

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Oakleigh Primary School
July 2025 to July 2026



VISION FOR RECONCILIATION

Our community, comprising of Oakleigh Primary School and Kindergarten and Out of School Hours Care (OSHC), are committed to working together to promote a path to reconciliation. We aim to foster respect of First Nations people and celebrate their achievements. We are committed to teaching our students indigenous perspectives in a range of curriculum areas to give a voice to First Nations people and show understanding and appreciation of their culture built over many thousands of years and make links to our shared history. We warmly welcome First Nations peoples into our community to share their ideas and perspectives.

Our school values of kindness, respect, connection, responsibility, and growth are extended to this vision.

-We show kindness towards First Nations people and their journey.

-We respect that First Nations people are the oldest culture on Earth and are first educators on the Lands where the school, kindergarten and OSHC is built.

-We understand the deep connection First Nations people have to the Land and their culture.

-Together we have a responsibility to nurture reconciliation and teach students about First Nations perspectives.

-Together we can nurture growth for First Nations students in our care.

We are committed to supporting the journey of reconciliation.

ACKNOWLEDGEMENT OF COUNTRY

At Oakleigh Primary School and Kindergarten and OSHC, we acknowledge the Traditional Custodians of the Land- the Wurundjeri People of the Kulin Nation, where we work and teach.

We respect that First Nations people are the first educators, teaching their future generations for thousands of years before our school, kindergarten and OSHC was built.

We recognize First Nations continuing connection to Land and culture.

RAP WORKING PARTY

Name	Position
Ruth Biddle	Principal / Director
Robyn Withington	Staff (teaching)
Belinda Zajda	Staff (teaching)
Michelle DiGiovanni	Staff (teaching)
James Marron	Staff (teaching)

RELATIONSHIPS



IN THE CLASSROOM

RAP ACTIONS	COMMITMENT	GOAL	DELIVERABLES
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.	Identify opportunities to embed First Nation perspectives in all curriculum areas in our school.	We are committed to teaching our students in the primary school First Nations perspectives in the school curriculum. We will do this by updating our curriculum teaching overviews.
Early Years Learning Framework	We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.	The kindergarten through the Early Years Learning Framework, the Child Safe Standard #1 and its Quality Improvement Plan, will implement First Nations perspectives into its programs	Our Kindergarten is committed to including First Nations perspectives in its program for the 3-year-old and 4-year-old groups, so that children have respect and an understanding of First Nations people and culture.
Opportunities for Aboriginal and Torres Strait Islander Students and Children	We commit to providing opportunities for all Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community.	For our school, kindergarten and OSHC to build relationships with our First Nations families.	<p>We are committed to building relationships with our First Nations families in the primary school so that they feel culturally safe and supported in the learning environment. We will ensure all First Nations students have an individual education plan and a termly Student Support Group Meeting. Where appropriate, this will be shared with OSHC staff.</p> <p>In the Kindergarten First Nations families will feel welcome in the service. Staff will have a meeting with families about their child's needs and cultural representation. In 2026, First Nations students will be offered extra sessions through the Victorian roll out of funded pre-prep programs.</p>
My Time, Our Place (School Age Care)	We commit to connecting our vision and plans for reconciliation with the principles, practices and outcomes of the My Time, Our Place Framework. By forming a strong relationship between the two, reconciliation will always be a part of our everyday learning environment.	Using the 'My Time My Place Framework', embed First Nations experiences in OSHC activities.	<p>At OSHC we are committed to respectfully embedding First Nations perspectives in our philosophy and our programming. We shall achieve this deliverable by providing our students with opportunities to explore First Nations People's ways of knowing, being and belonging, whether it be through explicit teaching events or the innate use of resources, experiences and stories.</p> <p>Embed songs and music about reconciliation and Aboriginal and Torres Strait Islander histories, cultures, and contributions within our OSHC Service. The Narragunnawali Music resource guide will be used to support our initial exploration of Koori music.</p> <p>Inspire and guide our OSHC students to create a historic display pertaining to the histories and culture of Wurundjeri people of the Kulin Nation.</p>

RELATIONSHIPS



AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT	GOAL	DELIVERABLES
Cultural Responsiveness for Staff	<p>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.</p>	<p>For the staff at the school, kindergarten and OSHC to reflect and build on their understandings of cultural responsiveness and First Nations perspectives</p>	<p>We are committed that our staff at the school have the opportunity, time and resources to be able to build knowledge and understanding of our own positionality of First Nations perspectives, culture and contributions and undergo professional development activities to support this.</p> <p>Complete a refresher course in Cultural Understanding and Safety Training (CUST) for school staff and invite kinder/OSHC staff to attend.</p> <p>Assign a Marrung Lead as part of staff roles and responsibilities in the primary school.</p> <p>Ensuring our staff across the kindergarten continue to develop their cultural competence through reflection, staff meetings, reading and professional development and increasing our teaching resources.</p> <p>In OSHC, ensuring that at our planning meetings we regularly discuss First Nations perspectives so we can effectively develop our programming and understandings.</p>

