



**MATTHEW
FLINDERS**
Anglican College



RECONCILIATION ACTION PLAN

AUGUST 2023 - AUGUST 2024



Narragunna Wall
Reconciliation in Education

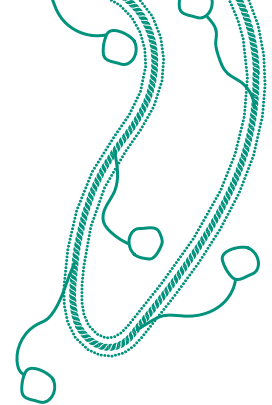
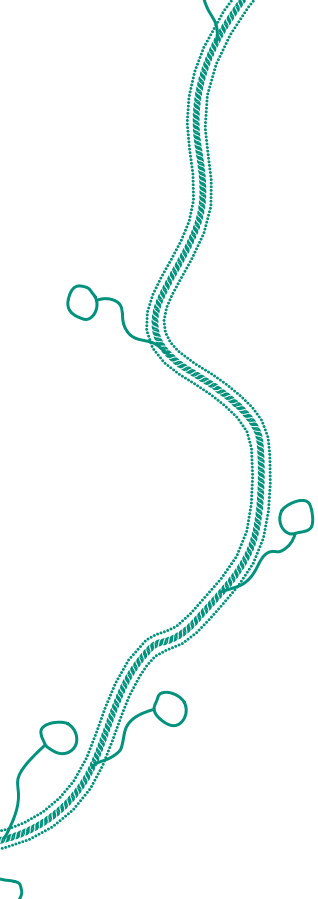
**NARRA
GUNNA
WALI**

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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 respects to the Traditional Custodians of the Land, the Kabi Kabi/Gubbi Gubbi people, to Elders past, present and emerging, recognising the spiritual connection they have with the land, water, sky and sea. We extend this respect to all Aboriginal and Torres Strait Islander peoples. May we learn from and with them to care for the Land.



VISION FOR RECONCILIATION

Our Mission at Matthew Flinders Anglican College is to develop students' character and competencies for a successful future of contribution and leadership in local, national, and global communities, based in the Christian tradition.

We like to speak about The Flinders Way to define the people and the community we aspire to be, namely, a dynamic learning community firmly grounded in the core values of courage, respect, integrity and compassion as the means to become attuned citizens, ready and willing to serve the wider community.

In fact, these core values are also at the heart of reconciliation, which is more than just tokenism or acceptance of multiculturalism—it is about making a better future by better acknowledging the past.

Our Vision for Reconciliation is founded on the acknowledgement of Aboriginal and Torres Strait Islander people as the Original Custodians of the Land we now call Australia. As such, we see our College as an active participant in a shared journey with First Nations peoples, moving forward, committing ourselves to a sustained conversation with the local Kabi Kabi/Gubbi Gubbi people for a shared understanding of the past and present. We come with an attitude of respectful listening, eager to learn, seeking truth and an equitable future.

This will involve educating all members of the school community in the Five Dimensions of Reconciliation (race relations; equality and equity; institutional integrity; unity; and historical acceptance), reflected in College operational matters, signage, aesthetics and publications.

In line with our College's overall Mission, it is hoped that the ongoing cultural dialogue and exchange with local First Nations people will inspire members of our College community to make a positive difference for sustained reconciliatory action in the wider community of the Sunshine Coast and beyond, 'closing the gap' to ensure all have a place of worth, dignity, equity and respect.

RAP WORKING GROUP

| NAME | POSITION |
|-----------------|----------------------|
| John Andrews | Staff (teaching) |
| Laura Bain | Staff (teaching) |
| Edward Wright | Staff (teaching) |
| Anita Gibson | Staff (teaching) |
| Weil Alexandra | Student |
| Henri Everson | Student |
| Breanna Burnett | Student |
| Tara Jackson | Staff (non-teaching) |
| Alison Walburn | Staff (non-teaching) |
| Trudi Edwards | Staff (teaching) |
| Stuart Meade | Principal / Director |
| Meredith Walker | Community member |
| Bill Hooper | Staff (teaching) |
| Andrew Street | Staff (teaching) |
| Cameron Martens | Staff (teaching) |
| Kathrin Koning | Staff (non-teaching) |
| Debbie Planck | 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 our 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 | Staff are supported to reflect on and build their cultural responsiveness to improve their practice and best support the needs of Aboriginal and Torres Strait Islander students. Staff are provided with a range opportunities to build their knowledge and understanding of their 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 their 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 building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members. |
| 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 children have learned in the ethos of our classrooms and across our school. |

RESPECT IN THE CLASSROOM

| RAP ACTIONS | COMMITMENT |
|---|--|
| Teach about Reconciliation | 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. |
| Teach about Days of National Significance | 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. |
| Explore Current Affairs and Issues | We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our school. |

RESPECT AROUND THE SCHOOL

| RAP ACTIONS | COMMITMENT |
|--|--|
| Acknowledgement of Country | 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. |
| Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures | 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. |

| | |
|-------------------------|---|
| 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 or displays the Aboriginal and Torres Strait Islander flags as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation. |
| Physical Acknowledgement of Country | Our school proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our school is located. |
| Take Action Against Racism | Racism can have serious negative consequences for the people who experience it, for those who witness it, and for wider society. When racism is properly understood it is easier to overcome. We commit to building awareness of what racism is, the impacts of racism and how to respond effectively when it occurs 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 | Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have, or will be, audited to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content 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 in our school are aware of policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. We have a plan in place to ensure all staff comply with these policies in their daily practice. Our internal policies have been, or will be, amended to ensure they are also inclusive of Aboriginal and Torres Strait Islander peoples and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia. |
| 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 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.