

Narragunnawali
Reconciliation in Education



YOUR RAP

RIPPONLEA PRIMARY SCHOOL

ACTIONS

RAP Actions are the commitments you make in your Reconciliation Action Plan (RAP).

There are 40 RAP Actions in total, 14 of which are required to maintain consistency and quality across all RAPs. RAP Actions are important for strengthening relationships, respect and opportunities in the classroom, around the school or service, and with the community. They also present quality learning opportunities tied to professional standards and curriculum frameworks.

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Show all Only show required RAP Actions Only show added RAP Actions

Relationships in the classroom



Aboriginal and Torres Strait Islander People in the Classroom

Enhance teaching and learning activities by respectfully including Aboriginal and Torres Strait Islander people and perspectives in learning environments.



Early Years Learning Framework

Support educators to embed Aboriginal and Torres Strait Islander perspectives their philosophy and practice to advance reconciliation.



Opportunities for Aboriginal and Torres Strait Islander Students and Children

Provide opportunities for Aboriginal and Torres Strait Islander students and children to engage in activities that celebrate their cultural heritage and identities.



My Time, Our Place (School Age Care)

Embed Aboriginal and Torres Strait Islander ways of knowing and being while using the My Time, Our Place Framework.

Relationships around the school



Aboriginal and Torres Strait Islander Representation on Committees

Encourage Aboriginal and Torres Strait Islander representation on committees.



Elders and Traditional Owners Share Histories and Cultures

Develop meaningful and ongoing relationships with local Aboriginal and Torres Strait Islander Elders, and people recognised in the community as Traditional Owners.



Cultural Responsiveness for Staff

Give staff opportunities to engage in learning, unlearning and relearning about their own biases and prejudices and understand more about Aboriginal and Torres Strait Islander perspectives, contributions and cultures.



Reconciliation Projects

Provide opportunities for staff, students and community members to collaborate on whole school reconciliation projects.

Relationships with the community



Welcome to Country

Welcoming visitors to Country has been an Aboriginal and Torres Strait Islander protocol for thousands of years. Coordinate a Welcome to Country for significant events.



Celebrate National Reconciliation Week

Celebrate National Reconciliation Week (NRW) from 27 May to 3 June each year.



Create Stakeholder List

Maintain a list of Aboriginal and Torres Strait Islander communities, organisations and other key stakeholders within the local area to help implement RAP initiatives.



Build Relationships with Community

Build respectful, trusting and inclusive relationships with the local Aboriginal and Torres Strait Islander community.



Cultural Responsiveness for Students and Children

Offer ways for students and children to engage in learning, unlearning and relearning about their own biases and prejudices and understand more about Aboriginal and Torres Strait Islander perspectives, contributions...



Family and Community Room

Establish a dedicated space for Aboriginal and Torres Strait Islander students, children, families and community members within the school.



Reconciliation Network

Establish external networks with groups that are committed to reconciliation to mutually support and collaboratively progress reconciliation initiatives.

Respect in the classroom



Teach about Reconciliation

Teach about the concept, history and progress of reconciliation in Australia.



Teach about Days of National Significance

Use curriculum resources to teach children and students about days and weeks of national significance.



Explore Current Affairs and Issues

Discuss news and current issues relating to Aboriginal and Torres Strait Islander people and reconciliation.

Respect around the school



Acknowledgement of Country

Develop understanding of what it means to acknowledge Country, and provide everyone the opportunity to do so at meetings and events throughout the year.



Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures

Physically and visibly demonstrate respect for Aboriginal and Torres Strait Islander histories, cultures and contributions around the school.



Recognise and Respect Rights

Recognise and respect both the equal rights of all peoples and the unique rights of Aboriginal and Torres Strait Islander peoples according to international declarations.



Care for Country

Learn about First Peoples' perspectives pertaining to caring for Country/place; consider these perspectives within broader sustainability plans; and physically demonstrate respect for the environment where your school or early learning service is situated.

Respect with the community



Celebrate Days of National Significance

Organise and participate in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and reconciliation.



Aboriginal and Torres Strait Islander Flags

Fly or display the Aboriginal and Torres Strait Islander flags all year round to show respect and recognition for the First Peoples of Australia.



Physical Acknowledgement of Country

Display a physical, durable Acknowledgement of Country such as an Acknowledgement plaque or mural.



RAP Launch

Hold a special event to launch the Reconciliation Action Plan (RAP).



Take Action Against Racism

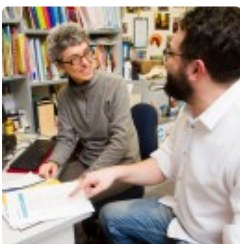
Raise awareness on, teach about, and act against racism.

Opportunities in the classroom



Embed Cross-curriculum Priority

Support teachers to embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.



Curriculum Planning

Incorporate Aboriginal and Torres Strait Islander histories and cultures when planning, developing and evaluating your curriculum.



Australian Professional Standards for Teachers

Support teachers to engage with the Australian Professional Standards for Teachers' focus on reconciliation, in particular Focus Area 2.4

Opportunities around the school



Inclusive Policies

Make policies that include and increase knowledge of Aboriginal and Torres Strait Islander people, histories and cultures.



Staff Engagement with RAP

Encourage staff to be involved in the ongoing development and implementation of the RAP through staff development opportunities.



RAP Budget Allocation

Allocate funds in the budget specifically for the implementation of RAP Actions.



National Quality Standard

Effectively incorporate reconciliation into professional engagement with the ACECQA National Quality Standard.



Reconciliation Awards

Establish avenues for acknowledging children, students, staff and community members that embody the spirit of reconciliation throughout the year.

Opportunities with the community



Local Sites, Events and Excursions

Visit appropriate Aboriginal and Torres Strait Islander sites, attend significant local events and explore Aboriginal and Torres Strait Islander perspectives on excursions.



Employment Strategy

Develop and implement an Aboriginal and Torres Strait Islander employment and retention strategy for teaching and non-teaching staff.



Celebrate RAP Progress

Celebrate RAP progress in the school and throughout the community.



Support Aboriginal and Torres Strait Islander Owned Businesses

Increase the school or early learning service's procurement of goods and/or services from Aboriginal and Torres Strait Islander businesses.



Aboriginal and Torres Strait Islander Languages

Teach or learn about Aboriginal and Torres Strait Islander languages, including the language specific to the local area.

Have an idea for a RAP Action that is not here?

[Suggest a RAP Action](#)



Narragunnawali: Reconciliation in Education acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.