

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Ermington Public School OSHC
March 2025 to March 2026



RECONCILIATION
AUSTRALIA

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VISION FOR RECONCILIATION

Ermington OOSH has a vision to reconcile with, and recognise, Aboriginal and Torres Strait Islander peoples and their ongoing connections to Land and culture. We strive to deepen our understanding of, and respect for, the histories, cultures and connections of Aboriginal and Torres Strait Islander peoples.

As a service, we are dedicated to enhancing our knowledge of Aboriginal and Torres Strait Islander peoples and perspectives, ensuring our service is a culturally safe space. We will strengthen relationships, respect, and opportunities between our service and the local First Nations communities through our Reconciliation Action Plan. We are dedicated to working with the greater community, providing opportunities to foster long-term commitments to reconciliation between Aboriginal and Torres Strait Islander peoples and the broader Australian community.

We continue to respectfully embed our understandings of Aboriginal and Torres Strait Islander peoples, cultures and perspectives into our everyday programs and practices. Our vision for reconciliation is to provide experiences that explore fairness, justice, equality and equity. We recognise that our Reconciliation Action Plan (RAP) is a living document that is consistently evolving, and we are dedicated to endless learning throughout this process.

ACKNOWLEDGEMENT OF COUNTRY

At Ermington OOSH, we acknowledge the Traditional Owners of Wallumedegal Land, who have continued to care for and nurture the Land on which our centre now stands. We would like to pay respects to Aboriginal and Torres Strait Islander peoples and Elders past, present and those emerging.



RAP WORKING GROUP

Name	Position
Rachel Ferguson	Staff (teaching)
Maia Kostic-Woolcock	Principal / Director
William Spenceley	Staff (teaching)
Kadijah Ramlawie	Staff (teaching)
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Laura Henman	Staff (teaching)
Melanie Brescia	Staff (teaching)
Chloe Woolcock	Staff (teaching)
Taj Barry	Staff (teaching)
Olivia Collins	Staff (teaching)
Jamie Cipollone	Staff (teaching)
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Brendon Vernal	Staff (teaching)
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CONTRIBUTORS

Ermington Public School OSHC would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Karen Thompson	President



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.
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.





RAP ACTIONS	COMMITMENT
<p>Cultural Responsiveness for Staff</p>	<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>





RAP ACTIONS	COMMITMENT
Welcome to Country	Where appropriate, significant events at our early learning service 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 the Land.
Celebrate National Reconciliation Week	Our early learning service 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.



RELATIONSHIPS



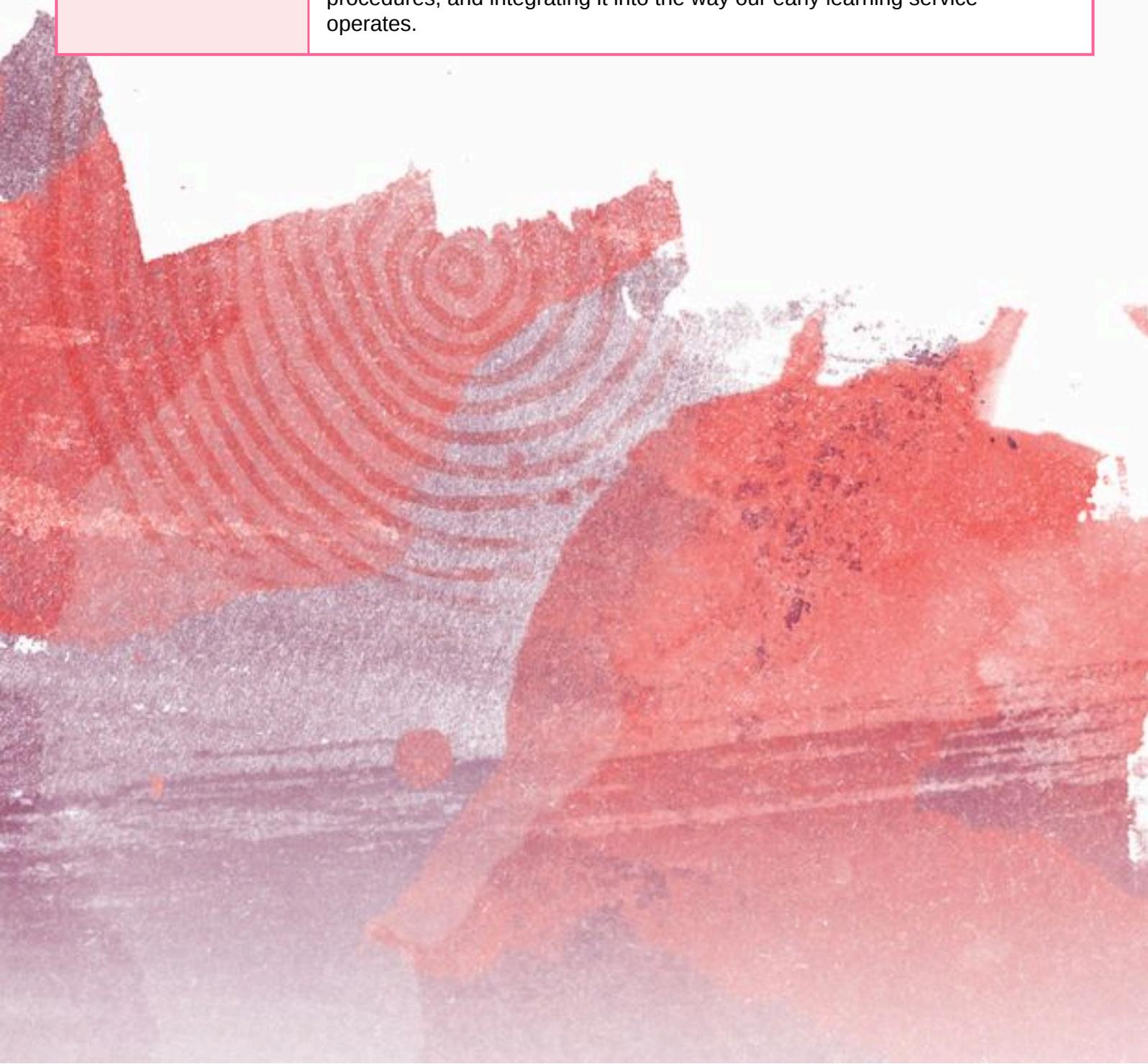
WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
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.
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 early learning service.





RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our early learning service 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 early learning service's RAP by positioning it within the broader story of reconciliation in Australia.
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 early learning service operates.



RESPECT AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our early learning service 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.



RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	Our early learning service flies/displays the Aboriginal and Torres Strait Islander flag at your early learning service 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.
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 early learning service.



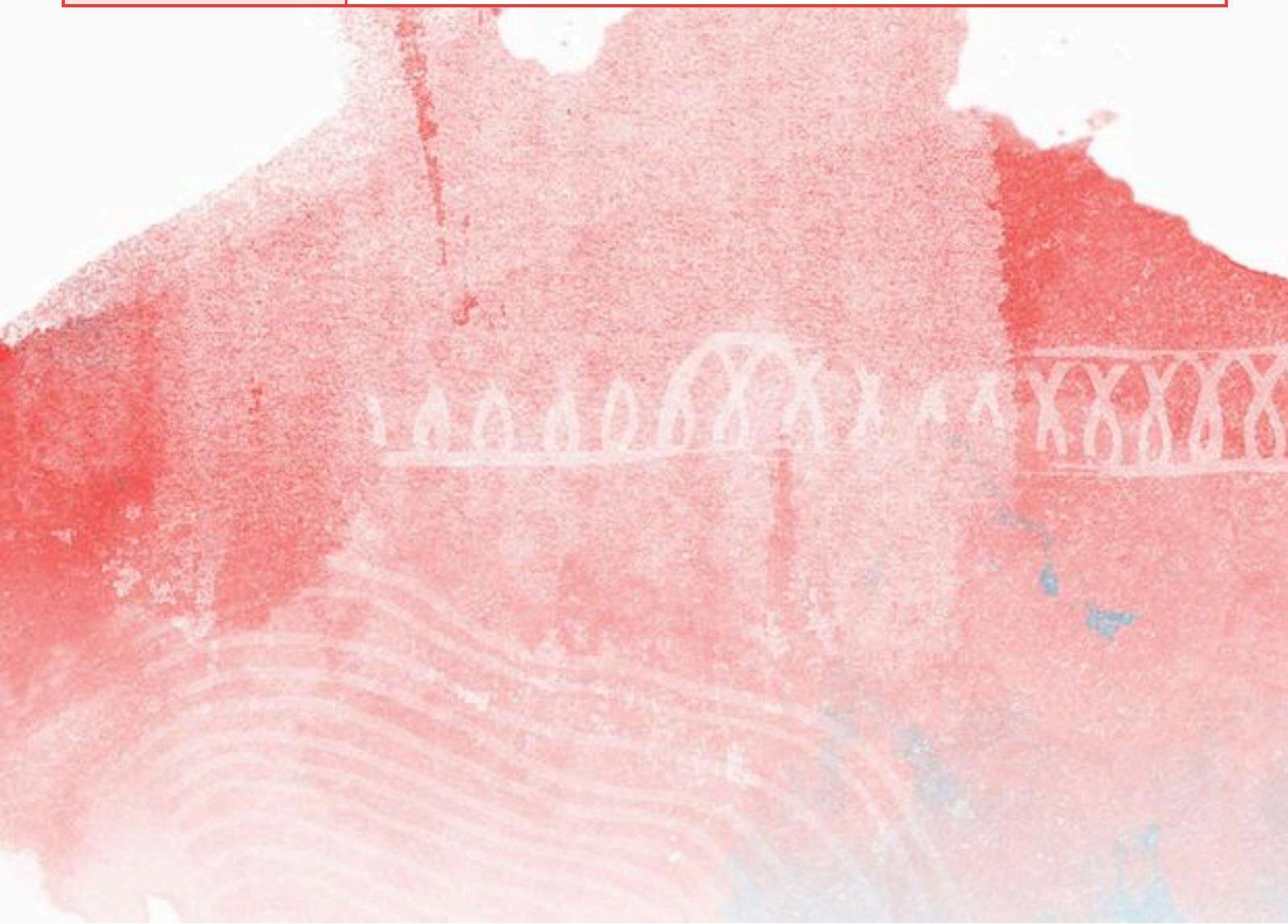
OPPORTUNITIES IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
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.





RAP ACTIONS	COMMITMENT
<p>Inclusive Policies</p>	<p>All staff at early learning service 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.</p>
<p>Staff Engagement with RAP</p>	<p>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.</p>
<p>National Quality Standard</p>	<p>We commit to ensuring that our engagement with the National Quality Standard involves the inclusion of Aboriginal and Torres Strait Islander histories, cultures and contributions in our daily practice and programming, as well as authentic and meaningful engagement with the local Aboriginal and Torres Strait Islander community.</p>



OPPORTUNITIES



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
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 early learning service. 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.

