

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Little Yarra Steiner School
May 2024 to May 2025



RECONCILIATION
AUSTRALIA

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VISION FOR RECONCILIATION

As a school on Wurundjeri Country our vision is:

- To provide a culturally responsive place that drives inclusive policies and allows Aboriginal and Torres Strait Islander students, families and staff a sense of belonging stemming from deep respect for the Land, for the Birrarung and for its Traditional Custodians.
- To bring to all Aboriginal and Torres Strait Islander students and non-Indigenous students a curriculum that includes Aboriginal and Torres Strait Islander perspectives, historical truth telling and respectful and critical exploration of current issues and events.
- To strengthen relationships between the school community and Aboriginal and Torres Strait Islander peoples and organisations within the community that build upon mutual respect, shared reconciliation vision and shared commitment to walking and working together.
- To learn about and reflect on the school's history on Country, and how this knowledge can support collaborations with First Nations communities in all future strategic planning.

As a school in Australia our vision is to support a future

where all Australians value and recognise Aboriginal and Torres Strait Islander cultures, peoples and histories as a founding and integral part of a shared national identity; where the First Peoples' Custodianship of Country is recognised and respected, where past and present wrongs and their impacts are known by all and where amendment is striven for; that is free from discrimination and racism, where opportunities are equal and equitable and where First Peoples' unique rights are recognised and upheld. As stated by our National Education Association, Steiner Education Australia, we seek to promote Aboriginal and Torres Strait Islander perspectives in the education of all children who are our future.

ACKNOWLEDGEMENT OF COUNTRY

Little Yarra Steiner School is situated on Wurundjeri Country. We respectfully acknowledge the Wurundjeri Woiwurrung People of the Kulin Nation as the Traditional Custodians of the Lands on which we work, learn and play, and pay our respects to their Elders past, present and emerging.

We also acknowledge that Aboriginal and Torres Strait Islander peoples are Traditional Custodians of Lands and Waters across all Australia and have been for thousands of years. We pay them our respects.

We are honoured to take part in the continued care of this Land, with its wetlands and river, its stones that sleep in the depths of the Earth, its plants and trees that reach for the Sun, and all of the creatures that know it as home. We respectfully acknowledge the ancient and enduring culture of those who have walked this Land in the past, which will continue to enrich the lives of the community into the future.

RAP WORKING GROUP

Name	Position
Claudia Howells	Staff (non-teaching)
John Stewart	Principal / Director
Julie Sale	Staff (teaching)
Maxine Harrison	Staff (teaching)
Rachel Mager	Staff (teaching)
Kelly Papas	Staff (teaching)
Shar'lee Northover	Staff (teaching)
Yvette Simpson	Staff (teaching)
Ross Ingram	Staff (non-teaching)
Neil Trezise	Staff (teaching)
Louise King	Staff (teaching)
Fiona Coventry	Staff (teaching)

CONTRIBUTORS

Little Yarra Steiner School would like to acknowledge the following contributors to the development of this RAP.