RELATIONSHIPS



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	GOAL	DELIVERABLES
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 recognize Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land.	To formally invite the Traditional Owners to perform a Welcome to Country at kindergarten, school, OHSC and community events.	Invite a local First Nations group to perform a Welcome to Country at our 150th birthday celebration.
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.	To educate our kindergarten, school and OSHC students about the shared history, culture and achievements of First Nations Peoples by celebrating National Reconciliation Week	<p>Celebrate National Reconciliation Week at the primary school through classroom activities, student presentations at assembly and an article in the school newsletter.</p> <p>Celebrate National Reconciliation Week in the kindergarten through group activities.</p> <p>Acknowledge Reconciliation Week in OSHC through planning activities in the program schedule.</p>
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.	To invite local First Nations people into the Oakleigh Primary School & Kindergarten and OSHC community to share their culture and history and build an ongoing and strong relationship.	Engage with our Koorie Education and Support Officer when implementing our RAP.



RAP ACTIONS	COMMITMENT	GOAL	DELIVERABLES
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.	Embed reconciliation principles in our school, kindergarten and OHSC policies	Share this Reconciliation Action Plan with our community via the newsletter, our website and a display within the school.
Explore Current Affairs and Issues	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.	For Oakleigh Primary School and Kindergarten to understand, recognize and empathize with current issues with First Nations People.	Build our bank of First Nations teaching resources from K-6, working with our school librarian and curriculum leaders, particularly looking at current themes and issues that are important and relevant to First Nations People. Provide OSHC students with a repertoire of current Indigenous literature exploring history, culture and ways of Being and Knowing. Gathering a range of current age- appropriate literature will be paramount. Consultation with the school's librarian and First Nations resources will initiate this deliverable.



RAP ACTIONS	COMMITMENT	GOAL	DELIVERABLES
Acknowledgement of Country	Our school recognizes 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.	For all staff and students- at the school, kindergarten and OHSC to have the opportunity to show respect for Traditional owners by creating an Acknowledgement of Country for their setting.	<p>For each class in the school to create an Acknowledgement of Country to be conducted each day (e.g. beginning of the day)</p> <p>For the kindergarten to create an Acknowledgement of Country for each group and have it displayed.</p> <p>For OSHC to create their own Acknowledgement of Country and have it displayed in the service</p>

