

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Matthew Flinders College
May 2022 to May 2023



**MATTHEW
FLINDERS**
Anglican College



RECONCILIATION
AUSTRALIA

CONTENTS

Vision for Reconciliation

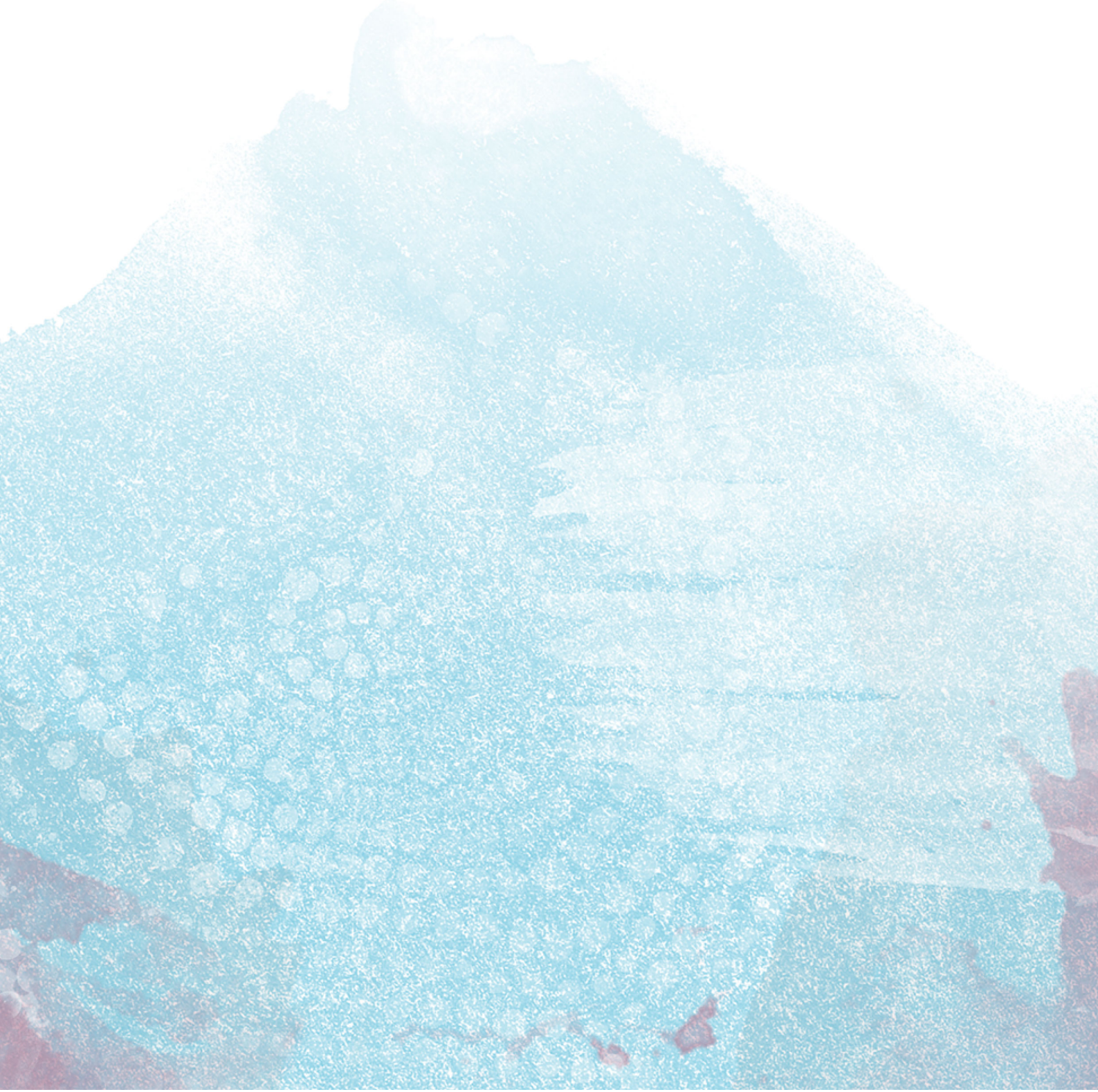
The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



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.

The foundations of our Vision for Reconciliation lie in the acknowledgement of the 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. A journey based on conversation, we commit ourselves to sustained engagement with the local Kabi Kabi/Gubbi Gubbi people for a shared understanding of the past and present, guided by the principles of truth-telling and respect.

Furthermore, this Vision for Reconciliation will involve educating all members of the school community about the heritage and current realities of our history, with a view to inspiring others to work towards a future where Aboriginal and Torres Strait Islander people have a place of equity, dignity and respect.

Our actions will be reflected in the way we teach and guide the young people in our care; but will also be evident in operational matters such as policy writing, staff development, campus signage and aesthetics, and College 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.

