



**EAST ADELAIDE SCHOOL
RECONCILIATION ACTION PLAN
2019 - 2022**



**© Kailum, Ayden, Jamal, Tyson and Khale
East Adelaide School Students, May 2019**

Kailum and Ayden have been learning how to paint in the traditional western desert style. A style used by their Pitjantjatjara and Yankunytjatjara families to share their Tjukurpa (Creation Stories).

The boys wanted to paint a story about their school's Reconciliation Action Plan (RAP) using this technique and sharing what they had learnt. Together with Tyson, Khale and Jamal they worked to create the painting.



The middle circle symbolises the School's RAP. The four outer circles represent the key values of the RAP – relationships, respect, opportunities and governance, tracking progress and reporting. These are continuous showing our school's ongoing commitment to the reconciliation process.

The lines leading into the RAP show the journey everyone needs to take to achieve the RAP's goals; East Adelaide School staff, students and the wider community.

The boys used both contemporary and traditional colours. The red ochre, yellow ochre, black and white, all traditional colours representative of the old ways and the generations of family that have come before. Blue has been used to reflect the school. Pinks and purples are the colours of sunsets and sunrises – each new day bringing with it East Adelaide School's commitment to reconciliation through following the core values to ensure a brighter future for all.

'I liked including everyone and being around other Aboriginal kids and being able to respect and share knowledge about my culture.', Kailum

'When I was painting it took a long time. I had to concentrate a lot to make sure it was neat. I think the painting looks beautiful.', Ayden

'I'm proud, it looks really good.', Tyson

'It looks very good.', Khale

'I'm proud of the fact that we all shared ideas with each other.', Jamal

Dedicated to the past, the present and the future.

Our School's Reconciliation Vision

Reconciliation is connecting with Aboriginal and Torres Strait Islander peoples to recognise, understand and celebrate their history and culture.

We will do this by talking, walking, learning and working with Aboriginal and Torres Strait Islander peoples to develop respectful relationships, to understand the past and work towards justice and equity for everyone.

Our Reconciliation Action Plan (RAP) 2019 - 2022 links with the Department for Education Reconciliation Action Plan and the Aboriginal Education Strategy.

Our RAP is our practical map depicting EAS's commitment to action and to promote:

- Relationships
- Accountabilities
- Understandings
- Sustainable opportunities

Our journey of reconciliation commenced in 2014, with the development of our RAP in consultation with staff, parents and wider community.

Our achievements

Some of our achievements to date include:

- Developing our inaugural RAP 2015-2018
- Establishing and maintaining a school RAP Working Group which reports to Governing Council
- Establishing and maintaining respectful relationships with Aboriginal communities
- Increasing the number of Aboriginal and Torres Strait Islander students meeting SEA in Reading and PAT Maths and Reading benchmarks
- Ensuring each Aboriginal and Torres Strait Islander student has an updated Individual Learning Plan
- Strengthened school/home connections in order to keep students engaged, empowered, valued and improve attendance
- Continued recognition and support of Aboriginal and Torres Strait Islander Literacy Week, Reconciliation and NAIDOC Weeks
- Honouring a past Aboriginal student, Uncle Lewis Yerloburka O'Brien as a past student of EAS.

Our understanding of the key elements of Reconciliation which include:

- **Relationships**
Engaging with and building relationships with our Aboriginal students, their families and broader Aboriginal communities, working collaboratively to strengthen our work towards improving outcomes.

- **Respect**

Recognising the histories and cultures of Aboriginal peoples, in particular of South Australia and of our Aboriginal students. This signifies the value we place on honouring and recognising the identity of our Aboriginal students.

- **Opportunities**

Increasing access, engagement and participation to empower our Aboriginal students in the education process.

These are brought to life through our belief that reconciliation is the act of bringing together Aboriginal and non Aboriginal people, understanding and respecting each other's perspectives, recognising the past and together creating a positive future. We are committed to embedding reconciliation into our daily practices, processes and policies, and in so doing improve the opportunities for Aboriginal young people to achieve their full potential.

How school leadership plays their part

- Promote and continue the work of the RAP Working Group
- Ensure the allocation of an annual RAP budget
- Review the RAP Action Plan with the school community
- Provide opportunities for staff professional development
- Promote excursions and camps which recognise the histories and cultures of South Australian Aboriginal peoples
- Track and monitor the progress of each Aboriginal student
- Establish positive relationships with families of Aboriginal students
- Continue to build upon the relationships with wider Aboriginal communities
- Seek and listen to the voices of Aboriginal students and their families
- Create opportunities for engagement, exchange discussion and learning with and from Aboriginal peoples and communities
- Committing to foster a culturally inclusive and safe learning environment, addressing all forms of racism.

How teachers play their part

- Enrich the learning of Aboriginal and non Aboriginal students by embedding reconciliation in the teaching and learning process beyond Reconciliation and NAIDOC Weeks and integrate ATSI cross cultural priorities meaningful and relevant ways. This includes the cultures and histories of Aboriginal peoples
- Be accessible and culturally inclusive and responsive in their practices
- Commit to ongoing professional learning in Aboriginal cultural understandings
- Build relationships with Aboriginal students and their families
- Enrich the learning of all Aboriginal students through the development of Individual Learning Plans, tracking and monitoring learning progress of students in their care.

