

Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

# RECONCILIATION ACTION PLAN

**Brunswick North West Learning Community  
February 2024 to February 2025**

- Brunswick Montessori Children's House
- Brunswick North West Primary School
- Brunswick North West Primary School Outside Hours Care Service



Brunswick Montessori  
Children's House Inc.



**RECONCILIATION**  
AUSTRALIA



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## VISION FOR RECONCILIATION

Brunswick North West Learning Community recognises and respects the histories, cultures and contributions of Aboriginal and Torres Strait Islander Australians as part of our shared national story and identity. We believe that reconciliation means a commitment to building respectful relationships, learning together, and caring for Country/place.

We acknowledge the impacts of colonisation on Aboriginal and Torres Strait Islander peoples' connections to families and communities, cultural identities and languages, lands, and waters. We recognise that colonisation has caused social and cultural dispossession for Aboriginal and Torres Strait Islander peoples.

With this in mind, we recognise the ingenuity, spirit, resilience and continuing contribution of Aboriginal and Torres Strait Islander peoples and cultures.

Our commitment to the journey of reconciliation includes supporting the Brunswick North West Learning Community to understand the true Australian history, by respectfully incorporating Aboriginal and Torres Strait Islander perspectives. We continue to highlight the importance of Caring for Country, its plants, animals, water and people, by building connection to Country/place through teaching and learning.

Our reconciliation journey so far, has seen us develop stronger connections with Elders, who are now a part of our community and have informed the way we care for Yakai Baring (the ephemeral wetland situated within the Brunswick North West Learning Community).

## ACKNOWLEDGEMENT OF COUNTRY

We would like to acknowledge the Tradition Custodians of the Land our learning community is situated on, the Wurundjeri Woi-Wurrung people of the Kulin Nation and pay our respects to Elders past and present.





# RAP WORKING GROUP

Name	Position
Bernadetta Martella	Principal / Director
Beverly Andrews	Staff (teaching)
Andrea Marshall	Staff (teaching)
Jennifer Gottliebsen	Community member
Jessica Windridge	Parent/carers
Nicole Fausten	Staff (teaching)
Keir Jasper	Assistant Principal
Nicole Mogridge	Staff (teaching)
Nici Fausten	Staff (teaching)
Rob Cooper	Parent/carers
Sara Webster	Parent/carers







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.
Early Years Learning Framework	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.
My Time, Our Place (School Age Care)	We commit to connecting our vision and plans for reconciliation with the principles, practices and outcomes of the My Time, Our Place Framework. By forming a strong relationship between the two, reconciliation will always be a part of our everyday learning environment.







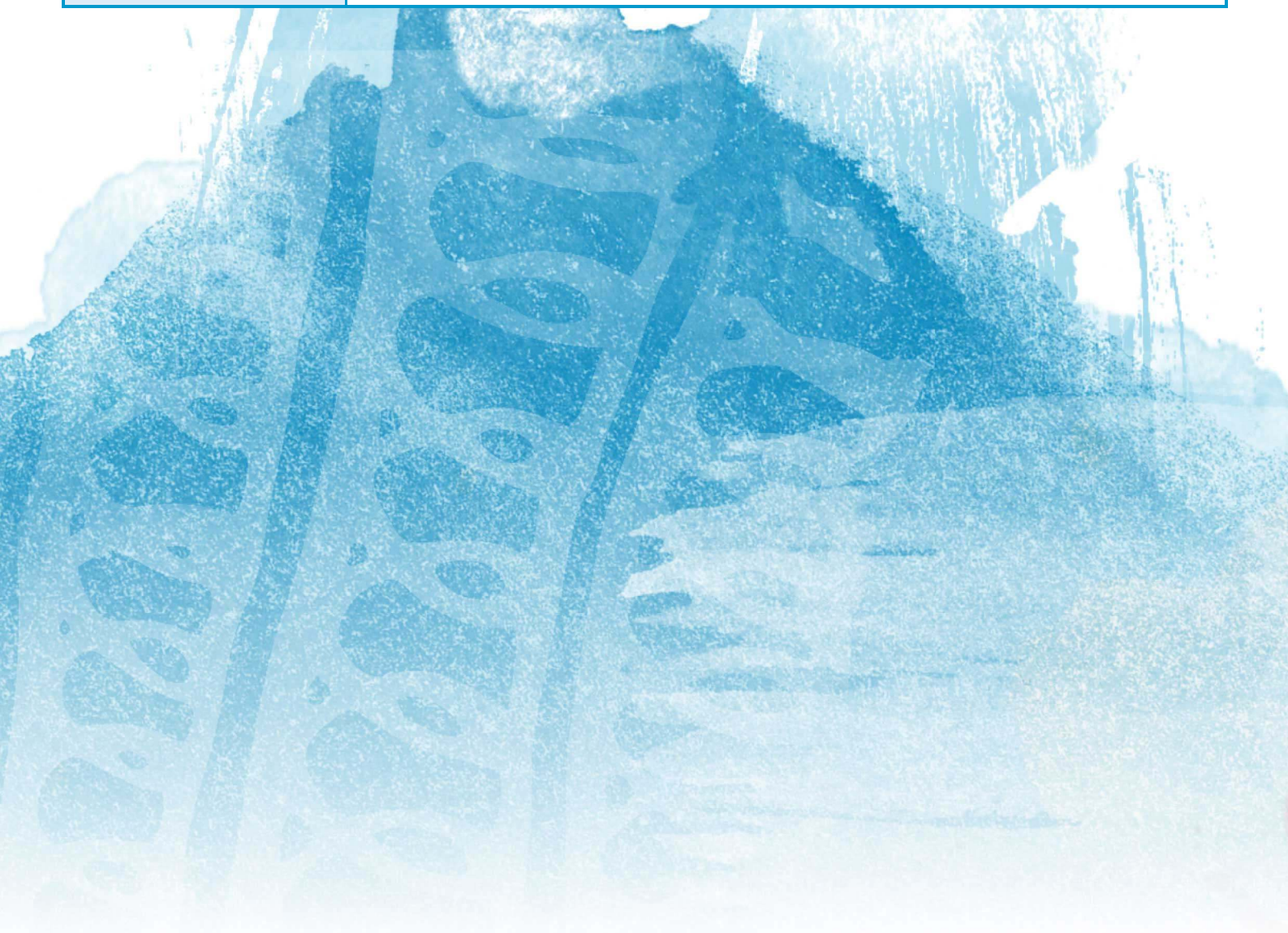
RAP ACTIONS	COMMITMENT
Elders and Traditional Owners Share Histories and Cultures	We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be 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.
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 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.
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.
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
Reconciliation Network	We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.