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.

RAP WORKING GROUP

Name	Position
John Andrews	Staff (teaching)
Mallibu Burke	Student
Imogen Thomson	Student
Charlie McMahon	Student
Abbey Foster	Student
Stuart Meade	Principal / Director
Jenny Webb	Staff (teaching)
Paul Anderson	Staff (teaching)
Meredith Walker	Community member
Bill Hooper	Staff (teaching)
Andrew Street	Staff (teaching)
Sanette Janse van Rensburg	Staff (teaching)
Cameron Martens	Staff (teaching)
Louise McCuaig	Staff (teaching)
Kathrin Koning	Staff (non-teaching)
Katrina Butler	Staff (teaching)
Debbie Planck	Staff (teaching)
Trudi Edwards	Staff (teaching)



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms to work alongside our students and children in learning activities. Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.	Debbie P, Bill H	Not Set



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Debbie P	Ongoing
Cultural Competence for Staff	We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures. We also commit to supporting staff to independently seek out and participate in a variety of cultural awareness experiences that assist them on their own journey of understanding.	Kathrin K	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Kathrin K	Ongoing
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.	Kathrin K, Cameron M	27/05/2021 - 03/06/2021
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.	Kathrin K	Ongoing

RELATIONSHIPS



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Kathrin K	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Debbie P, Bill H	Not Set
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.	Paul A, Cameron M, Andrew S	Ongoing



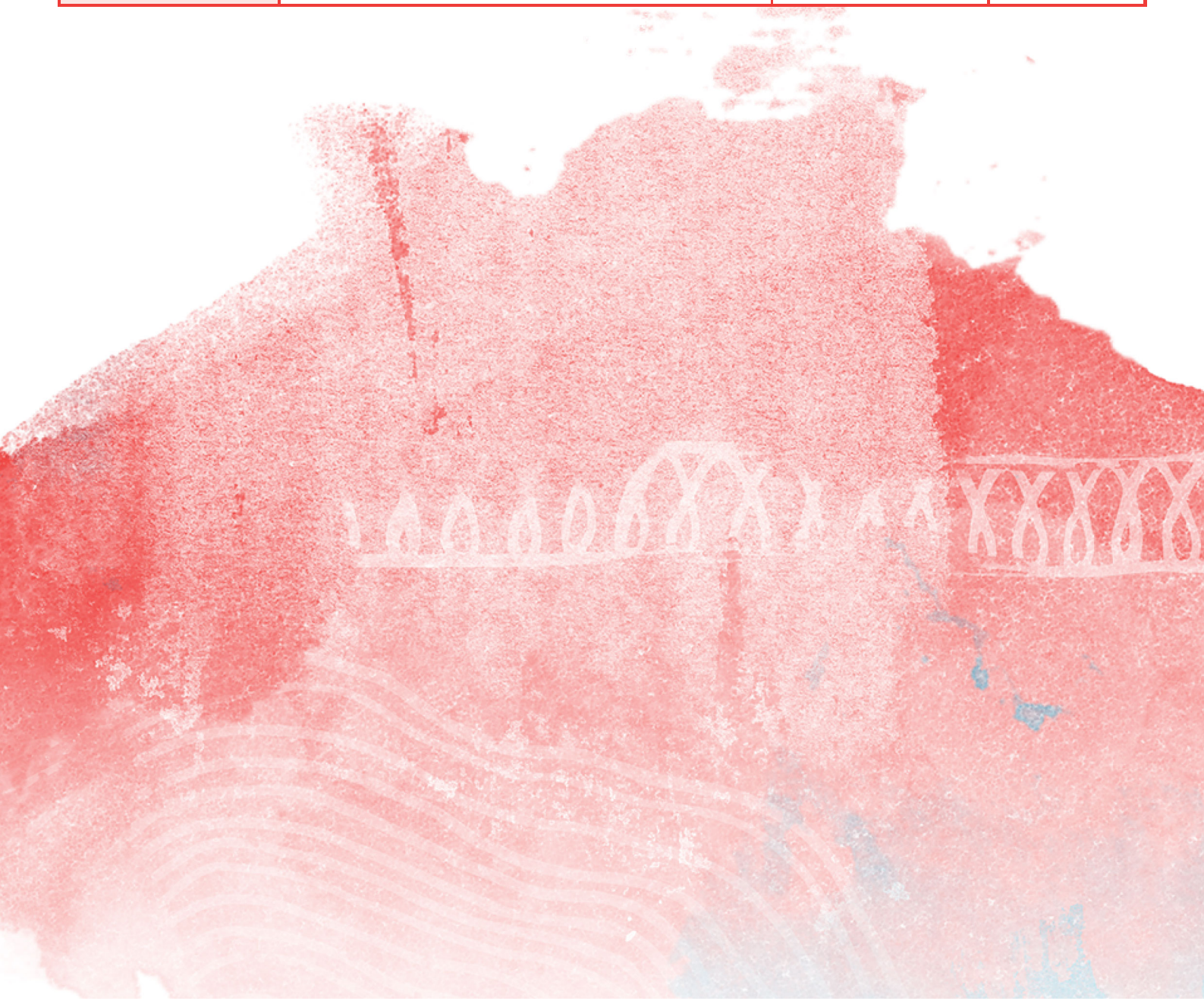
RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Acknowledgement of Country	Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.	Kathrin K	Ongoing
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.	Kathrin K, Stuart M	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Paul A, Andrew S	Ongoing
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.	Debbie P, Kathrin K	Ongoing
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.	Stuart M	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Debbie P, Bill H	Not Set

