

Norwood PS Reconciliation Action Plan

2015-2017

Vision for Reconciliation

- To understand, and promote Aboriginal Culture and History
- To celebrate events on the Aboriginal Calendar

Our core values of *Creativity, Opportunity, Diversity* and *Community* will reinforce our commitment to Reconciliation through education and social awareness of Aboriginal people and culture.

We aim to provide an environment that will support and empower our Aboriginal students to ensure success while acknowledging the unique richness of Aboriginal Culture and history.

How Will We Do This?

- By supporting Aboriginal and Torres Strait Islander students and families to engage with school life.
- Developing respectful relationships with Aboriginal people and local community.
- Demonstrating a commitment to recognise Aboriginal and Torres Strait Islander Culture as the First Nations.
- Participation in events on the Aboriginal calendar such as *NAIDOC Week, National Reconciliation Week, Sorry Day* and *Mabo Day*.
- Working collaboratively with Aboriginal and Torres Strait Islander organisations both locally and nationally.
- Access to learning and quality of learning.
- Aboriginal and Torres Strait perspectives across the Australian Curriculum.
- Awareness of social and cultural needs and issues.
- Valuing Aboriginal and Torres Strait people through involvement at Norwood Primary School.

Our School

Norwood Primary School

Norwood Primary School is a highly regarded, Reception to Year 7 School of approximately 390 students. Norwood is a category 7 school, with a culturally and socially diverse cohort, having approximately 45% of students from non-English speaking backgrounds. It is an inner metropolitan school with a proud heritage, strong traditions and identity dating back to 1877. It is also a school with a strong sense of Community demonstrated through an emphasis on: - Community, Diversity, Creativity and Opportunity. The school is situated close to the Norwood business precinct. The school adjoins the historic Norwood Oval, which was once part of the school's property.

Norwood is acknowledged as a school with a strong heritage, tradition and identity. This is built on a firm foundation of multiculturalism, a strong sense of community and a celebration of diversity. These aspects of our school's history continue to influence the development and operation of our school.

Norwood Primary School Reconciliation Action Plan 2015-2017

Norwood Primary School Reconciliation Action Plan was developed in consultation with Norwood PS Aboriginal parents and local community members, the school Governing Council and the Aboriginal Community Education Officer.

To promote Reconciliation, we wanted to develop a RAP that demonstrates our commitment to Reconciliation and to our school's core values of *Creativity, Opportunity, Diversity* and *Community*.

We acknowledge that Norwood Primary School exists on Kurna Land and it is important to include Aboriginal Culture and History in our school environment to foster greater understanding, awareness and deeper, meaningful relationships with the Aboriginal Community.

1. Relationships

Making connections with Aboriginal and Torres Strait Islanders and their communities can sometimes be difficult when Norwood PS have a small enrolment of Aboriginal /or Torres Strait Islanders attending the school.

This in no way diminishes our commitment to Reconciliation at Norwood PS. Instead, there is an emphasis to make connections with Aboriginal and Torres Strait Islander people in the wider community.

Norwood Primary School recognises the importance of positive relationships as an integral part of building awareness of Aboriginal and Torres Strait Islander culture, essentially creating an engaging, fulfilling and meaningful learning experience for all students.

Norwood Primary School acknowledges that we are on Kurna Land and that the Kurna people are the traditional custodians of the land, and together we can produce a strong partnership that reinforces our vision of Reconciliation.

We invite our Aboriginal and Torres Strait Islander parents to participate in whole school activities during Reconciliation week to foster positive and productive outcomes for students and families.

Action	Responsibility	Timeline	Measurable Target
<p>Establish a committee to develop, monitor, review and refresh the RAP. This committee should include:</p> <p>The School Principal or designated staff member</p> <p>Teachers/Staff from across the school.</p> <p>Students (Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander)</p> <p>Aboriginal and Torres Strait Islander community members.(Where Possible)</p>	<p>Principal, Aboriginal Community Education Officer, Parents, Community Representatives, SRC</p>	<p>Term 3/4</p>	<p>RAP Working Group established</p>
<p>Invite Aboriginal and Torres Strait Islander representatives to sit on existing school Committees. Include parents, teachers, students and Community leaders.</p>	<p>Principal, School Governing Council</p>	<p>Ongoing</p>	<p>Governing council SRC</p>