RESPECT

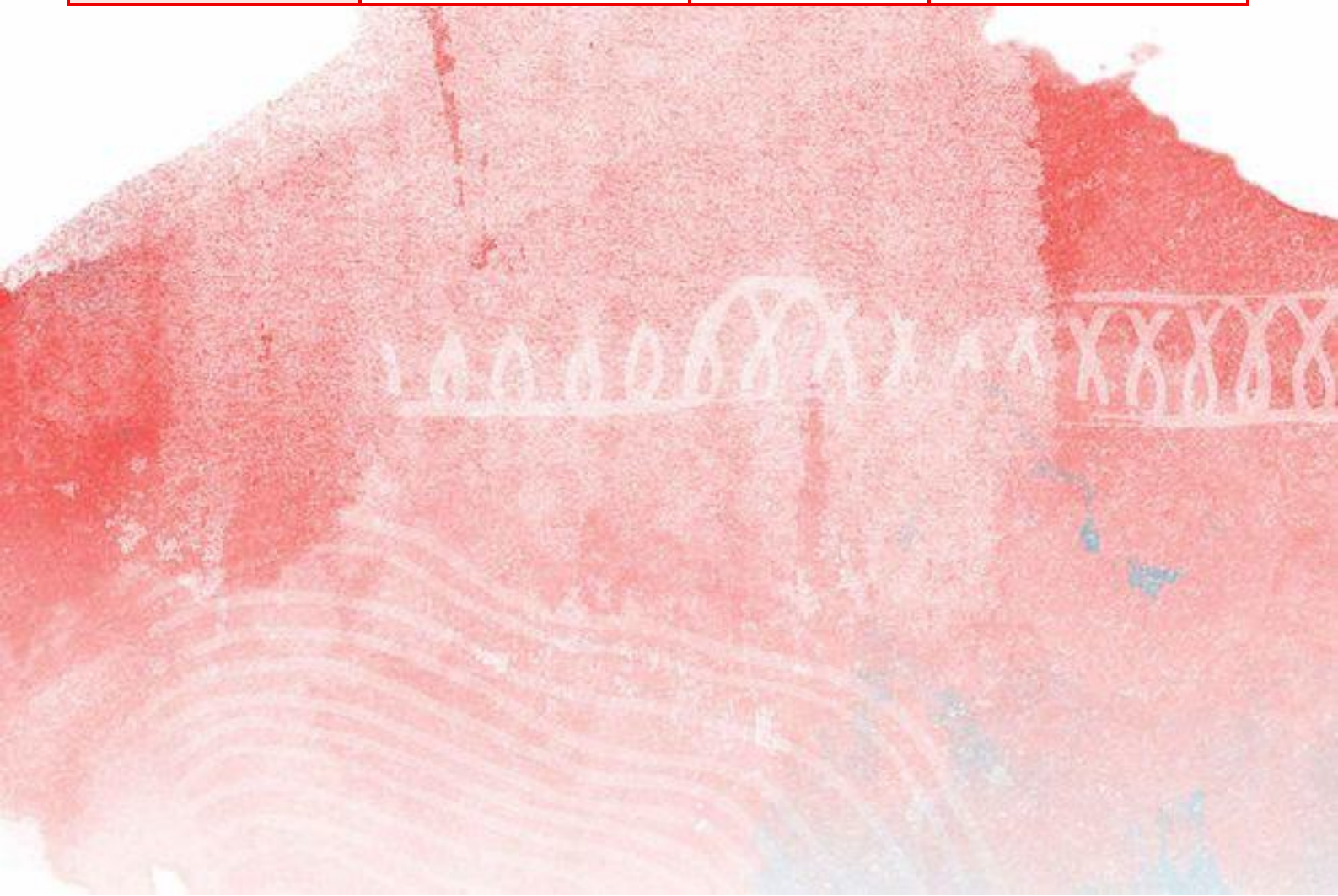


WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	GOAL	DELIVERABLES
Aboriginal and Torres Strait Islander Flags	Our school flies/displays the Aboriginal and Torres Strait Islander flag at your school 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.	To ensure our school, kindergarten and OSHC displays the Aboriginal and Torres Strait Islander flags to demonstrate recognition of First Nations People and as a symbol of our commitment towards reconciliation.	Assign Year 6 Captains to fly the Aboriginal and Torres Strait Island flags each day.
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.	As part of the Department of Education, Oakleigh Primary School and Kindergarten and OSHC has zero tolerance of racism. We are committed to teaching students and acting upon any issues of racism.	<p>The school will follow the Department of Education's Racism Policy, following up any issues of racism respectfully. We will positively promote multiculturalism through 'Cultural Diversity Week' and teach about racism as part of our curriculum programs.</p> <p>The kindergarten will implement its racism policy. The follow up racism incidences will include 'teachable moments' with students. As part of the teaching program all kinder groups will learn about the positives of multiculturalism and celebrate Harmony Day.</p> <p>In the OSHC Service they will follow their racism policy and implement activities related to positive multiculturalism, for example Cultural Diversity Week, Harmony Day and other significant cultural events</p>



RAP ACTIONS	COMMITMENT	GOAL	DELIVERABLES
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.	For Oakleigh Primary School and Kindergarten and OSHC to be committed to developing and evaluating its curriculum plans in all year levels to include First Nations perspectives.	<p>Using the Victorian Curriculum, particularly the cross- curricular priority, record how First Nations perspectives are being included in programs across all year levels and learning areas. Evaluate this each year to see how we can enhance the learning opportunities for students.</p> <p>Using the VELYD Framework, reference First Nations perspectives in our teaching programs and evaluate its effectiveness each year.</p> <p>Using the My Time, My Place resource, evaluate the effectiveness of teaching First Nations perspectives in OSHC activities each year.</p>



OPPORTUNITIES



AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT	GOAL	DELIVERABLES
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.	The staff at Oakleigh Primary School and Kindergarten and OSHC are aware of policies that are in place to improve educational outcomes for First Nations People. When reviewing local policies, we will ensure that they are inclusive towards First Nations Perspectives	Ensure that all local policies at the school, kindergarten and OSHC are reviewed on a cyclical basis, comply with current department policies, are culturally sensitive and are shared with staff and school council (as appropriate).
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.	Oakleigh Primary School and Kindergarten and OSHC are committed to ensuring all staff understand and implement our RAP. The RAP Working Group will ensure that the RAP is regularly shared with all staff.	At the beginning of each school year, create opportunities for school staff to engage with the RAP to capture 'buy in' of each goal. Review the RAP mid-year and end of year to monitor the school's progress. For Kindergarten staff to review the RAP 3 times a year at staff meetings and discuss progress towards reaching each goal. For OHSC staff to be engaged with the RAP at least 3 times a year and review progress towards each goal.

OPPORTUNITIES



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	GOAL	DELIVERABLES
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.	Oakleigh Primary School and Kindergarten and OSHC is committed to reflecting upon the progress of our Reconciliation Action Plan, celebrating success, revisiting commitments and creating new ideas to sustain our RAP into the future	Regularly revisit and discuss our RAP at Kindergarten/OSHC connect meetings, School Council and Staff Meetings, monitoring our key actions, evaluating our success and further incorporating future ideas.

