

SALISBURY HEIGHTS PS RECONCILIATION ACTION PLAN 2019-21

Ratified by Governing Council 6/8/19

Our local Reconciliation Action Plan builds upon the Department for Education's Strategic Plan, Reconciliation Action Plan and the Aboriginal Education Strategy.

The Department for Education RAP encourages schools to "write their own reconciliation action plan to suit their local community context", and seeks to achieve a "positive shift towards seeing reconciliation as a core priority, rather than a symbolic gesture." This draft RAP will guide our actions toward implementing of this positive shift.

The SHPS RAP begins a new phase in our journey of reconciliation.

Our understanding of Reconciliation:

We understand that reconciliation occurs through the act of bringing together Aboriginal and non-Aboriginal people, with understanding and respect for each other's perspectives. It is about recognising the past and together creating a positive future.

Key elements include

- **Relationships**

Engaging with and building relationships with our Aboriginal students, their families and broader Aboriginal communities, working collaboratively to improve 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.

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

- Review the RAP Action Plan with the school community
- Provide opportunities for staff professional development
- Promote excursions which recognise the histories and cultures of South Australian Aboriginal people
- Track and monitor the progress of each Aboriginal student
- Establish positive relationships with families of Aboriginal students
- Develop relationships with wider Aboriginal communities
- Seek and listen to the voices of Aboriginal students and their families
- Support opportunities for engagement, exchange, discussion and learning with and from Aboriginal peoples and communities
- Fostering 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 integrating ATSI cross-cultural priorities in meaningful and relevant ways.
- Be accessible and culturally inclusive and responsive in their practices
- Build relationships with their Aboriginal students and their families,
- Enrich the learning of all Aboriginal students through the development of One Plan, tracking and monitoring learning progress of students in their care.
- Commit to ongoing professional learning in Aboriginal cultural understandings

How the wider school community play their part

- Engage with and review our RAP.

Relationships

Action	Deliverables	Timelines	Responsibility
Increase Aboriginal student participation and voice	<p>Ensure Aboriginal students participate in Leadership roles with SHPS.</p> <p>Ensure Aboriginal students have the opportunity to participate in STEM Aboriginal Congress.</p> <p>Implement One Plans to provide each Aboriginal student with a personalised learning plan, inclusive of student and family voice.</p> <p>ACEO support for Aboriginal students in each class and develop relationships with families.</p> <p>Create an Aboriginal Student Leadership Program for years 6 & 7</p>	<p>May 2019,</p> <p>May 2019, Ongoing annually</p> <p>From Term 2, Ongoing</p> <p>March 2019, 2020</p> <p>Term 1 2020</p>	<p>Principal</p> <p>AET Teacher</p> <p>Principal, teachers</p> <p>Principal, Deputy Principal</p> <p>AET</p>
Integrate and celebrate Aboriginal culture as part of broader Harmony Week celebrations	Inclusive of all cultures and communities throughout Harmony Week activities	18 – 21 March, 2019	Teachers
Recognise and celebrate Reconciliation Week	<p>Promoting Reconciliation Week across the school community</p> <p>Aboriginal students to attend the Reconciliation Day at Keller road</p> <p>Distributing resources amongst teaching staff to support inclusion in teaching and learning designs.</p>	<p>27 – 31 May, 2019</p> <p>31st May</p>	<p>AET Teacher</p> <p>ACEO, AET</p> <p>Classroom Teachers</p>
Recognise and celebrate NAIDOC Week	<p>Promoting external NAIDOC week amongst our students and families and encouraging participation.</p> <p>Promoting the NAIDOC Week theme across the school community.</p> <p>Distributing resources amongst teaching staff to support inclusion in teaching and learning designs.</p>	1 – 14 July 2019	<p>ACEO</p> <p>AET</p> <p>Classroom Teachers</p>
Appoint an Aboriginal Education Teacher to work with students and the community	<p>Advertise for the position and select candidate/s</p> <p>Aboriginal Education Teacher to attend the partnership AET meetings.</p> <p>AET to meet weekly and work with the ACEO and support one another</p> <p>AET to work with ATSI students once a week with a focus on STEM</p> <p>AET to work with teachers to implement Aboriginal Perspectives across the curriculum</p>	<p>May 2019</p> <p>From Term 2, Ongoing</p> <p>From Term 2, Ongoing</p> <p>From Term 2, Ongoing</p> <p>Term 1, 2020, ongoing</p>	<p>Principal</p> <p>AET</p> <p>AET, ACEO</p> <p>AET</p> <p>AET Teachers</p>

Respect

Action	Deliverables	Timeline	Responsibility
Increase staff knowledge and understanding of what constitutes culturally sensitive and appropriate teaching practice.	Invite at least one respected Aboriginal 'voice' to present as a guest speaker to share thoughts and ideas, and answer questions, about best practice (Cultural Competency Training for all teachers and SSOs)	2020	AET/ ACEO/ Principal Teachers SSOs
Demonstrate respect to Aboriginal peoples by embedding cultural protocols	Implement and communicate a cultural protocol document for Acknowledgement of Country to use at the start of each event Create and maintain a list of contacts to present at special events including Harmony, Reconciliation and NAIDOC Weeks	2019	Principal ACEO AET

Opportunities

Action	Deliverables	Timeline	Responsibility
Closely monitor the educational outcomes of our Aboriginal students	All Aboriginal students' progress in literacy and numeracy monitored, and supported via SSO's. All Aboriginal students not achieving SEA be monitored and provided with extra support. Use of the Aboriginal Education Strategy 2019-2029 to create the schools Aboriginal Learner Achievement Action Plan	2018-2021 2020	School leaders and teachers AET
Improve Aboriginal student engagement and empowerment	Ensure our Yr 5-7 Aboriginal students have the opportunity to apply for and participate in the STEM Aboriginal congress	2019 – 2021	AET ACEO
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	Teacher librarian/
Familiarise the staff with the new Science elaborations and resources that include Aboriginal Perspectives	At staff meeting share the new Aboriginal Perspectives and resources from the Science curriculum and allow time for discussion and exploration	2019	AET Teachers