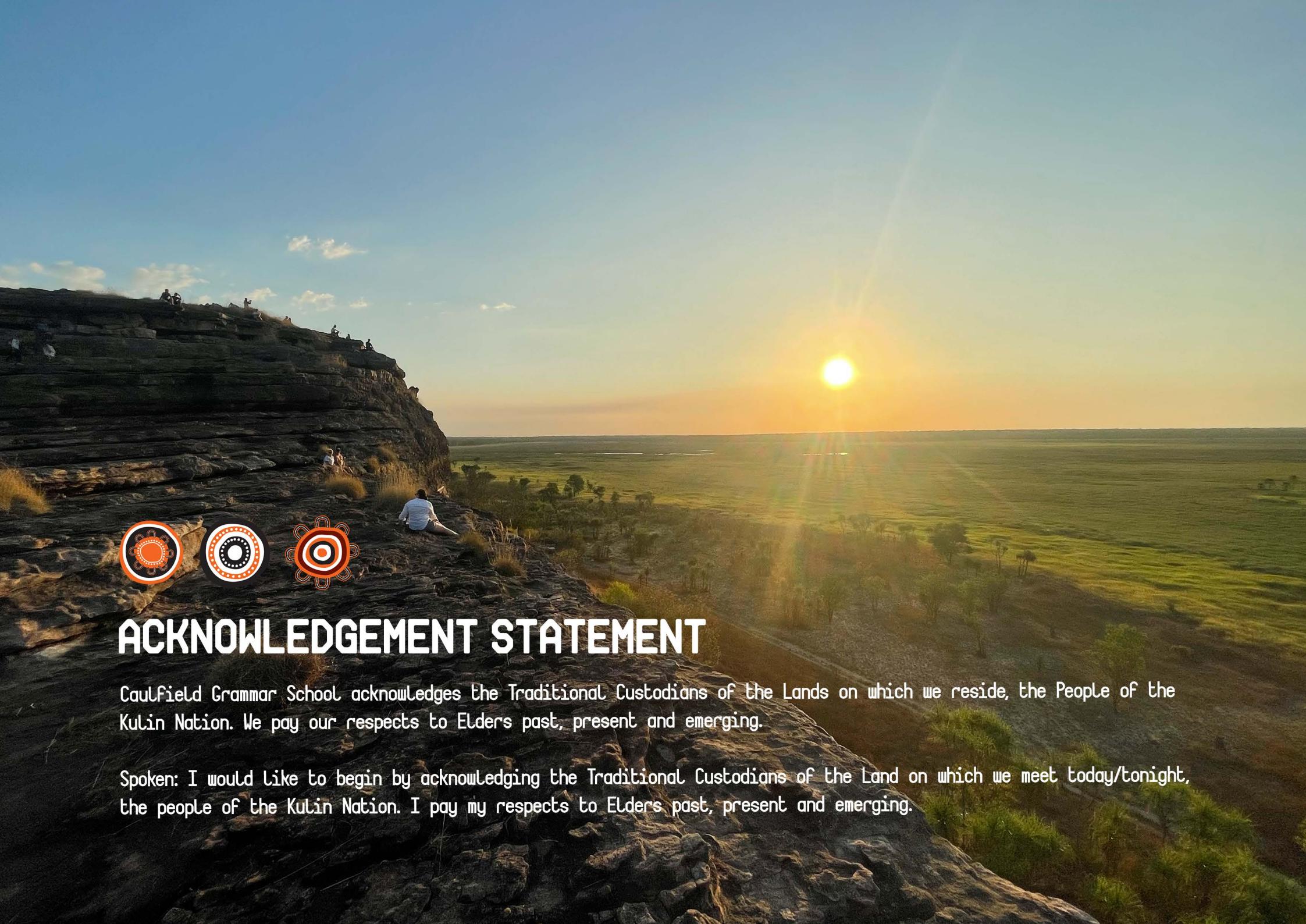




# RECONCILIATION ACTION PLAN





## ACKNOWLEDGEMENT STATEMENT

Caulfield Grammar School acknowledges the Traditional Custodians of the Lands on which we reside, the People of the Kulin Nation. We pay our respects to Elders past, present and emerging.

