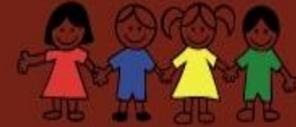


SINGLETON HEIGHTS PRE-SCHOOL INC.



Reconciliation Action Plan

July 2021 – June 2022



Contents

Acknowledgement of Country	3
A Message from....	4
A Message from...	5
Our Vision for Reconciliation	7
Our Purpose Statement	8
Our Reconciliation Policy	9
Our Reconciliation Action Plan	14
Our Artwork	25



Acknowledgement of Country

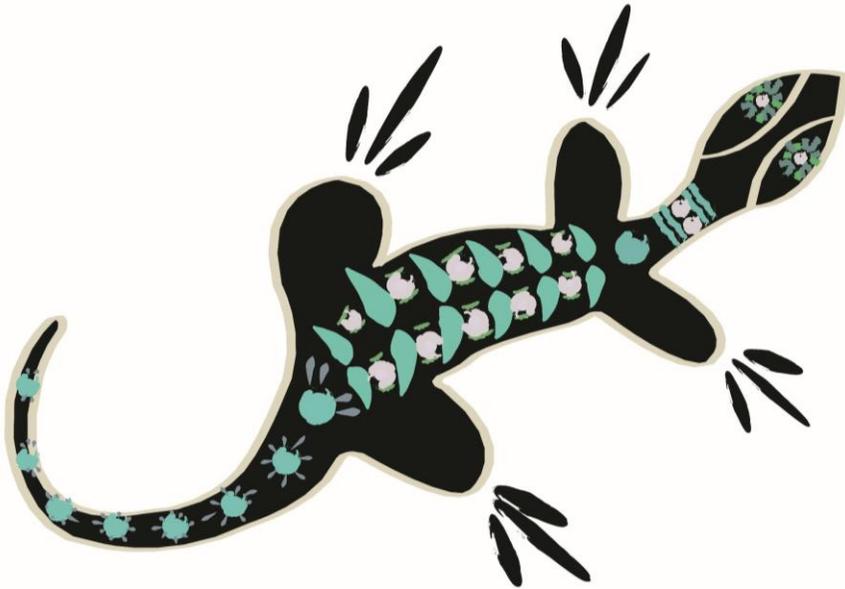


Singleton Heights Pre-School would like to acknowledge the Wanaruah people, who are the Traditional Custodians of this land.

We would also like to pay respect to the Elders and children past, present and future, for they hold the memories, stories, traditions, the culture and the hopes of Aboriginal and Torres Strait Islander people.

We acknowledge the thousands of years of learning that has taken place on this land.

Just as the land survives, so does the culture, heritage and spirit of the Wanaruah people.



"I have enjoyed learning about indigenous culture, and am very grateful for having Amy to talk to and seek guidance.

- Amber (Educator)

A Message from the Nominated Supervisor/Educational Leader

Our service journey began with a commitment by Educators and the Management Committee to engage in learning and develop relationships within the Pre-School and broader community, to extend on our knowledge of Aboriginal and Torres Strait Islander culture and histories. These opportunities have led to what is now a team of Educators who have developed the knowledge, skills and confidence to embed Aboriginal perspectives within the Pre-School through program and environmental inclusions. Personally, it's been an exciting and inspiring journey which has enabled me to engage with and share time with many Aboriginal communities throughout New South Wales and Queensland.

Our Pre-School has created an environment where all families feel safe, respected and included, and where conversations relating to Aboriginal culture are encouraged, and inspire us to engage in ongoing reflection and change to ensure continual development. We promote the value and fun of learning for every child ensure every child has the opportunity to grow and develop through quality Education and through the genuine, caring relationships of Educator.

