

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Mawson Lakes Primary School
July 2024 to July 2025



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Journey of Success by Jordan Lovegrove (Ngarrindjeri Aboriginal Nation)

VISION FOR RECONCILIATION

At Mawson Lakes School, situated on Kurna Land, we strive to provide a high quality and culturally safe learning environment for all students, including Aboriginal and Torres Strait Islander students. We empower students to successfully navigate the challenges of an ever-changing society, recognising Aboriginal and Torres Strait Islander cultures and heritages shape the identity of all Australians. We respectfully celebrate and embed Aboriginal and Torres Strait Islander perspectives within the school, acknowledging Aboriginal and Torres Strait Islander peoples as the Traditional Owners of Australia, valuing the voice of First Nations students, staff, families and wider community.

Relationships + Respect = Opportunities

Relationships: We continue respectfully engaging and building relationships with Aboriginal and Torres Strait Islander students, their families and the wider community, working collaboratively to achieve aspirational outcomes for all students, staff and families.

Respect: We will continue to ensure there are opportunities for all staff, students, families and the wider community to recognise, acknowledge and develop an understanding of the true histories and cultures of Aboriginal and Torres Strait Islander peoples, including that of Aboriginal and Torres Strait Islander students and families.

Opportunities: We will continue to promote success through increased equal and equitable access to education and improving engagement and participation to empower all students in their education journey and providing opportunities to build upon non-Indigenous peoples' understanding and respect of First Nations peoples' perspectives, to recognise the true and unjust past and uniting to create a positive future.

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge that this Country always has and always will be Kurna Land. We pay our respects to Elders past and present.

We thank and show respect to the Kurna People, the Traditional Custodians of this beautiful Land.

We acknowledge that we must learn from the past and look to the future, walking together on this Country.



RAP WORKING GROUP

Name	Position
Tammy Lambden	Staff (teaching)
Natasha Leggett	Community member
David Cowles	Principal / Director
Tania Balales	Staff (teaching)
Archna Gairola	Staff (teaching)
Lorin Gillings	OSHC Director & Educational Leader
Sue Sheridan	OSHC Assistant Director
Justin Grubb	Staff (teaching)
Lauren Munro	Staff (teaching)
Sarah James	Staff (Indigenous Education Worker)
Daljit Kaur	Staff (teaching)
Erin Miller	Staff (teaching)
Courtney Tonzing	Staff (teaching)

CONTRIBUTORS

Mawson Lakes Primary School would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Samantha Kennedy	Junior Primary Teacher at Mawson Lakes School
Reannon McGiffert	Junior Primary Teacher at Mawson Lakes School
Renee Ierace	Former preschool teacher at Mawson Lakes Preschool
Casey Hosking	Primary Teacher at Mawson Lakes School
Renee Gray	Former teacher at Mawson Lakes School
Sam Cubitt	Former primary teacher at MLS
Cassie Corbo	Former JP Teacher at MLS
Emma Luciano	JP Teacher at MLS
Bianca Duke	JP teacher at MLS
Andy White	Community Member
Tom Putnam	Parent
Rebecca Roberts	Former Assistant Principal/Wellbeing Leader at MLS

Name**Role/Organisation**

Jessica Webber

Primary teacher at Mawson Lakes School

Rachel Eberhard

Preschool Community Member at MLS

Erin Miller

Japanese teacher at Mawson Lakes School

Michael Richardson

TRT and former primary teacher at MLS



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>





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
<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>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>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>





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.
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.



