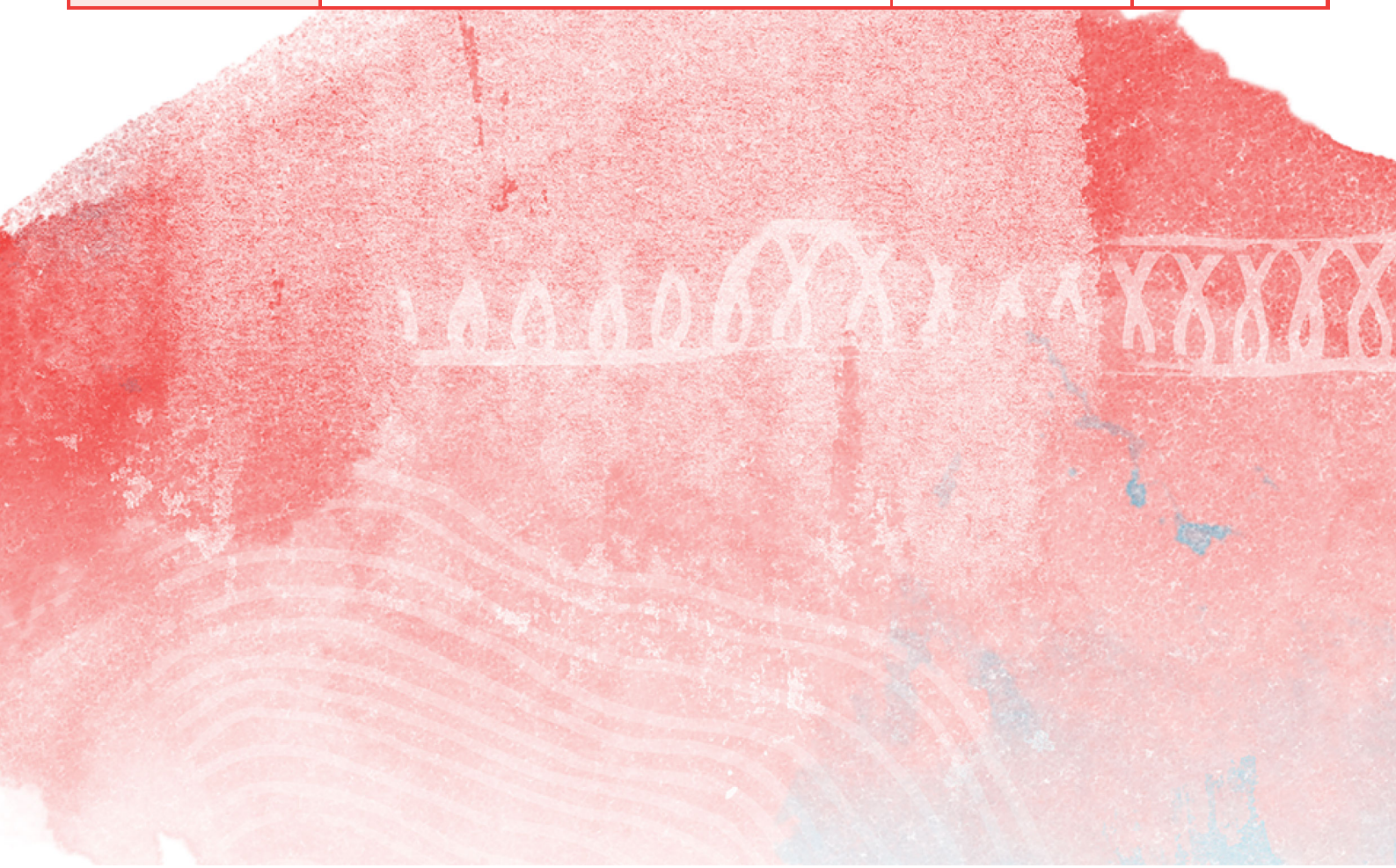
RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Acknowledgement of Country	Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.	Liza H, Anjanette W, Anthony K, Krystal R, Deborah B, Greg C	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.	Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Belinda C	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.	Jacelyn B	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.	Ambrose J, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Nicole S, Andrew F, Liza H, Leena V	Not Set



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.	Liza H, Anthony K, Deborah B, Krystle J, Belinda C, Bruna D, Ben P, Ambrose J, Andrew B, Nicole S, Leena V, Emma T	Not Set
Australian Professional Standards for Teachers - School Specific	All teachers are supported to understand and meaningfully engage with the Australian Professional Standards for Teachers, specifically Focus Area 2.4: 'Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians'.	Liza H, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Andrew F	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.	Liza H, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Belinda C, Nicole S, Leena V	Not Set
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.	Liza H, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Belinda C, Bruna D, Ben P, Jacelyn B, Ambrose J, Andrew B, Danielle F, Beris D, Nicole S, Joel T, Andrew F, Joanne R, Leena V, Emma T	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.	Liza H, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Beris D	Not Set
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.	Liza H, Greg C, Anjanette W, Anthony K, Krystal R, Deborah B, Belinda C, Ben P	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.	Anjanette W, Anthony K, Krystal R, Deborah B	Not Set