Spoken: I would like to begin by acknowledging the Traditional Custodians of the Land on which we meet today/tonight, the people of the Kulin Nation. I pay my respects to Elders past, present and emerging.

# FOREWORD

The Caulfield Grammar School Reconciliation Action Plan (RAP) is our formal statement of commitment to reconciliation approved by Reconciliation Australia.

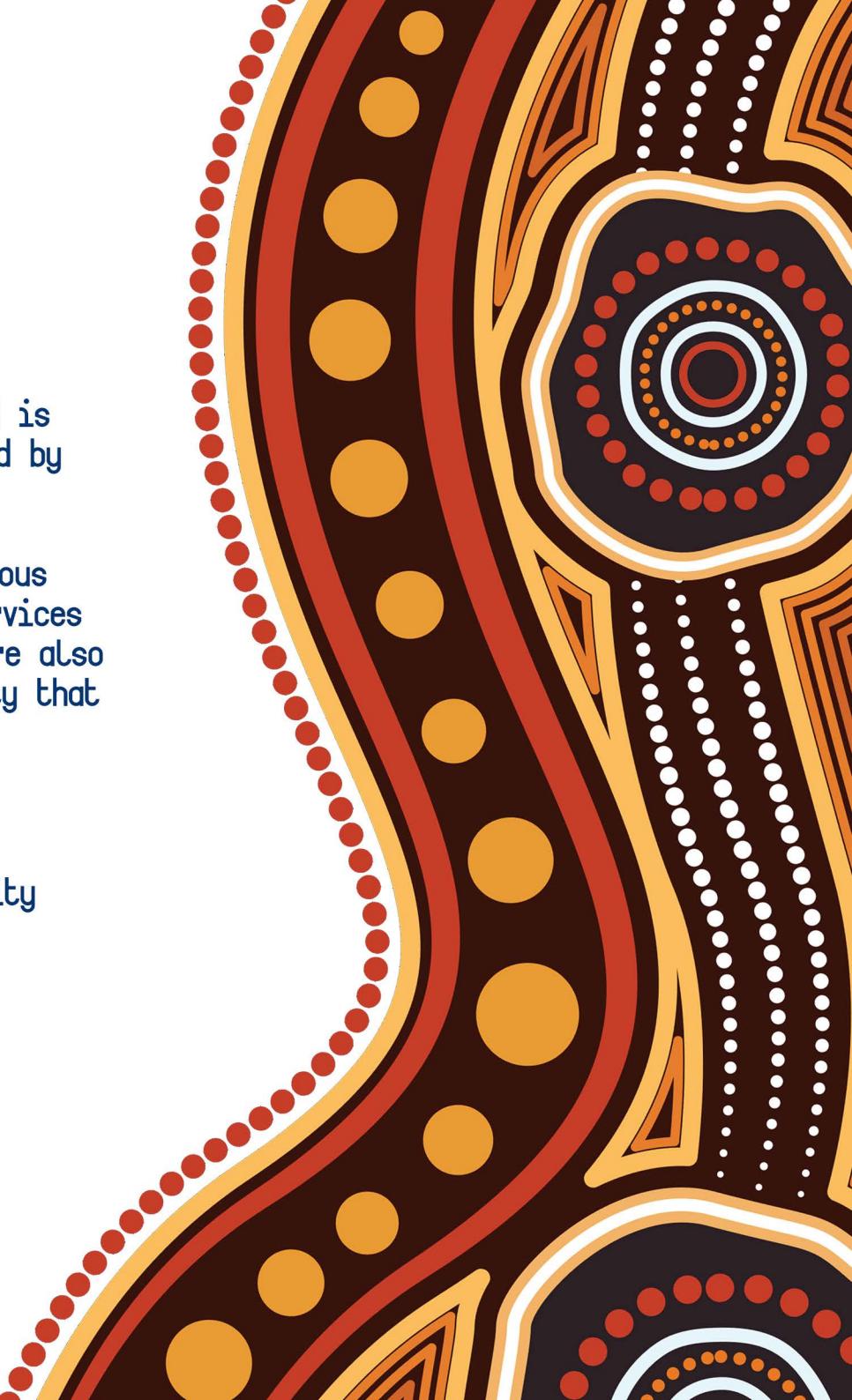
A RAP Working Group, led by Caulfield Grammarian and Indigenous Ambassador, James Egan, consisting of teaching and school services staff, parents, and community members developed our RAP. We are also grateful to indigenous students and families in our community that assisted the process.