RESPECT



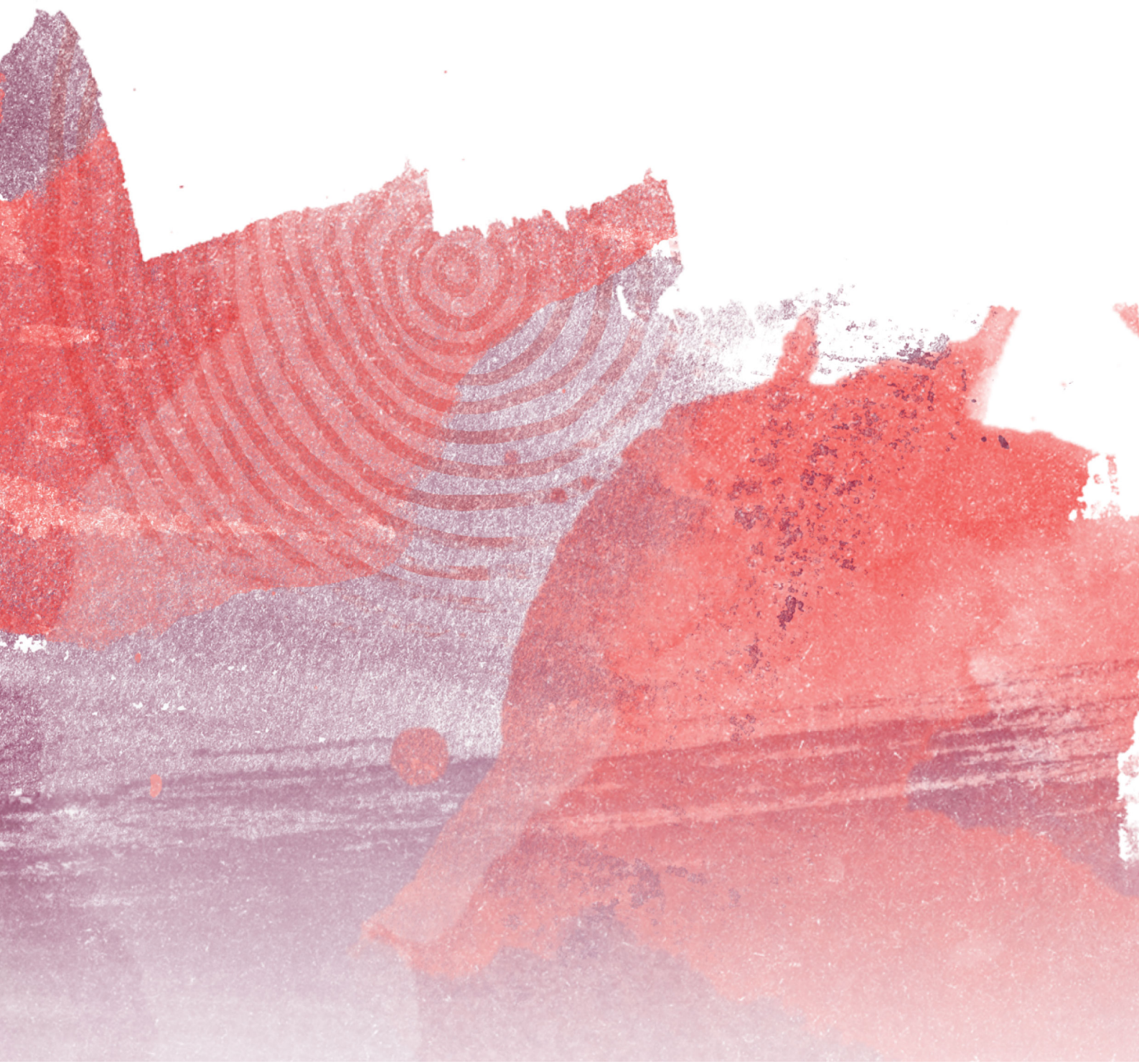
AROUND THE SCHOOL

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.

