

## **Our School's Reconciliation Vision:**

*Reconciliation is connecting with Aboriginal and Torres Strait Islander peoples to recognise, understand and celebrate their history and culture. We will do this by talking, walking, learning and working with Aboriginal and Torres Strait Islander peoples to develop respectful relationships, to understand the past and work towards justice and equity for everyone.*

*'Each Aboriginal child and young person is a proud and confident learner, and achieves their highest potential'*

Our Reconciliation Action Plan (RAP) 2020-2022 links with the Department for Education Reconciliation Action Plan 2018 – 2021 and the Aboriginal Education Strategy 2019 – 2029.

Our RAP map depicts TPPS's commitment to action and to promote the key elements of Reconciliation:

- Relationships – engaging with and building relationships with our Aboriginal students, their families and broader Aboriginal communities, working collaboratively to strengthen our work towards improving outcomes
- Respect – recognising the histories and cultures of Aboriginal peoples, in particular of South Australia and of our Aboriginal students. This signifies the value we place on honouring and recognising the identity of our Aboriginal students
- Opportunities – increasing access, engagement and participation to empower our Aboriginal students in the education process

## **School leadership role:**

- Utilise the Aboriginal learner achievement leaders' resource and quality assurance tools to support school leaders' efforts to raise Aboriginal achievement in literacy and numeracy
- Increase the prominence of Aboriginal learners in school improvement conversations
- Support the strategic planning of school leaders with a specific focus on raising literacy and numeracy achievement for all Aboriginal learners
- Create a RAP Working Group
- Ensure the allocation of an annual RAP budget
- Review the RAP Action Plan with the school community
- Provide opportunities for staff professional development
- Promote excursions and camps which recognise the histories and cultures of South Australian Aboriginal peoples
- Track and monitor the progress of each Aboriginal student

- Continue to build upon the relationships with wider Aboriginal communities
- Seek and listen to the voices of Aboriginal students and their families
- Create opportunities for engagement, exchange discussion and learning with and from Aboriginal peoples and communities
- Committing to foster a culturally inclusive and safe learning environment, addressing all forms of discrimination and racism

#### Teachers' role:

- Strengthen school/home connections in order to keep students engaged empowered, valued and improve attendance
- Enrich the learning of Aboriginal and non- Aboriginal students by embedding reconciliation in the teaching and learning process beyond ATSI Literacy, Reconciliation and NAIDOC Weeks and integrate ATSI cross cultural priorities in meaningful and relevant ways
- Be accessible and culturally inclusive and responsive in their practices
- Commit to ongoing professional learning in Aboriginal cultural understandings (Working together – cultural awareness plink online course)
- Build relationships with Aboriginal students and their families
- Enrich the learning of Aboriginal students through the development of One Plans, tracking and monitoring learning progress of students in their care
- Increasing the number of ATSI students reaching Reading benchmarks, SEA, PAT R and PAT Maths
- Honouring Alice Rigney who students nominated to bear the name of our new primary years' building. Alice Rigney was Australia's first Aboriginal school principal in 1986 at the nation's first Adelaide urban Aboriginal school, Kurna Plains

#### The wider school community's role:

- Support the implementation of TPPS RAP priorities
- Create the RAP Working Group with members from Governing Council
- Liaise with DfE Aboriginal Services and Campbell Partnership ACEO

#### Relationships

Action	Deliverables	Timelines	Responsibility
Recognise and celebrate Reconciliation Week	Organise Reconciliation Assembly led by School Student Leaders and Aboriginal students	27 May to 3 June 2020, 2021, 2022	RAP Working Group
Recognise and celebrate NAIDOC Week	Promoting external NAIDOC Week events for our Aboriginal peoples' students and their families and encouraging their participation  Promoting the NAIDOC Week Theme across the school community and in Term 2 Week 10 newsletters each year	July 2020, 2021, 2022	RAP Working Group

	Distributing resources amongst teaching staff to support inclusion in teaching and learning designs		
Maintain and leverage mutually beneficial relationships with Aboriginal peoples, communities to support positive outcomes	Links with Aboriginal Communities	Ongoing	RAP Working Group
Increase Aboriginal student participation, voice and influence	<p>Ensure Aboriginal students participate in Voice IT and STEM initiatives</p> <p>Implement One Plan to provide each Aboriginal student with a personalised learning plan, inclusive of student and family voice</p> <p>Promote Aboriginal student leadership through school leadership programs</p>	2021	<p>Deputy Principal, Student Wellbeing Co-ordinator RAP Working Group</p> <p>Co-ordinator Inclusion and Intervention, teachers and SSOs</p> <p>Deputy Principal, Student Wellbeing Co-ordinator and PCW</p>

## Respect

Action	Deliverables	Timeline	Responsibility
Increase staff knowledge and understanding of Aboriginal histories, cultures and achievements	Provide staff with cultural awareness professional learning through Cultural Awareness introductory training course	2020, 2021	Principal, Deputy and RAP Working Group
Demonstrate respect to Aboriginal peoples by embedding cultural protocols	<p>Implement and communicate a cultural protocol for Acknowledgement of Country to use at the start of each event</p> <p>During induction process, new staff are aware of list of key contacts to organise Welcome to Country and to present at special events and to acknowledge Kurna peoples in our electronic communications</p>	Ongoing	RAP Working Group
Recognise and celebrate Kurna language, culture and heritage	Encourage school community to recognise and celebrate Kurna culture and heritage when planning our sensory outdoor learning spaces	2020, 2021	RAP Working Group and Landscaping Working Party
Recognise and celebrate significant events in the ATSI calendar	Add these events to our school calendar and advertise in school newsletter, Seesaw app and Facebook page	2020, 2021	Deputy Principal and Student Wellbeing Co-ordinator

## Opportunities

Action	Deliverables	Timeline	Responsibility
Improve educational outcomes of our ATSI students	All Aboriginal students meet the SEA in Reading by the end of Year 2 and continue to demonstrate progress in Literacy and Numeracy	2020 - 2022	School leaders and teachers
Improve Aboriginal student engagement and empowerment	Aboriginal students access student leadership opportunities	2021 -2022	School leaders and teachers
RAP Working Group working with GC Parent Engagement Working Party to bring reconciliation into our community through art work, gardens and recognising the identity of our students and the Kurna peoples	Students and families involved in community projects, like the outdoor Sensory Garden Play area – stages 1 and 2	2020 -2022	School leaders, staff, students and families
Identify teacher, SSO and students to champion Aboriginal Education/cultural awareness and RAP	Teacher and student representatives to be part of the reconciliation action group  Influence others' learning through integration of Aboriginal Cross Curriculum Priorities	2021 – 2022	School leaders and teachers
Creating a collection of diverse ATSI resources accessible to classes and community	Cataloguing resources for easy recognition and accessibility by teaching staff and students (Aboriginal flag sticker)	Ongoing	School Library team

## Governance, tracking progress and reporting

Action	Deliverables	Timeline	Responsibility
Report achievements, challenges and learnings internally, to the community and DfE	Regularly report on RAP achievements to Governing Council, staff and school community at Annual General Meeting	Quarterly Annually	Leaders and members of RAP Working Group
Review and update our RAP	Review and update RAP Action Plan in consultation with the wider school community  Create a student friendly RAP enabling student voice and influence  Start of each year nominate a staff and student RAP champion  Submit our RAP for endorsement	July 2021    April 2020	Deputy Principal and RAP Working Group  Student Wellbeing Co-ordinator  Deputy Principal

- September 2020

