

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Arcadia College

June 2024 to June 2025



RECONCILIATION
AUSTRALIA

CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



VISION FOR RECONCILIATION

Our vision for reconciliation is to recognise, value, respect, and celebrate Aboriginal and Torres Strait Islander peoples, heritages and cultures through a visible and inclusive education and community approach. For Arcadia College, reconciliation is an ongoing journey of commitment, passion, respect and acknowledgement of the histories, cultures, knowings, learnings and belongings of First Nations Peoples, both within the school setting and beyond.

The college is committed to providing opportunities for staff, students and the wider-college community to actively participate in events, contribute and celebrate Aboriginal and Torres Strait Islander Peoples through ongoing, inclusive, educational outcomes, professional development, through embedding Aboriginal and Torres Strait Islander ways of knowing and being, histories and perspectives within our teaching and learning plans.

Our vision is to ensure our students, staff and wider college community respectfully contribute and engage in the reconciliation of our nation through opportunities provided by the college.

ACKNOWLEDGEMENT OF COUNTRY

Arcadia College acknowledges and thanks the Kombumerri People of the Bundjalung, Ngarahngwal and Yugambeh Language Groups of the Mibiny Nation. As we continue our learning journey together, we honour Elders, past, present and future and our ongoing commitment to reconciliation through responsible partnership and mutual respect.



RAP WORKING GROUP

Name	Position
Gillian Lines	Staff (non-teaching)
Sam Dunemann	Staff (teaching)
Tahlia McGahey	Principal / Director
Sarah Hann	Staff (teaching)
Gemma Heale	Staff (non-teaching)
Kim Denny	Staff (teaching)
Jodie Forster	Staff (non-teaching)
Jim Wooding	Parent/carer
Letitia Smith	Staff (Indigenous Education Worker)
Rhys Horne	Staff (Indigenous Education Worker)

CONTRIBUTORS

Arcadia College would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Torry Torry	Indigifusion
Travis Couch	YRACA
Steve Kora	Indigifusion



RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander People in the Classroom	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.
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 early learning service community.



RAP ACTIONS	COMMITMENT
Cultural Responsiveness for Staff	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.





RAP ACTIONS	COMMITMENT
Welcome to Country	Where appropriate, significant events at our early learning service 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.
Celebrate National Reconciliation Week	Our early learning service 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.
Build Relationships with Community	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.



RAP ACTIONS	COMMITMENT
Family and Community Room	We commit to establishing a space in our early learning service for Aboriginal and Torres Strait Islander families and community members to catch up and have a cup of tea, meet with staff, students and children, hold meetings or get together with other community members.



RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our early learning service 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 early learning service's RAP by positioning it within the broader story of reconciliation in Australia.
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 early learning service operates.

