



<p>Our vision for reconciliation:</p> <p>Our vision is that through the school community we develop a positive culture where we practice reconciliation. The Wanniassa School community is committed to developing and maintaining an inclusive environment. Where we each understand true equality and all of our school members experience positive relationships, receive and give respect, and that we each experience success. We are committed to developing authentic experiences where our students develop their understanding of Aboriginal and Torres Strait Islander peoples' cultures, history and identity. We are committed to community involvement through consultation and celebration.</p>
<p>Our school:</p> <p>Wanniassa School comprises of two Preschools, one of which is the Koori Preschool, the Primary School and our High School. Our students and teachers have diverse backgrounds and we maintain an inclusive environment. We have many Aboriginal and Torres Strait Islander students. We are a small school and we are developing strong links with our community. Our entire school community has demonstrated a commitment towards reconciliation through community meetings and consultations, student workshops and teachers professional development. Our aim is to further develop these relationships and build on our commitment.</p>
<p>Our RAP:</p> <p>In 2008, after consultation with our students, the parents, and our wider community, Wanniassa School developed our RAP. We implemented the first steps by completing the activities listed as measurable targets and we see this as a starting point to a commitment to reconciliation. To develop our RAP we asked the staff, student and community what reconciliation means to them and what will it look like in our school. Since developing the RAP, staff turnover meant that the RAP committee was inactive between 2009-2011. In 2011 a new position was created within the school, the Executive teacher for the Achievement Centre and Indigenous Programs. The responsibility of reviewing and updating the RAP and chairing a RAP committee now comes under this role.</p>

1. Relationships:

It is important to our entire community that we develop strong and positive relationships with Aboriginal and Torres Strait Islander peoples. Within our school we promote positive interactions with each other to develop a cohesive environment. Our students want to experience respectful relationships. The experience that students have at Wanniasa School will be reflected in other areas of their life and their future. We aim for these relationships to be accepting, respectful and positive. To ensure that we have a fair and just environment within our school respectful relationships must be maintained.

Action	Responsibility	Timeline	Measurable Target
<p>Establish and maintain a committee to develop, monitor, review and refresh the RAP. This committee should include:</p> <ul style="list-style-type: none"> ▪ The school principal (or delegate) ▪ Executive Teacher Indigenous programs ▪ Teachers/staff from across stages and/or departments ▪ Students (Indigenous and non-Indigenous) ▪ Indigenous community members 	<p>Principal Executive teacher Indigenous Programs</p>	<p>Established 2008, re-established 2011. Report on at RAP review, end of Term 2, 2013</p>	<ul style="list-style-type: none"> • 4 RAP Committee meetings to be held each year, Week 6 of each term. • Minutes and 'action items' recorded and saved on G drive each year. • At least 2 Indigenous students participate in RAP meetings (or contribute to RAP through a school lunch meeting) each term. • The RAP is reviewed and refreshed annually (By end Term 2) using Reconciliation Australia's Tracking and Reporting tool.
<p>Invite Indigenous representatives to sit on existing school committees which are permanent committees of minimum 1 yr lifespan. Include parents, teachers, students and community leaders. This applies only where such committees exist</p>	<p>Deputy Principal Executive teacher Indigenous Programs Junior Campus teacher representative Senior Campus teacher representative</p>	<p>Report on at RAP review, end of Term 2, 2013</p>	<p>3-4 Indigenous appointments to and/or designated Indigenous positions on the:</p> <ul style="list-style-type: none"> • Parents and Citizens association /School Board • SRC • Junior Campus student leadership programs
<p>Build relationships with our school's local Indigenous community. Ensure that when there are whole school events and presentations, there is an Indigenous perspective.</p>	<p>Executive teacher Indigenous Programs and Indigenous Education Officer RAP committee members</p>	<p>Report on at RAP review, end of Term 2, 2013</p>	<ul style="list-style-type: none"> • 100% of all Indigenous and non-Indigenous students visit local Indigenous sites or events of cultural significance, such as traditional lands, communities, exhibitions, festivals etc (this may involve a school camp). • 100% of Indigenous and non-Indigenous students participate NAIDOC Week celebration; Koori Preschool – mentoring program; all Year 7 (trip to museum Term1), all indigenous students to indigenous Youth Centre Term1; Wombeyan Year 7 Camp – indigenous

			<p>history and dreaming of the area.</p> <ul style="list-style-type: none"> • 1 (minimum) visit to Birrigai each year, possibly as an end of year excursion with Yrs 5/6 and 7/8 to assist with transition • Receive and circulate relevant info re: Indigenous community events and excursion opportunities. • Invite community agencies/past Indigenous students/elders to assemblies and other relevant school community events. • Build relationship with the Indigenous Education Consultative Body by (including but not restricted to) hosting community meetings, distributing information to parents, providing feedback to the body. • Local Indigenous Traditional Owners or Elders speak about local history and culture, for the area where the school is located, at school assemblies or other functions. • Set up an Elder in Residence to be employed as an STA • Establish connections with Gugan Gulwan – men’s group, bands, speakers • Indigenous community volunteers • Students volunteer to help with community events such as NAIDOC, Sorry Day, Gugan events - links through Big Picture • Local Indigenous community events published in the school newsletter and website • National Reconciliation Week celebrated
Develop a mutually beneficial relationship with a ‘sister school’ that has a high Indigenous student population. ²	Executive teacher Indigenous Programs RAP committee members	Report on at RAP review, end of Term 2, 2013	<ul style="list-style-type: none"> • 1 camp per year with sister school. • Establish relationship with Jarvis Bay School and begin camp exchange (every other year we go to them; then they come to us the off years); look at working on community bushtucker garden project as central purpose of relationship and exchange trips.