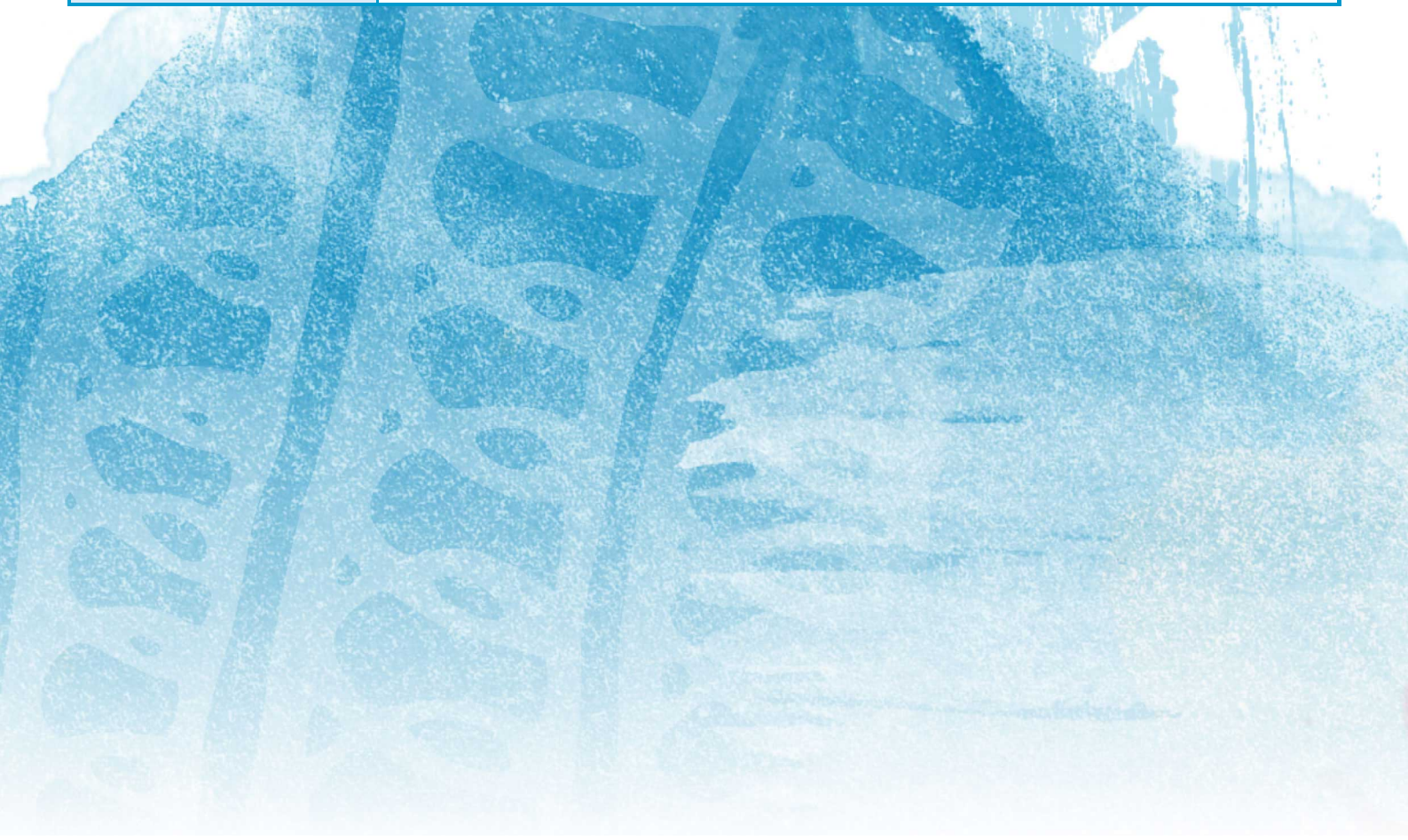
Name	Role/Organisation
Tessa Priest	former teacher and parent
Jude Neeme-Samson	Independent adviser
Talia Gulpilil	Parent
Tanya Gotch	parent
Lily Brock	Student
Isabella Papas	Student
Ilija Ercole	Student



RAP ACTIONS	COMMITMENT
<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>Our Goal: To invite Local Wurundjeri Elders and educators to strengthen understanding of local history, culture and country and to invite First Nations educators and artists to bring Aboriginal and Torres Strait Islander perspectives throughout the curriculum.</p>
<p>Early Years Learning Framework</p>	<p>We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.</p> <p>Our Goal: We seek out ways to connect our reconciliation vision and plans and Victorian Early Years Learning and Development Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.</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>Our Goal: Provide learning opportunities for Aboriginal and Torres Strait Islander students and children that promote a positive and strong sense of identity, belonging, and self-belief</p>



