

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Woodridge Preschool

December 2024 to December 2025



CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



VISION FOR RECONCILIATION

Woodridge Pre-school's vision for reconciliation is to continue building connections with the local Aboriginal and Torres Strait Islander communities and organisations. Woodridge Pre-school acknowledges Aboriginal and Torres Strait Islander peoples, and we will respectfully embed their cultural perspectives into our educational programs.

We respectfully acknowledge the Traditional Lands of the Wurundjeri people on which Woodridge Pre-school stands. Our aim is that we strive to continue to build our knowledge of, and connections with, the Wurundjeri people.

ACKNOWLEDGEMENT OF COUNTRY

Woodridge would like to acknowledge the Wurundjeri people of the Kulin Nation who are the Traditional Custodians of the Land on which our centre stands. We would also like to pay respect to Elders both past and present and extend that respect to Aboriginal and Torres Strait Islander peoples.

Children's Acknowledgement of Country:

Here is the land,

And here is the sky.

Here are my friends,

And here am I.

We thank the Wurundjeri Elders

Past, present and future.

For caring for the land on which we learn and play.

Together we walk,

Together we stand.

We promise to care for the Wurundjeri Land.



RAP WORKING GROUP

Name	Position
Kim Brodribb	Principal / Director
Shelley Denton	Staff (teaching assistant)
Melanie Rolands	Staff (teaching assistant)
Alison Mantell	Self-described
Kaye Perry	Staff (teaching)
Kiri Munro	Parent/carer
Morgana Interlandi	Staff (teaching assistant)
Kim Rapp	Staff (teaching assistant)
Rachael Ford	Staff (teaching assistant)
Vicki Earp	Student
Susie Guo	Staff (teaching assistant)
Marie Saw	Staff (teaching)
Rachael Ford	Staff (teaching assistant)



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.





RAP ACTIONS	COMMITMENT
<p>Cultural Responsiveness for Staff</p>	<p>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.</p>



