

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Rooty Hill High School
June 2022 to June 2023



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VISION FOR RECONCILIATION

Our school culture embodies our PERSIST values and beliefs which are: Participation and Enthusiasm, Excellence, Respect and Responsibility, Success, Innovation and Creativity, Safety, Teamwork and Leadership.

At Rooty Hill High School we recognise that reconciliation is a journey of acknowledging Australia's true history, reflecting and learning from our past for a prominent, educated and prosperous future. We believe that reconciliation is the process of sharing knowledge and perspectives to foster pride, generate curiosity and bring the community together to achieve a more inclusive community therefore reconciled Australia.

ACKNOWLEDGEMENT OF COUNTRY

This is Darug Country.

Country that has Aboriginal cultures deep in the soil and through the waterways. Land cared for by Darug Ancestors, who still have a presence today.

We acknowledge and work on maintaining strong relationships with Elders and community members who contribute to and support Aboriginal Education journey. Rooty Hill High School acknowledges and pays respect to Elders past, present and emerging and extends that respect to all Aboriginal and Torres Strait Islander students, families and staff that we work with each day.



RAP WORKING GROUP

Name	Position
Nadine Giorgianni	Staff (non-teaching)
Jason Miezis	Director of Educational Leadership
Kimberly Le Roux	Parent/carer
Rachael Sutton	Parent/carer
Linda Graham	Staff (teaching)
Tim Wrigley	Staff (teaching)
Lauren Doidge	Staff (teaching)
Andrew Fowler	Staff (teaching)
Shauna Pollard	Staff (teaching)
Catherine Lucas	Staff (teaching)
Clare King	Staff (teaching)
Brianna Dolling	Staff (teaching)
Janice Stuart	Staff (non-teaching)
Buenjamin Diaz	Staff (teaching)
Vicki Hulm	Staff (teaching assistant)
Melissa Day	Staff (teaching)
Kate Kennerson	Staff (teaching)
John Meng	Staff (teaching)
Kerry Burns	Community member
Kelly Bradshaw	Parent/carer
Charlie Mundine	AFL Indigenous Academy
Matthew Keevil	AFL Indigenous Academy
Tori Middlebrook	Staff (teaching)
Christine Cawsey AM	Principal / Director
Melissa Scerri	Staff (executive)
Diana Auddino	Staff (teaching assistant)
Margret Wilkins	Staff (teaching)

RAP SUPPORT NETWORK

Name	Role/Organisation
Rachael Sutton	Parent

Name**Role/Organisation**

Kimberly Le Roux

Parent



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Aboriginal and Torres Strait Islander People in the Classroom</p>	<p>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.</p>	<p>Tori M</p>	<p>Not Set</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>Tori M, Matthew K, Charlie M, Christine C, Melissa S, Kerry B</p>	<p>Not Set</p>





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Aboriginal and Torres Strait Islander Representation on Committees</p>	<p>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.</p>	<p>Tori M, Melissa S, Vicki H, Margret W, Diana A</p>	<p>Not Set</p>
<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 our 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>Tori M, Vicki H, Margret W, Diana A, Melissa S</p>	<p>Ongoing</p>
<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>Melissa S, Tori M, Vicki H, Margret W, Diana A</p>	<p>Ongoing</p>



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<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>Melissa S, Tori M, Margret W, Christine C, Matthew K, Charlie M</p>	<p>Not Set</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.	Tori M	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.	Tori M, Vicki H, Diana A, Melissa 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.	Tori M, Vicki H, Margret W, Diana A, Melissa S	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.	Tori M, Vicki H, Margret W, Diana A, Melissa S	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.	Tori M, Vicki H, Margret W, Diana A, Melissa S	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.	Tori M, Vicki H, Margret W, Diana A, Melissa S, Christine C	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.	Tori M	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.	Tori M, Vicki H, Margret W, Diana A, Melissa S	Ongoing

RESPECT



WITH THE COMMUNITY

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.	Tori M, Vicki H, Margret W, Diana A, Melissa S, Matthew K, Charlie M, Kelly B	Not Set
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.	Tori M, Vicki H, Margret W, Diana A, Melissa S, Christine C	Not Set
RAP Launch	Our school is proud to launch our RAP at an event that recognises the efforts of the working group and celebrates our school or service's commitment to reconciliation. We will use our RAP launch event to inform the wider community about our RAP and the many different ways they can get involved and take action toward reconciliation.	Tori M	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.	Tori M, Vicki H, Margret W, Diana A	Not Set