<p>Build relationships with our school's local Aboriginal and Torres Strait Islander community.</p>	<p>Principal, Aboriginal Community Education Officer, Students, Teaching staff.</p>	<p>Ongoing</p>	<p>Local Aboriginal people or Elders speak about Aboriginal/Torres Strait Islander history and culture at school assemblies or other functions.</p> <p>Students at all year levels have the opportunity to visit local Aboriginal and Torres Strait Islander sites or events of cultural significance, communities, exhibitions and festivals as part of Aboriginal perspectives in curriculum areas.</p> <p>Local Aboriginal and Torres Strait Islander community events Published in the school newsletter and/or the school website, posters/flyers if any, to be displayed around the school.</p> <p>We invite Aboriginal people/Elders to be involved in our school's Reconciliation events.</p> <p>"Acknowledging Country" at assemblies.</p> <p>Aboriginal performances traditional and non-traditional; Smoking Ceremony.</p>
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2. Respect

We continue to respect Aboriginal and Torres Strait Islander people as being the first Australians. We must respect the People, their Land, their Elders, their Culture and their Traditions.

We do this by acknowledging the traditional owners and "Welcome to Country" at special assemblies and school events, Sorry Day, National Reconciliation Week, NAIDOC Week.

Action	Responsibility	Timeline	Measurable Target
<p>Publicly display our school's respect for, and knowledge of, Aboriginal and Torres Strait Islander Peoples, cultures and histories.</p>	<p>All staff and Students.</p>	<p>Ongoing</p>	<p>"Acknowledgement of Country" takes place at school assemblies.</p> <p>NAIDOC and National Reconciliation Week celebrated.</p> <p>Traditional owners acknowledged on the school website and publications, such as newsletters/bulletins.</p> <p>Display Aboriginal and Torres Strait Islander art in and around the school foyers etc.</p> <p>Traditional Owners/ Elders perform "Welcome to Country" at significant school events, e.g. the opening of a new building.</p> <p>Reinstatement of Healing Garden</p>
<p>PD - Ensure all staff at our school are culturally educated, aware and respectful.</p>	<p>Aboriginal Community Education Officer, Aboriginal Parents.</p>	<p>2016</p>	<p>All staff undertake cultural awareness training.</p>
<p>Include Aboriginal and Torres Strait Islander Peoples perspectives in a range of curriculum areas.</p>	<p>Teaching staff/SSO'S, Aboriginal Community Education Officer.</p>	<p>2015- Ongoing</p>	<p>Aboriginal and Torres Strait Islander Peoples perspectives/content included in the teaching of a range of curriculum areas across every grade.</p> <p>Aboriginal and Torres Strait Islander Peoples resources section, including books by Aboriginal and Torres Strait Islander authors and DVDs on Aboriginal and Torres Strait Islander issues, established in the school library.</p> <p>All students taught by/addressed by/worked with an Aboriginal or Torres Strait Islander person, (e.g. ACEO, local Aboriginal community member, Elder or role model), at least once annually.</p>

3. Opportunities

Opportunities for Aboriginal and Torres Strait Islander students, families and communities have always been important to Norwood Primary School and will continue to be in our plan for Reconciliation

Norwood Primary School's core values of *Creativity, Opportunity, Diversity* and *Community* epitomises our view of why opportunities are so important to our school's vision for Reconciliation.

We want to be known as a school that supports all students, including Aboriginal and Torres Strait Islander students, with opportunities so that they may reach their full potential.

We will do this by:

1. Promoting awareness of Aboriginal and Torres Strait Islander people, history and culture across the school.
2. Providing Aboriginal and Torres Strait Islander parents and students with opportunities for leadership and mentoring.
3. Providing clear and appropriate pathways to assist learning at Norwood Primary School.

Action	Responsibility	Timeline	Measureable Target
Support Aboriginal and Torres Strait Islander students to reach their full potential.	Teachers/Staff/SSO's, Aboriginal Community Education Officer.	2015 - Ongoing	The needs of Aboriginal and Torres Strait Islander students are reflected in our school's strategic plan and according to the DECD Aboriginal Strategy. All our teachers have resources to teach Aboriginal and Torres Strait Islander students.

4. Tracking progress and reporting

Action	Responsibility	Timeline	Measurable Target
Monitor and refresh our Reconciliation Action Plan.	Principal / Assistant Principals, Aboriginal Community Education Officer, Aboriginal and Torres Strait Islander Families.	2016	Our Reconciliation Action Plan is monitored by our RAP Committee. Our Reconciliation Action Plan is reported on and refreshed at the start of each school year.