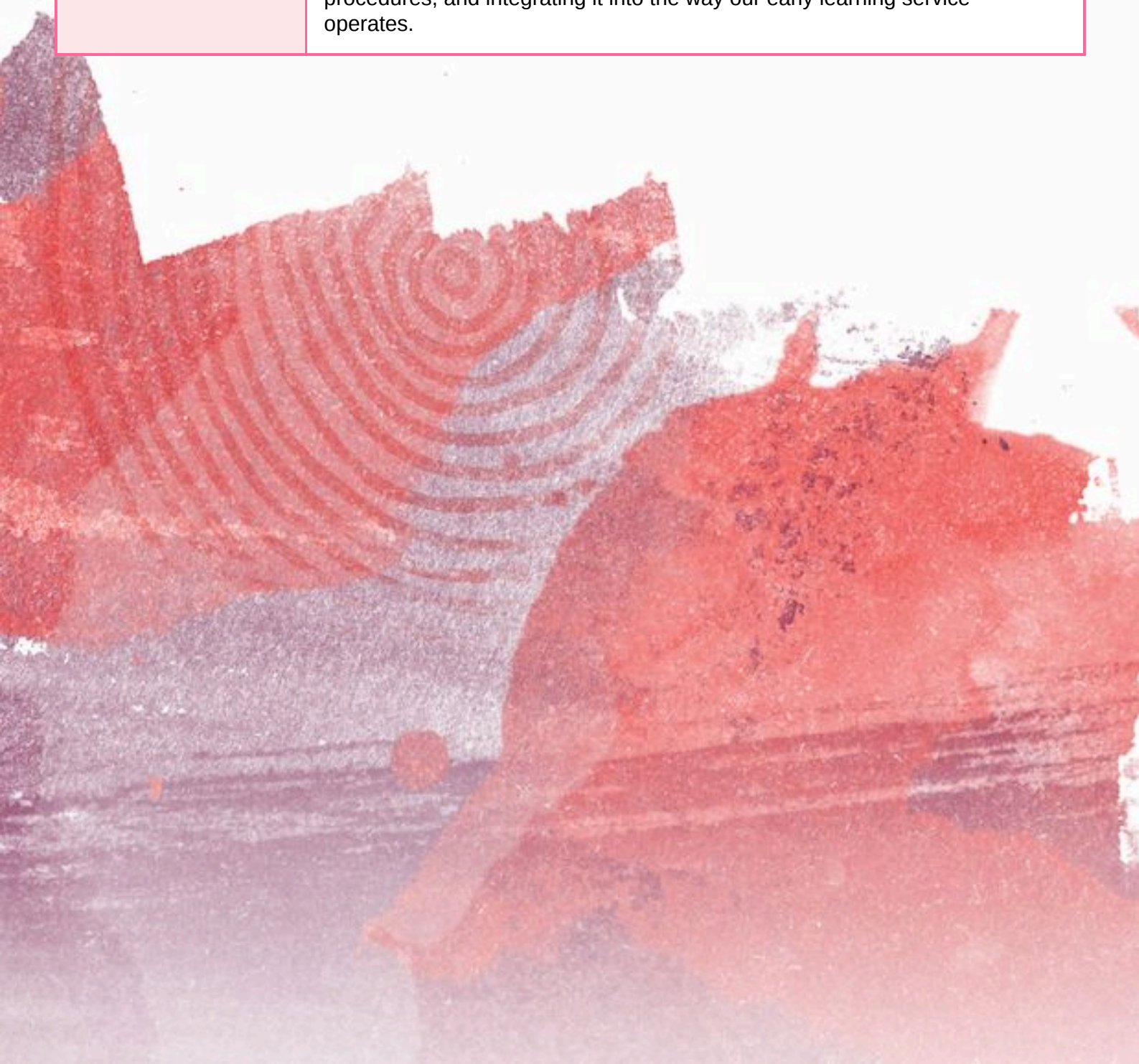


RAP ACTIONS	COMMITMENT
Welcome to Country	Where appropriate, significant events at our early learning service commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land.
Celebrate National Reconciliation Week	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.
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
Teach about Reconciliation	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.
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 early learning service operates.



RESPECT AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Acknowledgement of Country	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.



RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	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.
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 early learning service.



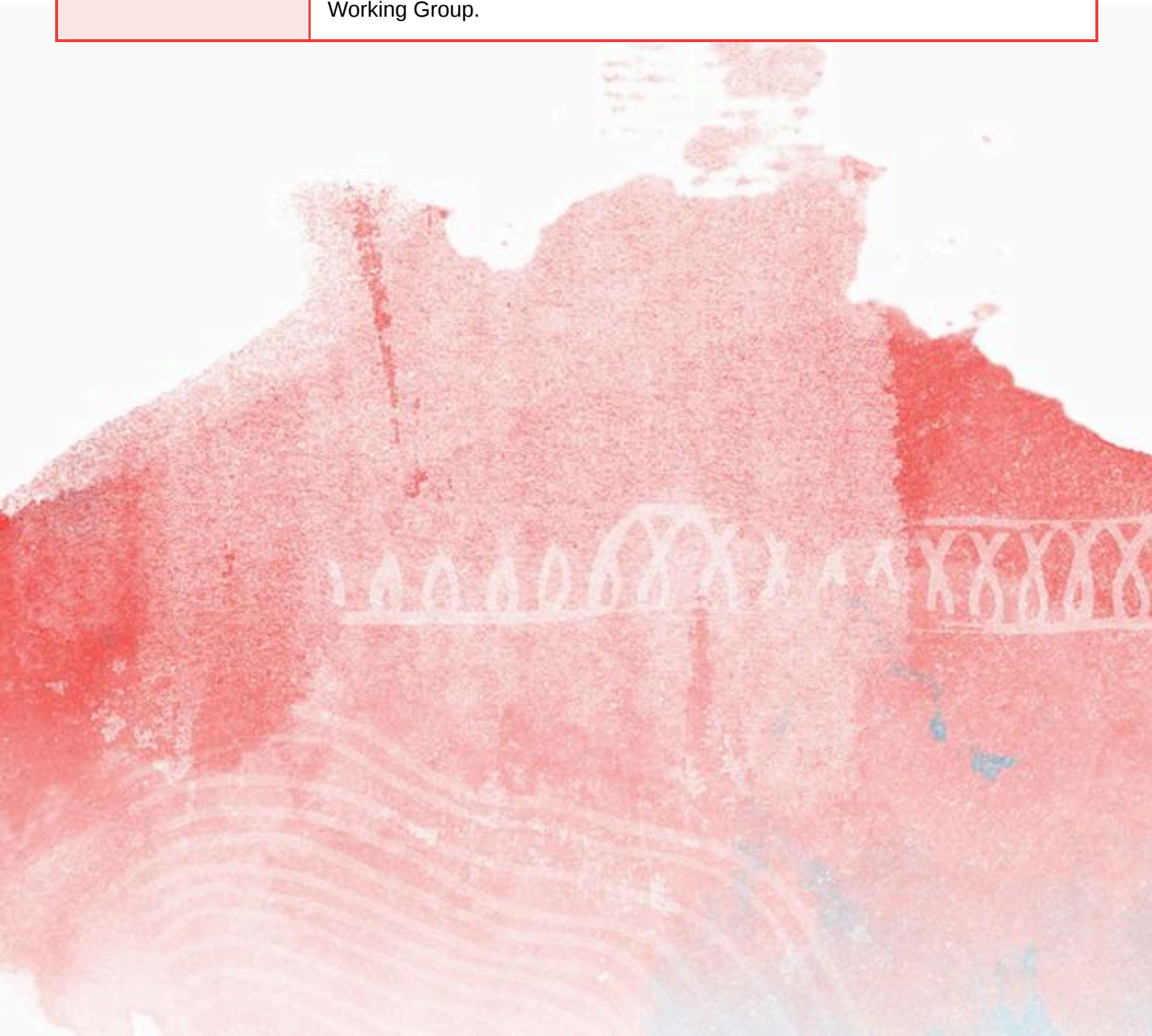
OPPORTUNITIES IN THE CLASSROOM

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
<p>Inclusive Policies</p>	<p>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.</p>
<p>Staff Engagement with RAP</p>	<p>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.</p>



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 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.