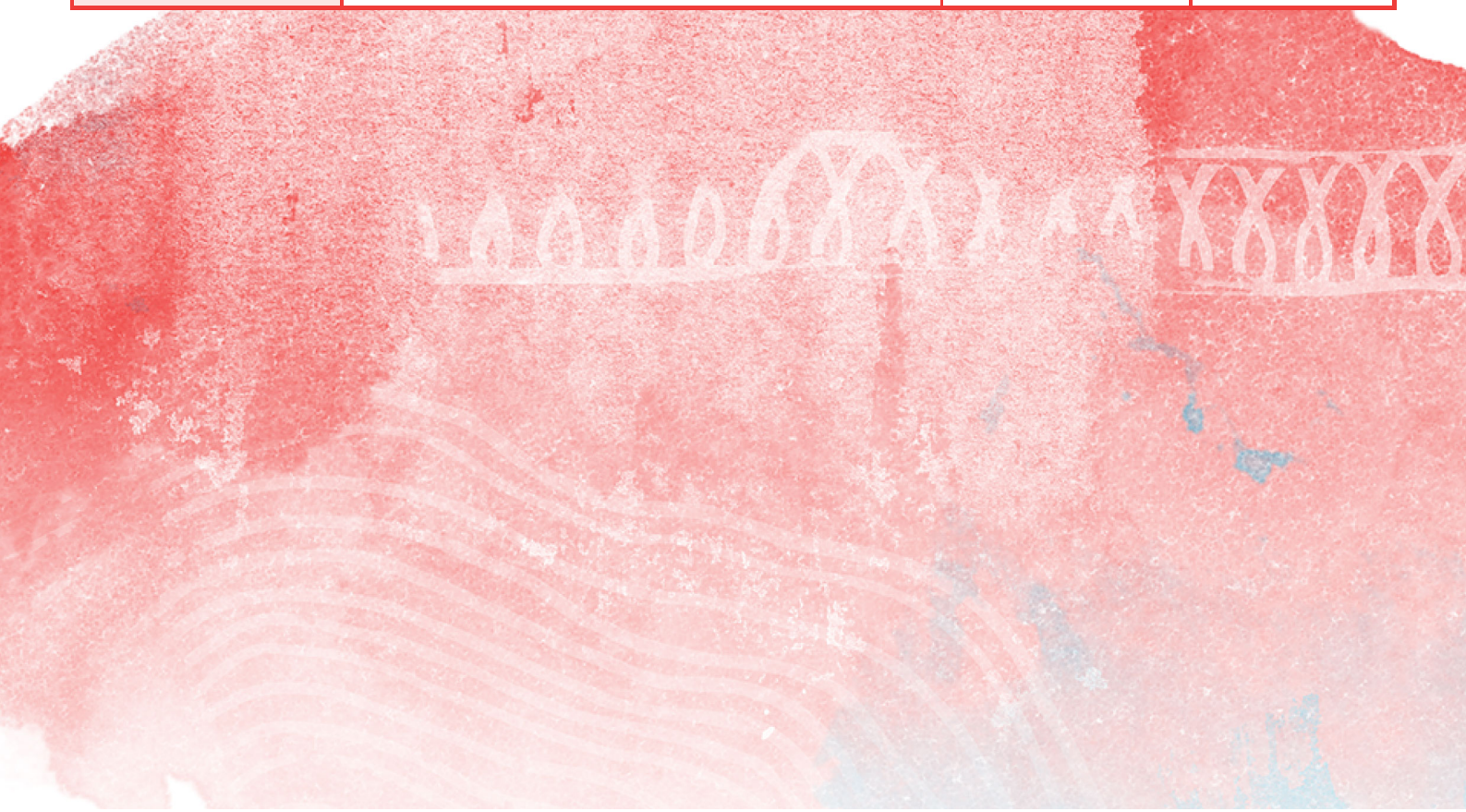


OPPORTUNITIES



AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Kathrin K, Stuart M	Ongoing
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.	Debbie P, Kathrin K, Bill H	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Kathrin K	Ongoing