We are extremely proud of the initiatives we have championed in recent years. These achievements include:

- the creation of the role of an "Aboriginal Community Liaison and Program Mentor". This role was created a number of years ago and has continued to be a priority for the service due to the ever-expanding opportunities it is creating for Educator learning, program inclusions, relationships with Aboriginal groups and Elders as well as bringing external groups to the Pre-School. She shares culture and experiences across the service, shares information and activity suggestions for significant days, creates calendars and information sheets and sources local Aboriginal language which is shared with Educators. All staff and Management respect and value her role and contribution to the team.
- A local Aboriginal Elder created artworks for the Pre-School which are proudly displayed within the service and have been incorporated into all significant documents and signage.
- Educators have engaged in many professional development opportunities and will continue to do so.
- Artworks in our outdoor environment have provided an opportunity for the children to engage in the process while they enhance our priority of learning about "Country".
- The rooms engage in nature programs which promote learning about "Country" and our commitment to develop a culture of respect and caring for the environment.
- The development of a Physical Acknowledgment of Country" which welcomes all families to the Pre-School.
- The creation of a child and service "Acknowledgment of Country" which are shared every day with the children and at gatherings within the service.
- The continual development of our resources which form part of our curriculum and Educator professional development.

My own professional and personal growth in relation to knowledge and engaging in conversations has been exciting while the continual development of the role of our Aboriginal Program Coordinator and team commitment is inspiring.

This is an exciting time for our service, when many more families and children are identifying as having Aboriginal or Torres Strait Islander heritage. Our commitment is to promote a sense of belonging, facilitating every child and family's opportunity of being accepted and respected for who they are and promoting every opportunity for every child to be the best they can be now and in the future.

This is the right of every child irrespective of culture. We not only believe it, we practice it, and we advocate for it for our children, families and community.

Neisha Dean



A Message from the Aboriginal Community Liaison and Program Mentor

I acknowledge the Traditional Owners of the land on which I work, the Wanaruah People, and pay my respects to Elders, past, present, and future.

My story in Early Childhood began as an untrained assistant on Bundjalung Country in Evans Head. I had just finished studying Aboriginal Health and Community Development and thought that was the trajectory of my career as I was passionate about my culture and wanted to help make a positive difference. Filling in as a casual at the small community-based Preschool, I had my first experience in an Early Childhood setting. I enjoyed working there but eventually moved and went on to raise my own two children.

As my children grew, I was drawn back to working in Early Childhood and studied for my Diploma. Now living on Wanaruah Country I started working as an Inclusion Support Educator at Singleton Heights Pre-School. I would often share stories of culture. My Indigenous background descending from Worimi/Biripi Country is always with me. My keenness to learn more and share culture is a matter of self-determination. My confidence was growing as an Educator and Neisha, our Director, offered an opportunity to take on the role as “Aboriginal Community Liaison and Program Mentor”. It was to be the catalyst for change in our service.

Tasked with this massive responsibility it was both exhilarating and daunting to bring this role to life. Knowing about culture and embedding it into our service and practice are very different things. I needed to learn how to transfer my previous knowledge and impacts of colonisation into the

Early Childhood setting. It has been a personal growth journey, from guilt of not having a lot of traditional cultural knowledge to professional growth as I learn and share more with my team. It turns out the positive difference I was keen to make was in Early Childhood!

Our team’s journey began with Educator’s reflecting on the importance of embedding culture and creating a safe, respectful, and positive place for our children, families, and community. We extended our knowledge through workshops, reading articles, watching documentaries, short courses, attending conferences and reaching out to Elders in our community. From this, the Educators and children have created an Acknowledgement to Country, culturally appropriate signage at the front of the service, policies, a yarning circle, new resources and we engage in excursions out onto Country. These initiatives have been enlightening and have had a powerful and positive impact on the Educators and children as we all learn together and gain a greater understanding of Aboriginal and Torres Strait Islander culture.





We are committed to our children and families. We are also passionate and ready to embed the oldest living culture on earth, respectfully, in our everyday practice. As a team we respect that language and culture is sacred and protected and that Aboriginal people identify in many ways such as by Nation name, skin, or totem. We don't assume that all our families are knowledgeable about culture or feel comfortable sharing, we are genuinely interested in building relationships. These relationships are sustained over time and highly valued in our early Childhood setting.

Within my role I have maintained relationships with Aboriginal Groups, teachers, and Elders. Aunty Denise has played a special role in our service creating our own beautiful artworks and mural. When she can, Aunty Denise also tries to come to any special events such as the opening of our new room. Uncle Warren has been a wealth of information and support. He loves being involved with any cultural activities and he is our guide when we go out on country and visit Biaime cave. Uncle Warren is also a big supporter of the St Catherine's Aboriginal Dance group and enjoys being invited to come and be a guest when they perform at our service. Uncle Warren generously donated his new book to our Pre-School after attending his book launch. Another beautiful addition to our resources for the children to view country.

