

NARRAGUNNAWALI
LOGO

RAP WORKING DOCUMENT AS AT 04/10/2024

This is a working document only; it does not represent a formal Reconciliation Action Plan (RAP) in either draft or published form.

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RECONCILIATION
AUSTRALIA LOGO

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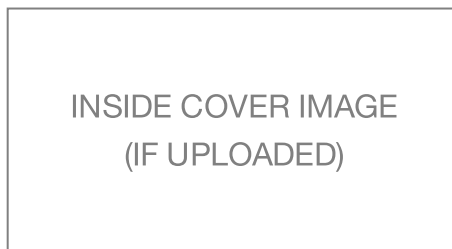
RAP Working Group

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HOW TO USE THIS DOCUMENT

Please note that this file is designed to be used as a working document; it does not represent a formal Reconciliation Action Plan (RAP) in either draft or published form.¹

Please note that this working document may include details that will not appear on the formal RAP document.

To view your formal RAP document, you will need to generate and then download the file titled 'Reconciliation Action Plan' when accessing [your RAP](#) within the Narragunnawali platform. Please note that, until your RAP has been published by Reconciliation Australia, a 'DRAFT' watermark will appear on the document.

RAP Working Group members can use this working document to view some of the details of their RAP in a single file location; to make offline notes about RAP details; and to inform internal reflection and planning processes relating to the RAP.

¹RAPs are unique and highly valued documents. Reconciliation Australia has worked extensively with its stakeholders to develop and build both the [Narragunnawali RAP framework](#) for schools and early learning services, as well as the [wider RAP program](#). To maintain the integrity of these programs in alignment with Reconciliation Australia's [terms and conditions](#), organisations, schools or early learning services that choose not to be part of Reconciliation Australia's RAP programs, or who have not developed RAPs through to final endorsement/publication stage via these programs, should not use the words 'Reconciliation Action Plan', 'RAP', or the Reconciliation Australia or Narragunnawali logo on public websites or documents.

VISION FOR RECONCILIATION

Country Children's Early Learning is committed to reconciliation and continuing to educate staff, children, families and the wider community about Aboriginal and Torres Strait Islander perspectives through enhancing our policies, resources, thinking, care giving, educational practices, pedagogy and reflecting on, what we do in our services in aim to further reconciliation.

We will build meaningful relationships with the local Aboriginal and Torres Strait Islander community, and we will continually seek opportunities to listen to and learn from First Nations People, to deepen our understanding of the histories, cultures and perspectives of Aboriginal and Torres Strait Islander people.

ACKNOWLEDGEMENT OF COUNTRY

Country Children's Early Learning acknowledges Aboriginal and Torres Strait Islander peoples are the Traditional Custodians of the Lands, Seas and skies.

We recognise their ongoing cultural practices and connection and extend our respect to Elders past, present and future.

RAP WORKING GROUP

Name	Position
Deearne Hamer	CKC Coordinator
Kylie Berry	FDC Coordinator
Giselle Buttriss	Curriculum & Compliance Officer
Dianna Tate	CKC Coordinator
Natasha Jameson	CKC Coordinator
Julia Morphett	Principal / Director
Mandy Watson	FDC Coordinator

CONTRIBUTORS

Country Children's Early Learning would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Melinda Goad	Inclusion Support Officer - Include Me
Gilbert Gundersen	Community Member

RAP ACTIONS

Relationships in the classroom

Action: **Aboriginal and Torres Strait Islander People in the Classroom**

Commitment: 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.

Goal: Include Aboriginal and Torres Strait Islander perspectives and voices in our organisation respectfully.

Deliverables:

✓	Build Networks with local Aboriginal and Torres Strait Islander people and organisations	Kylie Berry	Completed:	01/08/24
✓	Invite Aboriginal and Torres Strait Islander Community members to visit the organisations services	Dianna Tate	Completed:	30/09/24

RAP ACTIONS

Relationships in the classroom

Action: Early Years Learning Framework

Commitment: 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.

Goal: To use the Early Years Learning Framework as a guide to embedding Aboriginal and Torres Strait Islander perspectives into the program

Deliverables:

- ✓ Provide training and resources to educators on how to embed Aboriginal and Torres Strait Islander perspectives into the program using the Early Years Learning Framework. **Kylie Berry** **Completed:** 03/09/24

RAP ACTIONS

Relationships in the classroom

Action: My Time, Our Place (School Age Care)

Commitment: 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.