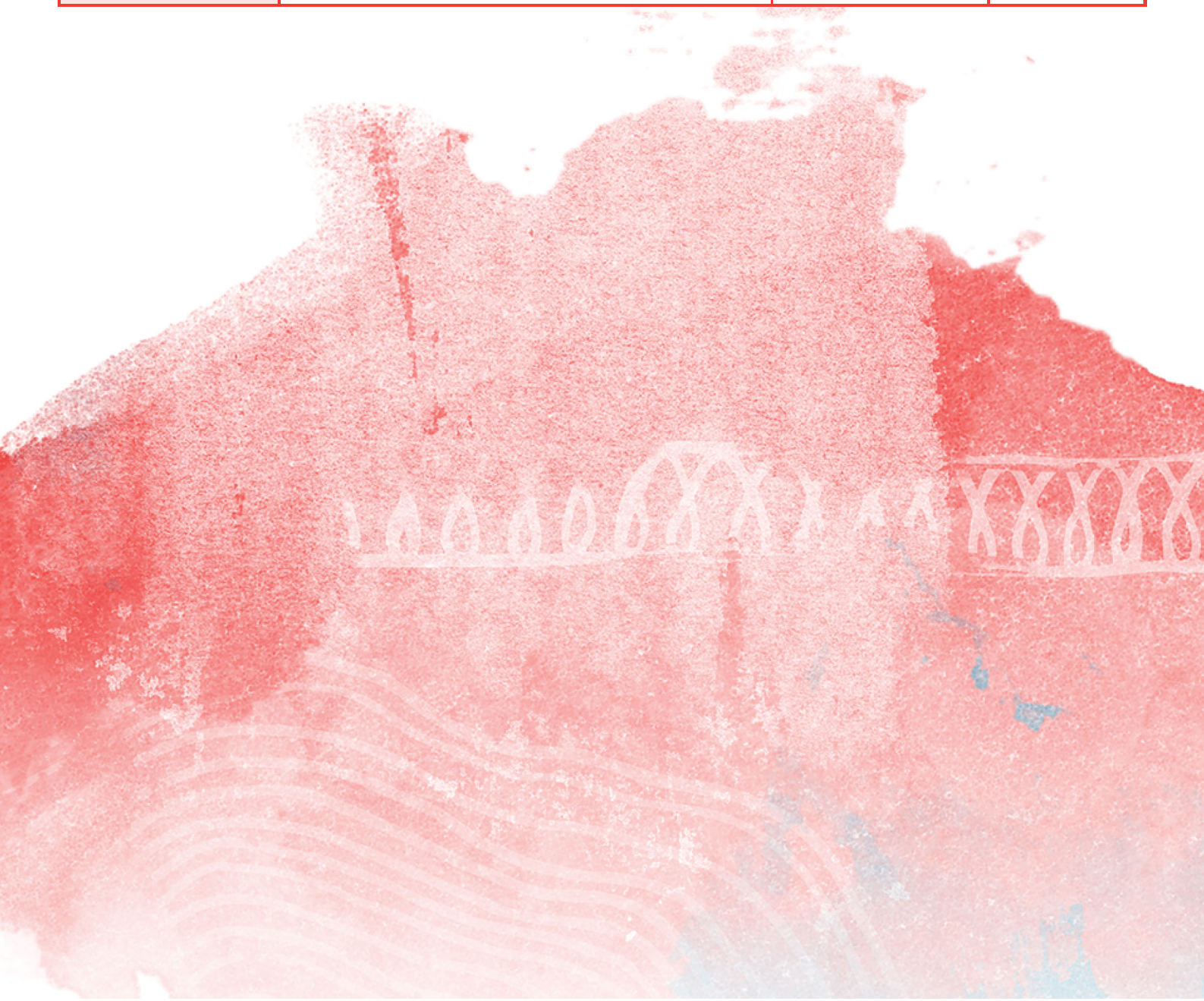


OPPORTUNITIES



IN THE CLASSROOM

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.	Tori M, Vicki H, Margret W, Diana A, Melissa S	Not Set