RAP ACTIONS	COMMITMENT
<p>Elders and Traditional Owners Share Histories and Cultures</p>	<p>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 local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.</p> <p>Our Goal: We hope to forge meaningful and ongoing relationships with the Wurundjeri Community, learning the history and culture of this place and working together to care for country into the future</p>
<p>Cultural Responsiveness for Staff</p>	<p>We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.</p> <p>Our Goal: opportunities for continued professional development in the area of Indigenous cultural awareness training are shared with all staff, individual learning is encouraged and shared through the RAP working group and school faculties.</p>





RAP ACTIONS	COMMITMENT
<p>Welcome to Country</p>	<p>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 the Land.</p> <p>Our Goal: To ensure that important school community events include a Welcome to Wurundjeri Country by a Wurundjeri Elder wherever possible.</p>
<p>Celebrate National Reconciliation Week</p>	<p>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.</p> <p>Our Goal: To have Reconciliation Week embedded into our school calendar of events with curriculum work, and a community focus on Caring for Country</p>
<p>Create Stakeholder List</p>	<p>We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.</p> <p>Our Goal: Develop a list of local Aboriginal and Torres Strait Islander businesses and organisations and other key stakeholders involved in culture, art, landcare and community building towards reconciliation.</p>



RAP ACTIONS	COMMITMENT
<p>Build Relationships with Community</p>	<p>We commit to forming ongoing relationships with our local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We value these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and the community.</p> <p>Our Goal: To strengthen the school community with connections that build mutual respect, shared reconciliation actions and shared commitment to walking and healing Country together. We hope to build on connections with Coranderrk and the Wandin family, the Wurundjeri Woi-wurrung Aboriginal Cultural Heritage Corporation, Yarra Ranges Council, Steiner schools along the Birrarung, local schools and artists and the families of our First Nations students.</p>
<p>Cultural Responsiveness for Students and Children</p>	<p>Our everyday program will have ways for children and students to learn about Aboriginal and Torres Strait Islander perspectives, contributions and cultures, in and outside the classroom. We will include cultural responsiveness principles our students and children have learned in the ethos of our classrooms and across our school.</p> <p>Our Goal: To embed cultural responsiveness of students as a learning outcome of all school camps that visit other First Nations country</p>
<p>Reconciliation Network</p>	<p>We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.</p> <p>Our Goal: Establish connections and collaboration with other schools on the Reconciliation journey as well as the local environment centre and Yarra Ranges Council</p>



RAP ACTIONS	COMMITMENT
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.
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.
Explore Current Affairs and Issues	We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our school operates.