Goal: To use the My Time Our Place Framework as a guide to embedding Aboriginal and Torres Strait islander perspectives into the program

Deliverables:

- ✓ Educational Leader to assist Service with ensuring their curriculums align with MTOP Outcome, Principle and Practices with regard to Aboriginal and Torres strait Islander Perspectives **Deearne Hamer** **Completed:** 10/09/24

RAP ACTIONS

Relationships around the school

Action: Cultural Responsiveness for Staff

Commitment: 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.

Goal: Educators feel confident embedding Aboriginal and Torres Strait Islander perspectives into their programs.

Deliverables:

- | | | | | |
|---|---|------------------------|-------------------|----------|
| ✓ | Promote Professional Development opportunities to staff to help them incorporate Aboriginal and Torres Strait Islander Perspective into their Programs | Kylie Berry | Completed: | 21/05/24 |
| ✓ | RAP meetings conducted in collaboration with all coordinators of FDC & OSHC to ensure embedding of Aboriginal and Torres Strait Islander perspectives. | Deearne Hamer | Completed: | 24/02/24 |
| ✓ | Utilise staff engagement avenues (Educator Updates) to inform staff of local Aboriginal and Torres Strait Islander events to encourage continued cultural awareness | Natasha Jameson | Completed: | 25/07/24 |

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RAP ACTIONS

Relationships with the community

Action: **Welcome to Country**

Commitment: 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.

Goal: Develop protocols for a Welcome To Country ceremony.

Deliverables:

- ✓ Protocols created for when a Welcome to Country to ceremony is to be performed. **Kylie Berry** **Completed:** 15/08/24

RAP ACTIONS

Relationships with the community

Action: Celebrate National Reconciliation Week

Commitment: 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.

Goal: To ensure that our services are celebrating National Reconciliation Week in a respectful and inclusive manner

Deliverables:

- ✓ Educational Leaders and Coordinators to assist Educators at services to celebrate National Reconciliation Week in a respectful and deliberate manner **Dianna Tate** **Completed:** 03/06/24

RAP ACTIONS

Relationships with the community

Action: **Build Relationships with Community**

Commitment: 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.

Goal: Build relationships with Aboriginal and Torres Strait Islander Communities and Organisations that are in our local area.

Deliverables:

✓	Information shared with staff and families on how the services are embedding Aboriginal and Torres Strait Islander perspectives.	Dianna Tate	Completed:	03/09/24
✓	Build relationships with Aboriginal and Torres Strait Island communities and organisations	Dianna Tate	Completed:	30/09/24

RAP ACTIONS

Respect in the classroom

Action: Teach about Reconciliation

Commitment: 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.

Goal: To include reconciliation discussions in our OSHC and FDC services.

Deliverables:

✓	Provide professional development for staff to embed Aboriginal and Torres Strait Islander Perspectives into service programs.	Natasha Jameson	Completed:	10/09/24
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✓	Provide staff with resources to assist in embedding of Aboriginal and Torres Strait Islander Perspectives.	Natasha Jameson	Completed:	03/09/24
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RAP ACTIONS

Respect in the classroom

Action: Explore Current Affairs and Issues

Commitment: 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.

Goal: To encourage discussions around current affairs and issues within our services

Deliverables:

- | | | | | |
|---|--|------------------|------------|----------|
| ✓ | Provide information to families through communication avenues as part of Reconciliation and NAIDOC Week celebrations including what experience the children have been engaging in as well as the history and significance of these weeks. | Giselle Buttriss | Completed: | 11/07/24 |
| ✓ | Utilise the service newsletters and facebook page for families to share current affairs and news issues for Aboriginal and Torres Strait Islander peoples. | Giselle Buttriss | Completed: | 03/09/24 |
| ✓ | Utilise Educator Updates, and Coordinator visits to the services to share current affairs and news issues for Aboriginal and Torres Strait Islander peoples and encourage reflection and ongoing discussion among staff and children at the services | Giselle Buttriss | Completed: | 03/09/24 |

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RAP ACTIONS

Respect around the school

Action: Acknowledgement of Country

Commitment: 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.

Goal: To develop an organisational Acknowledgment of Country that is displayed at all services.