Respect:

Our students and community want a respectful environment. To achieve this we need to know about and accept each other. We want all students to achieve an understanding of Indigenous cultures and history, current figures and contemporary life. To develop respect we include indigenous perspective and content in our curriculum, offer authentic experiences including excursions and celebrations.

Action	Responsibility	Timeline	Measurable Target
Publicly display our school's respect for and knowledge of Indigenous peoples, cultures and histories.	Executive teacher Indigenous Programs Deputy Principal RAP committee members	Term 2 2008 Already in place 2006 Report on at RAP review, end of Term 2, 2013	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander flags flown or hung all year round. • Acknowledgement of Country takes place at significant school assemblies. • Traditional Owners/ Elders perform Welcomes to Country at significant school events, e.g. the opening of a new building. • NAIDOC Week celebrated. • Traditional owners acknowledged on the school website and publications, such as newsletters/bulletins. • Display Indigenous art in school foyers etc. Art in the Library and in the corridors • Name buildings, facilities and grounds after significant Indigenous community members.
Ensure all staff at our school are culturally educated, aware and respectful.	Executive teacher Indigenous Programs Deputy Principal RAP committee members	Term 3 2008 Report on at RAP review, end of Term 2, 2013	<ul style="list-style-type: none"> • 100% of staff undertake cultural awareness training. • 1 professional learning session per term (through staff meetings) to ensure staff consider how to bring Indigenous perspectives into the curriculum. • Ensure that Indigenous perspectives are included in the professional development of Indigenous staff.
Include Indigenous perspectives in a range of curriculum areas. Invite local Indigenous people to have input into new curriculum as we renew under the National Curriculum.	Executive teacher Indigenous Programs RAP committee members	Completed Term 2 2008 Report on at RAP review, end of Term 2, 2013	<ul style="list-style-type: none"> • Audit Indigenous perspectives/content included in the teaching of a range of curriculum areas across every grade. • Library collections on JC and SC updated annually • All students taught by/addressed by/worked with an Indigenous professional or role model at least once annually.

Opportunities:

We are committed to improving outcomes for our Indigenous students and helping them to succeed. For reconciliation to be successful we need to offer opportunities for everyone to have the chance to succeed. We want everyone in our community to experience success. As a school we need to offer opportunities for each of our students and staff to achieve.

Action	Responsibility	Timeline	Measurable Target
<p>Support Indigenous students to reach their full potential.</p> <p><i>Nb. If your school has no identifying Indigenous students, this section may not be relevant. Students may however identify as a result of your RAP.</i></p>	<p>Executive teacher Indigenous Programs</p> <p>RAP committee members</p>	<p>Report on at RAP review, end of Term 2, 2013</p>	<ul style="list-style-type: none"> • 1 executive meeting per semester where school executive reflect on the school's annual operating plan priorities relating to Indigenous education using the Dare to Lead Self-Assessment Tool • Resources such as school reporting and NAPLAN results be analysed to assess Indigenous students needs to feed in with School Learning Plans and discussions of student needs between staff, parents, and students. • Anti-racism objectives or statements are included within our policies. Check current policies. Anti-harassment Officer appointed. • The needs of Indigenous students are reflected in our school's strategic plan and budget. • Our school supports Indigenous students to access scholarships, financial support, career advice and mentoring. • All our teachers have resources to teach Indigenous students, such as <i>What Works</i> and <i>Dare to Lead</i> resources. • Aspirations program – links to uni (e.g. ANU Science camp; Jalbalinga; Aspirations challenge day) • Tutorial support scheme • Links to future pathways, trades days etc (e.g. Indig. Expo attended by group of students in March 2012)
<p>Employ or consult Indigenous people</p>	<p>Principal</p>		<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander people are

<p>at our school.²</p> <p><i>Nb. You may or may not be able to undertake this action depending on the recruitment arrangements of your school.</i></p>			<p>encouraged to apply in our advertisements for school positions. ²</p> <ul style="list-style-type: none"> • Indigenous people are employed as: teachers and support staff; management and ancillary staff; contractors, consultants and advisers • All Indigenous staff are provided with training and support. • Indigenous staff numbers are monitored. • Advertise Employment opportunities on ACT Indigenous Network, Koori Mail and National Indigenous Times.
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4. Tracking progress and reporting			
Action	Responsibility	Timeline	Measurable Target
<p>Monitor and refresh our Reconciliation Action Plan.</p>	<p>Committee</p>	<p>Once per term; Report on at RAP review, end of Term 2, 2013</p>	<ul style="list-style-type: none"> • Our Reconciliation Action Plan is monitored each term by our RAP Committee. • Our Reconciliation Action Plan is reported on and refreshed at the start of each school year. • A RAP update be published in the last school newsletter each term (including but not limited to) confirming the schools commitment to reconciliation, acknowledgement of the regions traditional owners, and progress against the RAP.

Inquiries about the Wanniasa School Reconciliation Action Plan can be directed to:

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