How the wider school community play their part

- Support the fruition of EAS's RAP priorities
- Continue to have the RAP Working Group report their work to Governing Council

Relationships

Action	Deliverables	Timelines	Responsibility
Recognise and celebrate Reconciliation Week	<p>Promote Narragunnawali as a key resource</p> <p>Organise Reconciliation Week assembly led by School Student Leaders and Aboriginal students</p> <p>Organise the inclusion of Aboriginal peoples in the week's celebrations to enhance recognition of our Aboriginal students' cultures</p>	27 May – 3 June 2019, 2020, 2021, 2022	RAP Working Group
Recognise and celebrate NAIDOC Week	<p>Promoting external NAIDOC week events for Aboriginal peoples amongst our students and families and encouraging their participation</p> <p>Promoting the NAIDOC Week theme across the school community Ensure that NAIDOC week takes pride in week 10 term 2 newsletters each year</p> <p>Distributing resources amongst teaching staff to support inclusion in teaching and learning designs</p>	July 2019, 2020, 2021, 2022	RAP Working Group
Maintain and leverage mutually beneficial relationships with Aboriginal peoples, communities to support positive outcomes	Links with Aboriginal communities	Ongoing	RAP Working Group
Increase Aboriginal student participation and voice	<p>Ensure Aboriginal students participate in STEM Congress, STEM Ambassadors and TfEL Compass and/or STEM engagement and dispositions survey</p> <p>Implement One Child One Plan to provide each Aboriginal student with a personalised learning plan, inclusive of student and family voice</p> <p>Promote Aboriginal student leadership through the STEM ambassador program and school leadership programs</p>	<p>May 2019, 2020</p> <p>May 2019, 2020</p> <p>May 2019, 2020</p>	<p>Principal, RAP Working Group, teachers</p> <p>Principal, teachers</p> <p>Principal, RAP Working Group, teachers</p>

Respect

Action	Deliverables	Timeline	Responsibility
Increase staff knowledge and understanding of Aboriginal histories, cultures and achievements	Provide cultural awareness professional learning through Narragunnawali, online PD	2019, 2020	Principal, RAP Working Group
Increase staff knowledge and understanding of Aboriginal histories, cultures and achievements	All teaching staff undertake online self directed cultural awareness introductory training	July 2019	Principal, RAP Working Group
Demonstrate respect to Aboriginal peoples by embedding cultural protocols	<p>Implement and communicate a cultural protocol document for Acknowledgement of Country to use at the start of each event</p> <p>Ensure all new staff use the school's agreed to written protocol acknowledging Kurna peoples in our electronic communications</p> <p>Ensure the above is part of induction processes for new staff</p> <p>Maintain and review a list of key contacts for organising Welcome to Country</p> <p>Maintain and review a list of contacts to present at special events including Harmony and Reconciliation Weeks</p>	<p>2019</p> <p>Ongoing</p>	RAP Working Group
Recognise and celebrate Kurna language, culture and heritage	<p>Name various parts of the school using Kurna language providing bi-lingual signage in English and Kurna</p> <p>Plaque in the front office recognising Kurna Land</p> <p>Encourage school community to recognise and celebrate Kurna culture and heritage when planning our outdoor learning spaces</p>	<p>2019</p> <p>2019, 2020</p>	RAP Working Group, Assets and Landscaping sub-committee of Governing Council
Recognise and celebrate significant events in the Aboriginal Torres Strait Islander calendar	Create our own calendar of events and circulate this amongst staff and community with features in the newsletter and Konnective	2019-2022	Student Engagement and Wellbeing Coordinator

Opportunities

Action	Deliverables	Timeline	Responsibility
Improve the educational outcomes of our Aboriginal and Torres Strait Islander students	All Aboriginal students meet the SEA in reading by the end of year 2 and continue to demonstrate progress in literacy and numeracy	2019-2022	School leaders and teachers
Improve Aboriginal student engagement and empowerment	Year 5,6 & 7 Aboriginal students are enabled to access and participate in the Aboriginal STEM Congress	2019-2022	School leaders and teachers of year 5, 6 & 7
RAP Working Group work alongside other Governing Council sub committees bringing reconciliation into community, such as school wide sculptures, art work, gardens, recognising the identity of our student body and the Kurna peoples			
Identify a class (teacher and students) to champion Aboriginal Education /cultural awareness and RAP	Teacher and a student from the class to be part of the reconciliation action working group Influence others' learning through the integration of Aboriginal Cross Curriculum Priorities	2019-2022	
Creating a collection of diverse Aboriginal and Torres Strait Islander resources, accessible to classes and community	When cataloguing the resources that the librarian identifies these with a small Aboriginal flag for easy recognition by students. Specifically cataloguing resources for easy recognition and accessibility by teaching staff and students.	Ongoing	School Librarian

Governance, tracking progress and reporting

Actions	Deliverables	Timelines	Responsibility
Report achievements, challenges and learnings internally, to the community and Department for Education (DfE)	<p>Regularly report on the achievements of our RAP to Governing Council</p> <p>Report updates of our RAP achievements to staff</p> <p>Report our RAP achievements as part of our Annual General Meeting for the community</p>	<p>At least once/term</p> <p>Quarterly</p> <p>Annually</p>	<p>Leaders</p> <p>Members of the RAP Working Group</p> <p>Principal</p>
Share our RAP with Reconciliation Australia	<p>Complete and submit our RAP to Reconciliation Australia</p> <p>Develop a system to monitor and track our progress in actioning our RAP priorities</p>	<p>May 2019</p> <p>May 2019</p>	Principal, RAP Working Group
Review and update our RAP	<p>Review and update our RAP Action plan in consultation with the wider school community</p> <p>Create a student friendly RAP enabling student voice</p> <p>Submit our draft RAP to Reconciliation Australia for feedback</p> <p>Start of each year nominate a staff and student RAP champion</p> <p>Submit our RAP for endorsement</p>	<p>July 2020</p> <p>September 2020</p> <p>April 2022</p>	<p>Principal, RAP Working Group</p> <p>Student Wellbeing Coordinator</p> <p>Student Wellbeing Coordinator</p>