Deliverables:

✓	Develop an Acknowledgement of Country to be displayed at all services	Deearne Hamer	Completed:	05/03/24
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RAP ACTIONS

Respect around the school

Action: Care for Country

Commitment: We commit to actively connecting with, and caring for, the Country/place on which our early learning service 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.

Goal: Actively connect with Country within our OSHC and FDC services.

Deliverables:

- | | | | | |
|---|--|---------------|------------|----------|
| ✓ | Provide training and resources to educators on how to connect with and Care for Country. | Deearne Hamer | Completed: | 10/09/24 |
|---|--|---------------|------------|----------|

RAP ACTIONS

Respect with the community

Action: Celebrate Days of National Significance

Commitment: 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.

Goal: Throughout the year celebrate nationally significant days for Aboriginal and Torres Strait Islander Peoples.

Deliverables:

- | | | | | |
|---|--|-----------------------|-------------------|----------|
| ✓ | Provide an annual calendar that includes nationally significant days for Aboriginal and Torres Strait Islander Peoples. | Dianna Tate | Completed: | 20/08/24 |
| ✓ | Provide support and training to assist educators with celebrating national days of significance for Aboriginal and Torres Strait Islander Peoples. | Deearne Harner | Completed: | 03/09/24 |

RAP ACTIONS

Respect with the community

Action: **Aboriginal and Torres Strait Islander Flags**

Commitment: 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.

Goal: To display the Aboriginal and Torres Strait Islander Flag at all services

Deliverables:

✓	Aboriginal and Torres Strait Islander Flags displayed at all services.	Kylie Berry	Completed:	30/06/23
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RAP ACTIONS

Respect with the community

Action: Take Action Against Racism

Commitment: 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.

Goal: To develop a better understanding of the harmful stereotypes associated with Aboriginal and Torres Strait Islander peoples

Deliverables:

✓	Promote culturally safe environments with the children	Deearne Hamer	Completed:	03/09/24
✓	Inclusion and Diversity Policy updated to include culturally respectful perspectives	Deearne Hamer	Completed:	13/08/24

RAP ACTIONS

Opportunities in the classroom

Action: Curriculum Planning

Commitment: 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.

Goal: Embed Aboriginal and Torres Strait Islander perspective in the organisations curriculum planning

Deliverables:

- ✓ Training session for Educators on how to embed Aboriginal and Torres Strait Islander perspectives in line with Learning frameworks guidelines. **Giselle Buttriss** **Completed:** 10/09/24

RAP ACTIONS

Opportunities around the school

Action: Inclusive Policies

Commitment: 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.

Goal: To review service policies to ensure they are inclusive

Deliverables:

✓	Service Philosophy reviewed and inclusions made to align with our RAP vision and goals	Giselle Buttriss	Completed:	26/07/24
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✓	Inclusion and Diversity Policy reviewed and inclusions made to align with our RAP vision and goals	Giselle Buttriss	Completed:	23/07/24
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RAP ACTIONS

Opportunities around the school

Action: Staff Engagement with RAP

Commitment: 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.

Goal: Invite members of the RAP working group to assist in implementing the RAP goals

Deliverables:

✓	Staff educated on the implementation of the RAP	Deearne Hamer	Completed:	03/09/24
✓	RAP working Group expanded by adding all coordinators from both OSHC and FDC sectors of the organisation	Deearne Hamer	Completed:	06/03/24

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Opportunities around the school

Action: National Quality Standard

Commitment: 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.

Goal: Embed Aboriginal and Torres Strait Islander perspectives into our programming in a variety of ways.

Deliverables:

- ✓ Provide training to educators on how they can embed Aboriginal and Torres Strait Islander Perspectives into their programs. **Giselle Buttriss** **Completed:** 10/09/24

RAP ACTIONS

Opportunities with the community

Action: Celebrate RAP Progress

Commitment: 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.

Goal: To share and celebrate the RAP Progress with staff, families and the community

Deliverables:

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|---|---|-------------|------------|----------|
| ✓ | Share update on RAP progress with staff through Educator Updates at least once a Term | Dianna Tate | Completed: | 20/08/24 |
| ✓ | Share RAP progress to family and community through Organisations Facebook Page | Dianna Tate | Completed: | 20/08/24 |