**Our RAP is a living document.**

It will evolve over time as we listen and learn as a community across all areas of our School.

Ashleigh Martin  
Principal

James Egan  
Indigenous Ambassador



# OUR VISION FOR RECONCILIATION



Caulfield Grammar School's vision for reconciliation is for all members of our community to build knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures, and pride in the continuous contributions of the First Nation's peoples. We will continue to foster this in a way where everyone is able to see, hear and feel progress towards reconciliation.

Building 'Inclusive and Connected Communities' is a strategic goal detailed in our 'Strategy 2031', where we aim to foster a socially conscious school that builds diverse communities and lifelong connections.

We are committed to becoming the school of choice for Aboriginal and Torres Strait Islander families and will continue to lead through action by promoting and fostering the path to tangible and meaningful reconciliation. In doing so, we will enrich all members of our community, nurturing Australia's future First Nations leaders to be enabled and empowered for whatever path they choose.

We are committed to listening and learning, and embedding well-established reconciliation initiatives focused around, for example:

- Creating an environment of inclusion consistent with our School Values. The CGSMob, a group of passionate staff, hold regular forums to drive discussion and planning for reconciliation activities within our community.
  - Ongoing and deeper consultation with Senior Kulin Nation Elders along with other Elders and Custodians, to develop a range of T & L opportunities.
  - Growing our carefully considered Indigenous Scholarship program, overseen by an Aboriginal Elder who is also a past student.
  - Local language and culture exploration and embedding through a range of teaching and learning programs from Early Learning to Senior School.
  - Opportunities for our students to live and learn alongside First Nation's peoples through deep engagement in Jabiru with the Mirarr Traditional Owners and other local groups and organisations.
- 

# OUR VISION FOR RECONCILIATION

Our Reconciliation Action Plan commits Caulfield Grammar School to a path of action that focuses on strengthening relationships, respect and opportunities in the classroom, around our school and with communities local to each of our campuses and programs.



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## RELATIONSHIPS IN THE CLASSROOM



### 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.

### Early Years Learning Framework – Early Learning Specific

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.



## RELATIONSHIPS AROUND THE SCHOOL

### Aboriginal and Torres Strait Islander Representation on Committees

Encourage Aboriginal and Torres Strait Islander representation on committees.

We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our school's committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.

### 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 local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.

### Cultural Competence for Staff

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



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# RELATIONSHIPS WITH THE COMMUNITY

## 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 the Land.

## 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.

## 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.

## 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.

## 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 school.

## Reconciliation Network

We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.



## RESPECT IN THE CLASSROOM



### 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.



### 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.

## RESPECT AROUND THE SCHOOL

### 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.



### 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.



# RESPECT WITH THE COMMUNITY



## Aboriginal and Torres Strait Islander Flags

Our school flies/displays the Aboriginal and Torres Strait Islander flag at the early learning service to demonstrate our 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 school.



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## OPPORTUNITIES IN THE CLASSROOM



### 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.

## OPPORTUNITIES AROUND THE SCHOOL



### 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.

### 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.

### RAP Budget Allocation

We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.



## OPPORTUNITIES WITH THE COMMUNITY



### 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.

### Support Aboriginal and Torres Strait Islander Owned Businesses

We promote supplier diversity and support Aboriginal and Torres Strait Islander owned businesses and their employees through the procurement of goods and services related to our RAP, as well as our general business. We maintain a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.



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