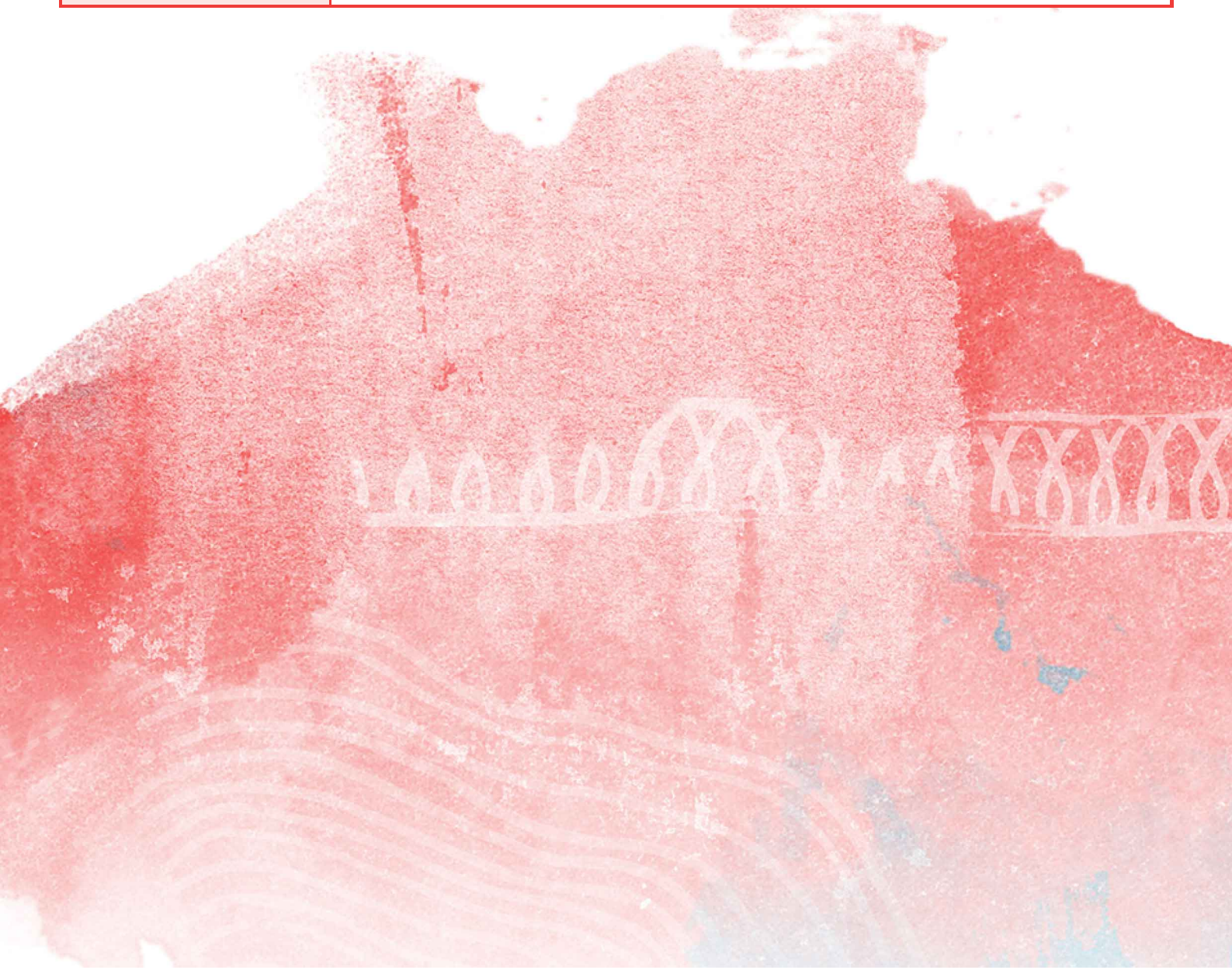
RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.
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.
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.



RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	<p>Our school flies/displays the Aboriginal and Torres Strait Islander flag at your school to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.</p> <p>Our Goal: Our school wishes to display the Aboriginal and Torres Strait Islander flags on specific occasions as one of the ways we wish to demonstrate our commitment toward reconciliation and our pride and respect for the histories, cultures and contributions of Australia's First Peoples.</p>
Physical Acknowledgement of Country	<p>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.</p>
Take Action Against Racism	<p>We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our school.</p>

