



**MATTHEW
FLINDERS**
Anglican College



RECONCILIATION ACTION PLAN



Narragunnawali
Reconciliation in Education

**NAKKRA
GUNNA
WALI**

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ACKNOWLEDGEMENT OF COUNTRY

Matthew Flinders Anglican College was built on the Mooloolah Plains at the foot of Buderim Mountain. It is framed by the tidal Mountain Creek traversing the campus; the Stringybark Trees which give their name to our street; and is visited by the Eastern Grey Kangaroos who are frequent neighbours on the grounds.

The College acknowledges that the Land upon which we work, meet and play is Kabi Kabi/Gubbi Gubbi Country, a Land that was never ceded nor sold. We pay our respect to the Traditional Custodians of the Land, the Kabi Kabi/Gubbi Gubbi people, acknowledging the roles and calling of the Elders – those in the past, those in the present and those who will follow them. They hold the memories, the traditions, the culture and the lore of this ancient Land, together with the generational wisdom of how to care for Country.

We extend this respect to all Aboriginal and Torres Strait Islander peoples, recognising the spiritual connection they have with the land, water, sky and sea. May we learn from and with them to care for the Land, as we journey together into a shared future.



VISION FOR RECONCILIATION

Matthew Flinders Anglican College's vision for reconciliation is to share responsibility to work for a better future by being willing to acknowledge and learn from the past. We are committed to deeply connecting with and learning about the histories, cultures and perspectives of Aboriginal and Torres Strait Islander peoples, especially those we are in relationship with. We commit ourselves to an attitude of respectful listening, eager to learn and be enriched by the wealth of cultural wisdom connected to Country of Aboriginal and Torres Strait Islander peoples.

Matthew Flinders Anglican College is located on Kabi Kabi / Gubbi Gubbi Country. Through respectful truth-telling, we recognise the impact of past histories since colonisation on Traditional Owners, especially the forceful removal from Land, the accompanying frontier violence, and the breaking apart of family ties. We celebrate the bravery and resilience of Aboriginal and Torres Strait Islander peoples, alongside the significant contributions they have continued to make to our community.

Believing in quality education, we commit ourselves to working for an equitable future. We will support students to develop their character and competencies to make meaningful transitions to life beyond school, developing their character and competencies for positive future contributions to their communities. We will continue to seek ways to develop a strong sense of cultural identity and pride for Aboriginal and Torres Strait Islander students and staff, adopting inclusive practices that ensure Aboriginal and Torres Strait Islander people have a voice and play a role in decision-making.

We envision a future where non-Indigenous people and Aboriginal and Torres Strait Islander peoples collaborate closely together in furthering a shared dignity and equality in our community, whereby reconciliation is a lived reality and not simply an idea.

RAP WORKING GROUP

NAME	POSITION
Rob Kocho	Staff (teaching)
Jill Kydd	Staff (teaching)
Jason Locke	Staff (teaching)
Kersti Mowat	Staff (teaching)
Ingrid Clarke	Staff (teaching)
Jacqueline Quin	Staff (teaching)
Lucy Caldin	Staff (teaching)
Paula Kerr	Parent/carer
Narelle Goan	Staff (teaching)
Kate Dawson	Staff (teaching)
Kathrin Koning	Staff (non-teaching)
Louise Read	Parent/carer
Michelle Carroll	Principal / Director
Laura Bain	Staff (teaching)
Edward Wright	Staff (teaching)
Anita Gibson	Staff (teaching)
Tara Jackson	Staff (non-teaching)
Meredith Walker	Community member
Bill Hooper	Staff (teaching)
Andrew Street	Staff (teaching)

CONTRIBUTORS

Matthew Flinders Anglican College would like to acknowledge the following contributors to the development of this RAP.

NAME	ROLE/ORGANISATION
Lyndon Davis	Kabi Kabi / Gubbi Gubbi Elder
Beverly Hand	Kabi Kabi / Gubbi Gubbi Elder
Paul Paulson	Director of Indigenous Education, Anglican Schools Commission, Brisbane
David Williams	Executive Director of Gilimbaa Design Company and Artist of the Matthew Flinders Anglican College RAP artwork
Dalia Mikhael	Managing Director, Noosa Environmental Education Hub

RELATIONSHIPS IN THE CLASSROOM

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.