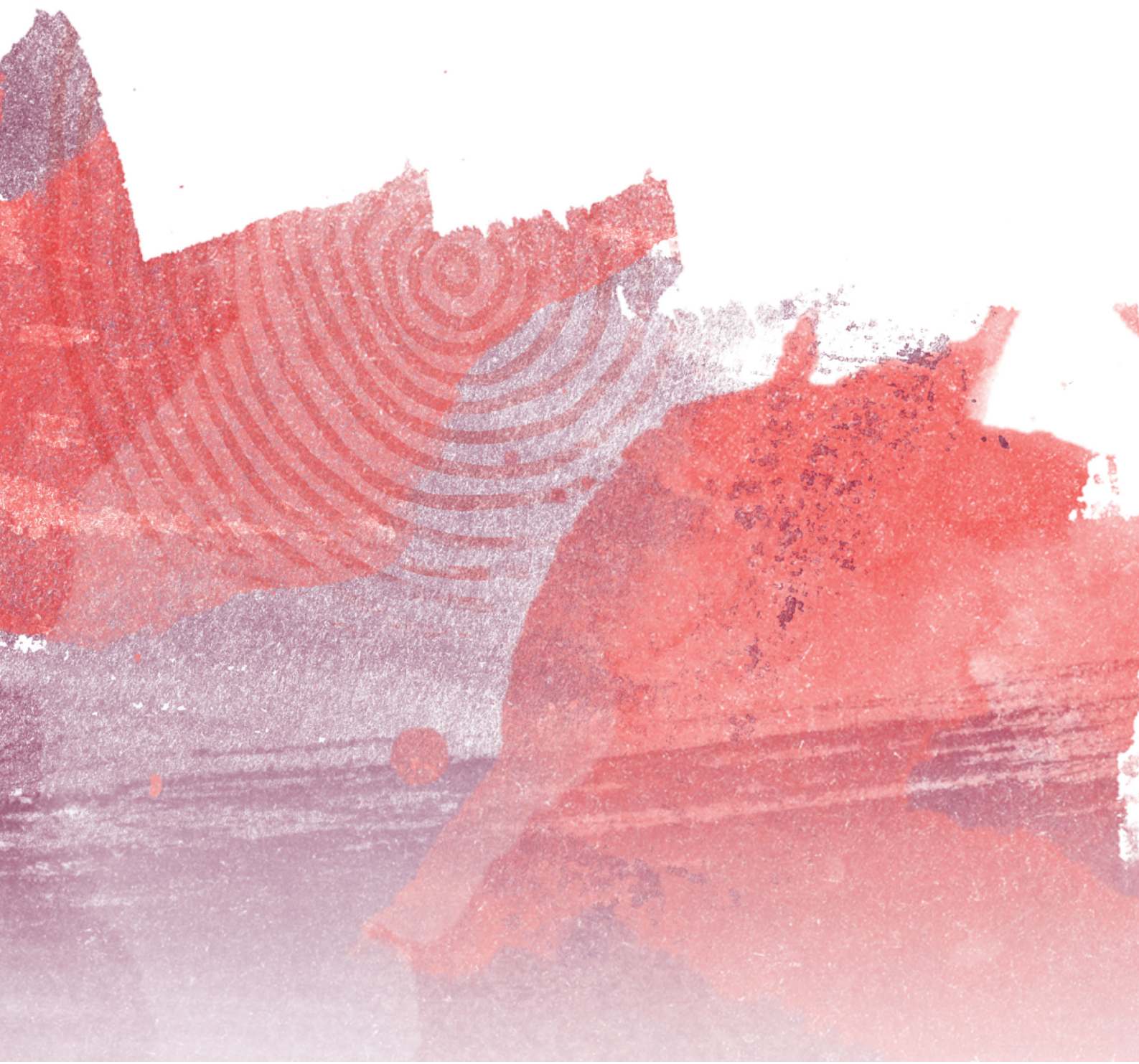


RESPECT



AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our early learning service 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.





RAP ACTIONS	COMMITMENT
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.
Aboriginal and Torres Strait Islander Flags	Our early learning service flies/displays the Aboriginal and Torres Strait Islander flag at your early learning service 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.
Take Action Against Racism	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 early learning service.

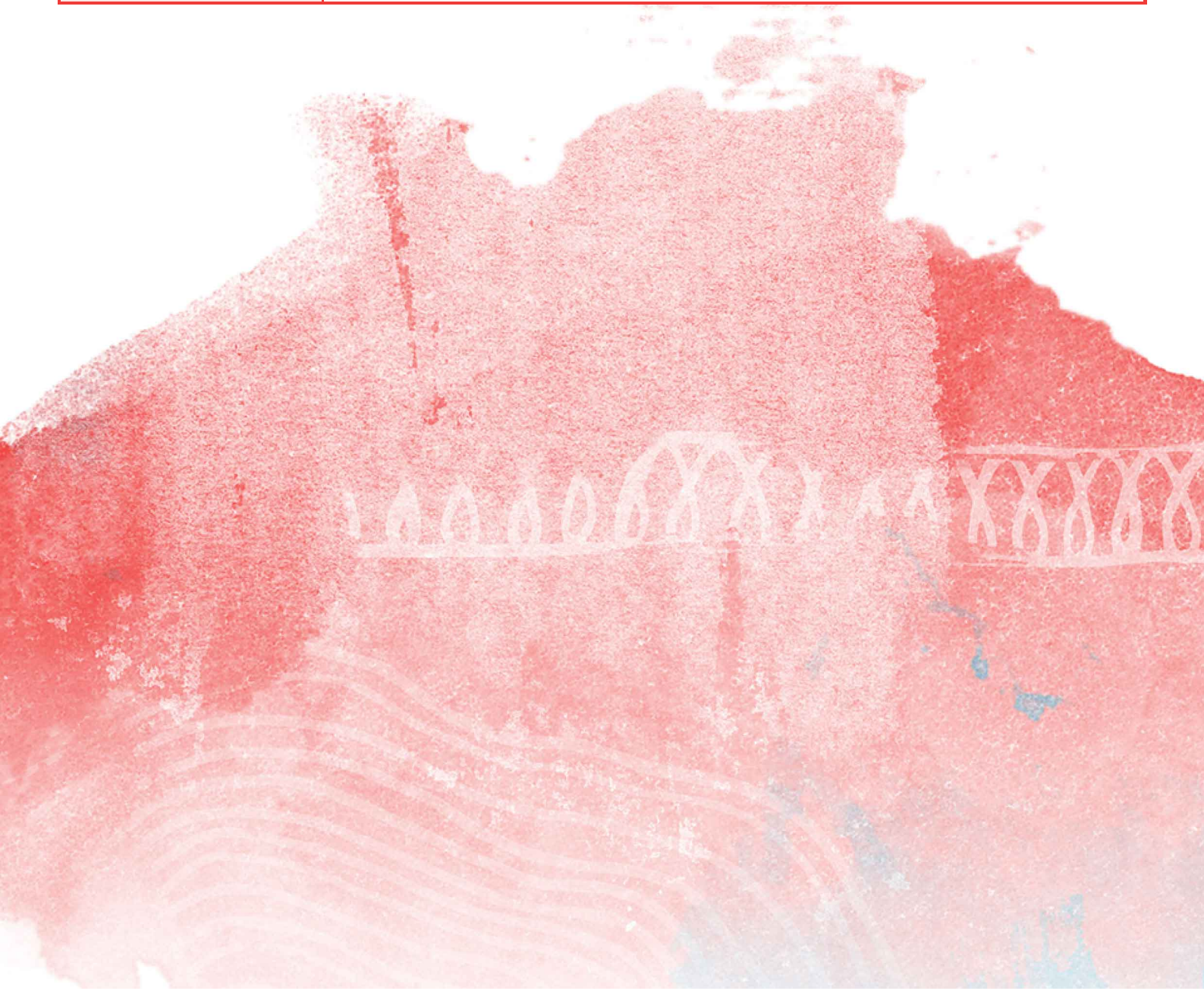


RAP ACTIONS	COMMITMENT
Curriculum Planning	Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and 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.





RAP ACTIONS	COMMITMENT
Inclusive Policies	All staff at early learning service 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 ACTIONS	COMMITMENT
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 early learning service. 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.