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.
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.





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.

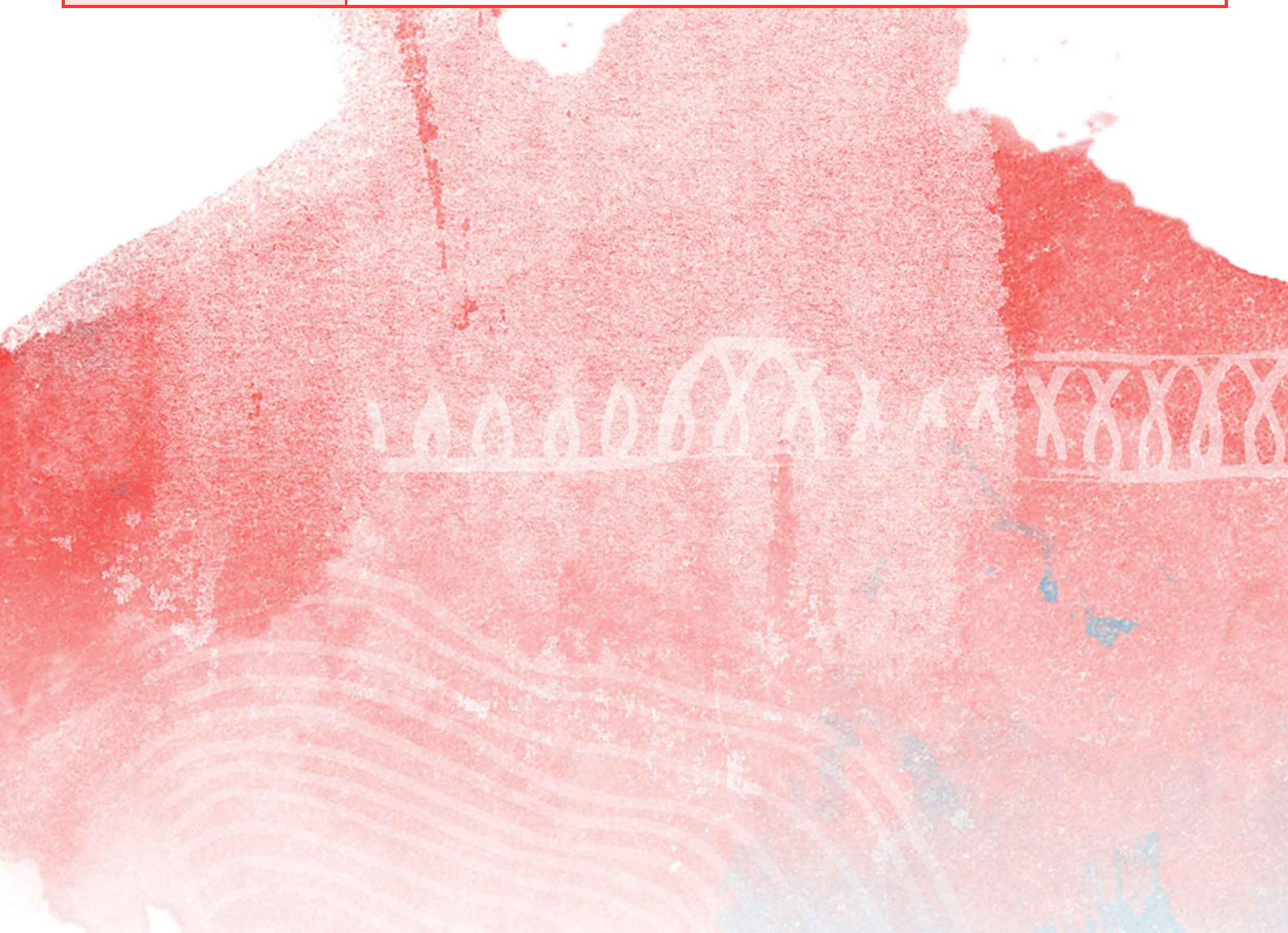








RAP ACTIONS	COMMITMENT
Inclusive Policies	All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When 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.
National Quality Standard	We commit to ensuring that our engagement with the National Quality Standard involves the inclusion of Aboriginal and Torres Strait Islander histories, cultures and contributions in our daily practice and programming, as well as authentic and meaningful engagement with the local Aboriginal and Torres Strait Islander community.







## OPPORTUNITIES



## WITH THE COMMUNITY

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.
Support Aboriginal and Torres Strait Islander Owned Businesses	We promote supplier diversity and support Aboriginal and Torres Strait Islander owned businesses and their employees through the procurement of goods and services related to our RAP, as well as our general business. We maintain a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.