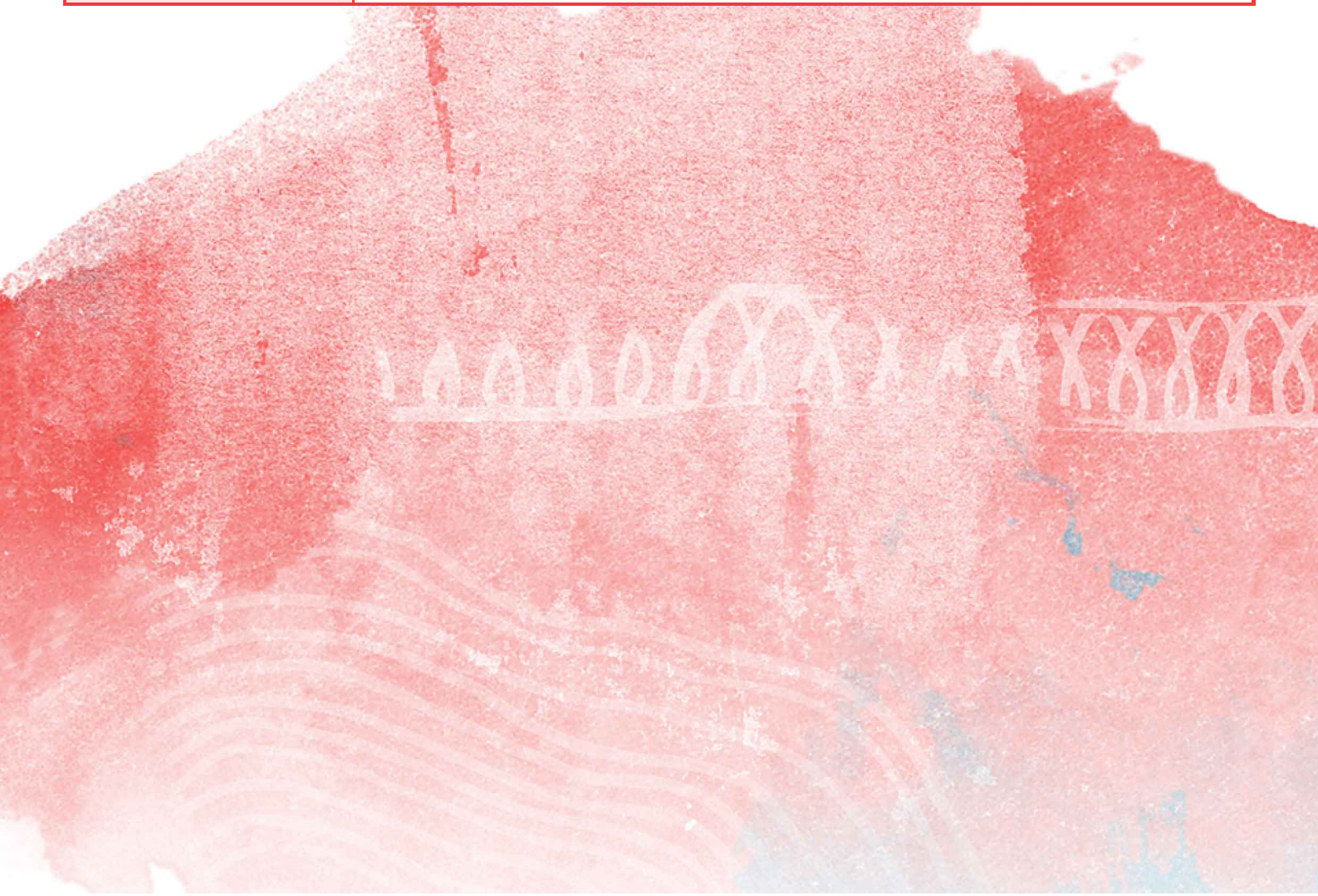


RAP ACTIONS	COMMITMENT
<p>Curriculum Planning</p>	<p>Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.</p> <p>Our Goal: The nationally accredited Australian Steiner Curriculum Framework incorporates Aboriginal and Torres Strait Islander histories and cultures into subject areas from Prep to Class 10. We are committed to working with these curriculum indications in our teaching and learning across the whole student cohort from the Preschool to Class 12, and will continuously reflect on how we may deepen our understanding and capacity for bringing an awareness of Aboriginal and Torres Strait Islander histories and cultures to the students.</p>





RAP ACTIONS	COMMITMENT
Inclusive Policies	All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.
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.
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.





RAP ACTIONS	COMMITMENT
Local Sites, Events and Excursions	<p>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.</p> <p>Our Goal: Work with school staff to build relationships and understanding of local sites of significance for and with the Wurundjeri community. Also work with Camp staff to identify opportunities for working with and learning from local First Nations communities wherever school camps are located.</p>
Celebrate RAP Progress	<p>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.</p>