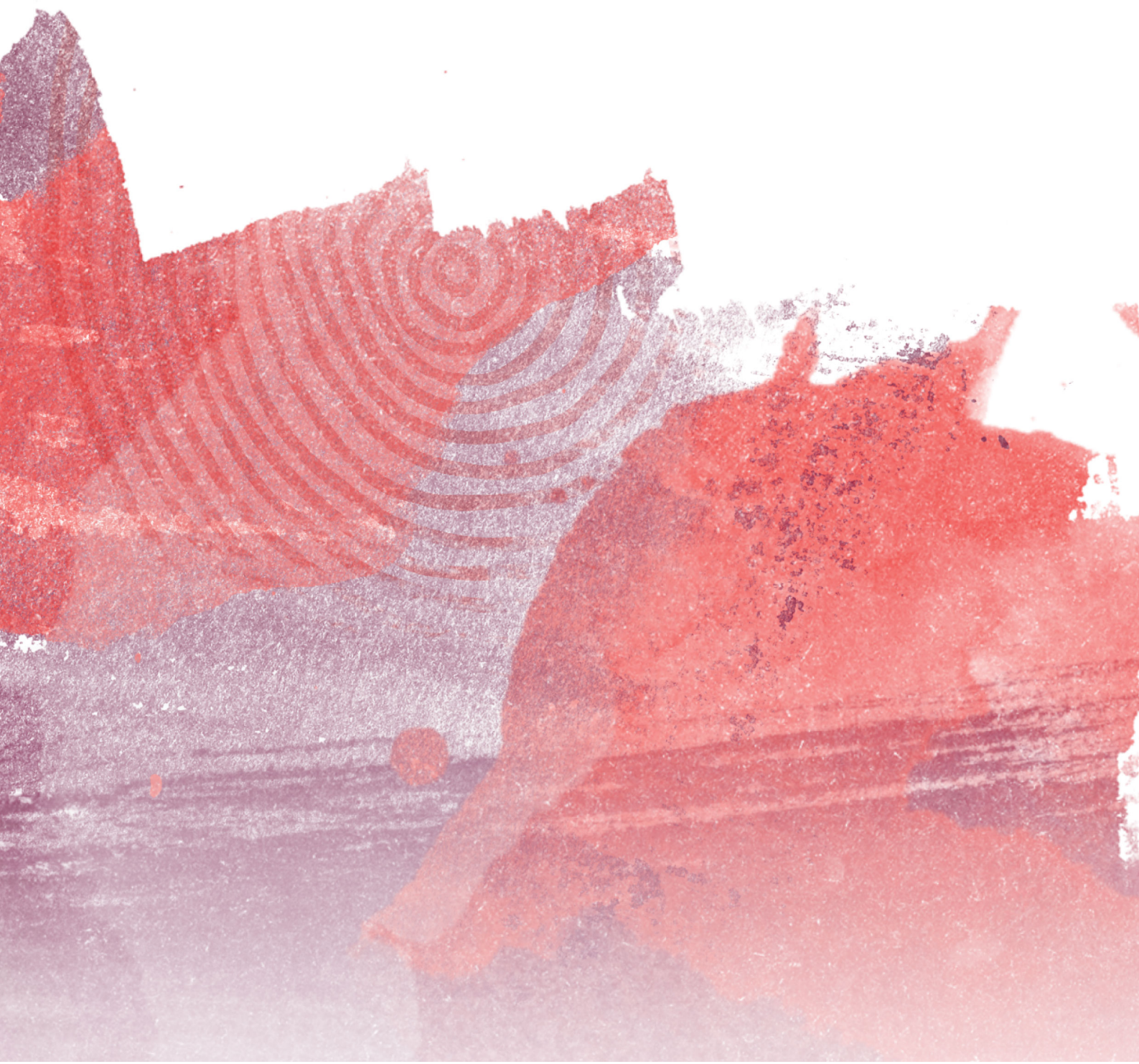


RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	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.
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 school.



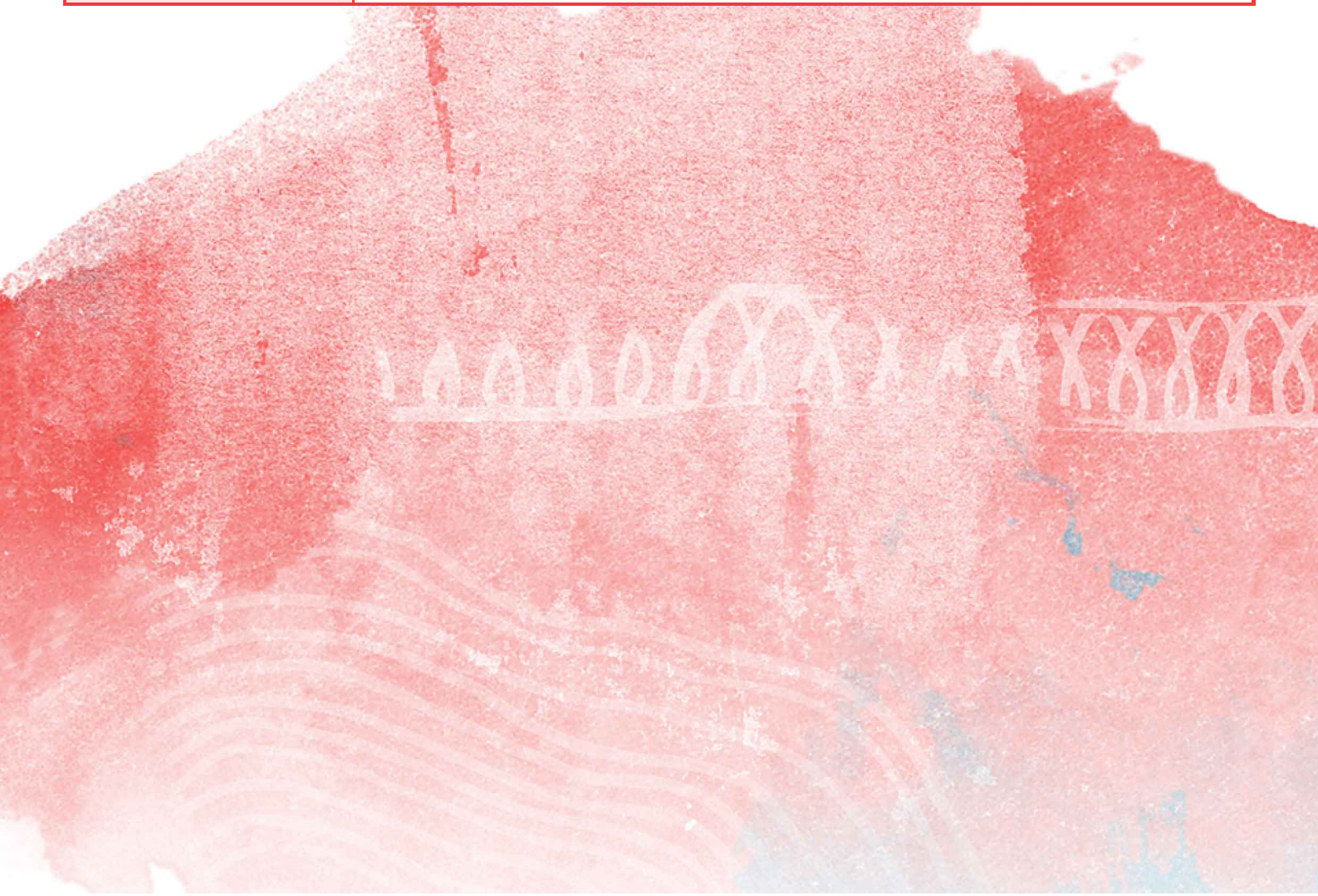


RAP ACTIONS	COMMITMENT
Curriculum Planning	Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and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