RELATIONSHIPS AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Representation on Committees	We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our school's committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.
Elders and Traditional Owners Share Histories and Cultures	We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.
Cultural Responsiveness for Staff	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.
Reconciliation Projects	Our school will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.

RELATIONSHIPS WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Welcome to Country	Where appropriate, significant events at our school 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 school 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.
Create Stakeholder List	We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.
Build Relationships with Community	We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community.
Cultural Responsiveness for Students and Children	Our everyday program will have ways for children and students to learn about Aboriginal and Torres Strait Islander perspectives, contributions and cultures, in and outside the classroom. We will include cultural responsiveness principles our students and

RESPECT IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
Teach about Reconciliation	<p>Our school 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 school's RAP by positioning it within the broader story of reconciliation in Australia.</p>
Teach about Days of National Significance	<p>We commit to incorporating nationally significant days for Aboriginal and Torres Strait Islander peoples and reconciliation into our curriculum to increase knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We also commit to including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January (Australia Day) and ANZAC Day.</p>
Explore Current Affairs and Issues	<p>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 school operates.</p>

RESPECT AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Acknowledgement of Country	<p>Our school 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.</p>
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	<p>We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.</p>

Care for Country

We commit to actively connecting with, and caring for, the Country/place on which our school 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.

RESPECT WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Celebrate Days of National Significance	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.
Aboriginal and Torres Strait Islander Flags	Our school flies/display the Aboriginal and Torres Strait Islander flag 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 school.

OPPORTUNITIES IN THE CLASSROOM



RAP ACTIONS	COMMITMENT
Embed Cross-curriculum Priority	All staff from across the school are supported to understand and embed Aboriginal and Torres Strait Islander Histories and Cultures in the curriculum. Teachers will consider the cross-curriculum priority when developing units, lesson plans and resources in all learning areas and across all year levels.
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.
Australian Professional Standards for Teachers	We support all teachers to know about and engage with the Australian Professional Standards for Teachers' focus on reconciliation, in particular Focus Area 2.4. As a result, teachers understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation.

OPPORTUNITIES AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Inclusive Policies	All staff at school 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.
Staff Engagement with RAP	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.
Reconciliation Awards	We commit to creating opportunities to acknowledge students, children, staff and community members who are making an outstanding contribution to progressing reconciliation in our school.

OPPORTUNITIES WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Local Sites, Events and Excursions	We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.
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 school. 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.
Support Aboriginal and Torres Strait Islander Owned Businesses	We promote supplier diversity and support Aboriginal and Torres Strait Islander owned businesses and their employees through the procurement of goods and services related to our RAP, as well as our general business. We maintain a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.
Aboriginal and Torres Strait Islander Languages	We commit to providing students and children with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about Aboriginal and Torres Strait Islander languages. We acknowledge the importance of language maintenance and revitalisation efforts and will provide students and children with opportunities to learn — or learn about the First Language of their local area.





RAP ARTWORK STORY

This artwork tells the story of Matthew Flinders Anglican College's reconciliation journey. It is a story deeply connected to place; originating on Gubbi Gubbi/Kabi Kabi Country on which the school stands and flowing from the traditions and stories that have existed here for countless generations.

In this unique environment, the college's reconciliation story is shaped. Willingness to embrace the histories and learnings of First Nations peoples and cultures is vital. A commitment to bringing people together is at the heart.

Just like First Nations cultures, communities, and systems, the artwork is rich with diversities and complexities. But when the layers are explored, we can connect, learn, understand, and embrace what is found.

Through the centre of the artwork is the journey line. On this journey the college must be ready to connect to and embrace First Nations cultures. By telling and shaping its reconciliation story, it will gain the knowledge and confidence to learn about and confront sometimes uncomfortable truths. It must remain open to listening and learning as this story unfolds. To explore where it has been in the past, where it is in the present, and where it wants to go in the future.

All First Nations students have an important place in this story.
Everyone must feel welcome and safe.

By actively respecting, acknowledging, and recognising First Nations people and communities, Matthew Flinders Anglican College is united on a path towards a more reconciled Australia.

Surrounded by our past, united by our future.

The artwork concept and narrative was developed by David Williams.
David is a proud Wakka Wakka artist at Gilimbaa.



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"Surrounded by our past, united by our future." Artwork by David Williams of Gilimbaa.