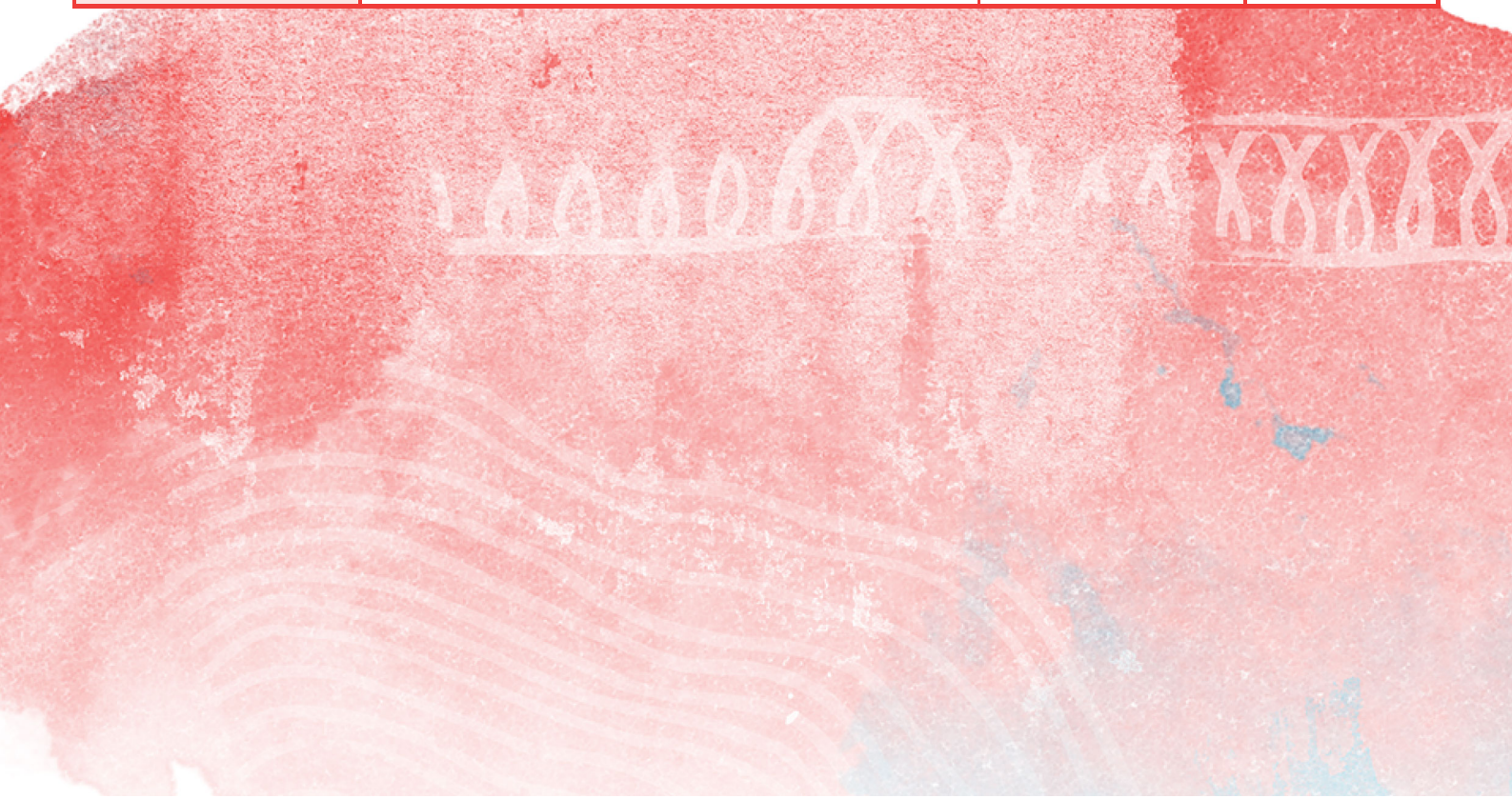


OPPORTUNITIES



AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Inclusive Policies</p>	<p>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.</p>	<p>Melissa S, Tori M</p>	<p>Not Set</p>
<p>Staff Engagement with RAP</p>	<p>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.</p>	<p>Melissa S, Tori M</p>	<p>Not Set</p>





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.	Tori M, Vicki H, Margret W, Diana A, Melissa S, Christine C	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.	Melissa S, Tori M	Not Set