My role is continually evolving, we have embarked on our reconciliation journey which is enabling positive cultural change and a shift in the importance of embedding Indigenous perspectives. Our service has a "Reconciliation Action Plan" which is reviewed yearly and is registered through the Narragunnawali. We acknowledge the importance of significant dates such Reconciliation week, NAIDOC week and Sorry Day. The importance of recognising these dates is to learn the history and meaning of them and share this with the Educator's, children, and families. Knowing the context of these dates helps Educators to plan and connect to our anti-bias goals and the Early Years Learning Framework. Through coming together, Aboriginal perspectives have been embedded and are visible from our acknowledgment at the front entrance and the hessian artwork in the hall, completed by staff and children. Aunty Denise's Art and murals along with traditional greetings in language 'Anigunya and Yaama' at the entrance of the rooms. Within my role I also attend AECG meetings within the community, assist staff with assignments and I am currently working on a mural within the service.

Having the support and respect in the role enables myself and the team to be culturally responsive when various topics of enquiry arise in embedding Aboriginal culture in the program. For example, the children were very interested in maps and where they lived in our area. This developed into creating a map and adding the children's homes, which also lead to talking about the land we were on, and traditional mapping techniques used by Indigenous people. We are continually developing our cultural resources for the children that include bush tucker, seasons information, music, books, podcasts and shows such as Little J and Big Cuz. We are very fortunate to have professional development opportunities and culturally appropriate incursions including the dancers and "Speaking in Colour" visit guide our practice.

I am proud of the work and dedication of my team in creating a safe, respectful, and welcoming environment. My hope is for all the children in our Pre-School community to thrive through the inclusion of culture, which helps to positively shape the minds of our future generations.



Our Vision for Reconciliation

We see reconciliation as fostering and embedding respect and acceptance of the Traditional Custodians of our Land, the Aboriginal and Torres Strait Islander Peoples. Acknowledging the past, present and future in a meaningful, respectful and positive way through our beliefs and actions. As a team we see it as coming together, embracing, inclusion, unity, equity and equality. It's a 'togetherness'.

Reconciliation is also about recognising, incorporating and reflecting upon the contributions and perspectives of the First Australians. It's about feeling empathy, understanding and respecting each other, 'we can't change the past but we can make a better future by understanding the past'.

As Educators we are an integral link to the reconciliation process. We have been successful in creating lasting respectful friendships with Elders in our local community. We have also made links and contacts with organisations within our local and surrounding area. We proudly celebrate our achievements and regularly revisit progress.

The steps we take into the future can have positive and powerful outcomes for our young children. Our preschool has created an environment which is warm, welcoming, meaningful and safe for our local community. We foster a sense of belonging and pride to be a part of our community that reflects and incorporates Aboriginal and Torres Strait Islander culture.

Finally, our reconciliation statement aims to be authentic with our engagement of culture which is embedded in practices, policies, educator knowledge, resources, environment, program and language.



Our Purpose Statement

Singleton Heights Pre-School Inc. aims to promote understanding, through actions that build on our community's capacity to value and respect the cultures, rights and experiences of Aboriginal and Torres Strait Islander peoples and non-indigenous peoples. Through ongoing learning experiences, together we will learn, talk and recognise reconciliation as a positive journey. We acknowledge and take an active role in learning about our shared histories, cultures and achievements and in building respectful attitudes and relationships.

Reconciliation is about unity and respect between Aboriginal and Torres Strait Islanders and non-Indigenous Australians. It is about respect for Aboriginal and Torres Strait Islander heritage and valuing justice and equity for all Australians.

There are many ways of living, being and of knowing. Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families. Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. They value children's different capacities and abilities and respect differences in families' home lives.

The responsibility for fostering pride in and respect for Australia's First Peoples, and for increasing understanding of Aboriginal and Torres Strait Islander histories and cultures, must be a shared one. It is cultivated when early learning services become more knowledgeable about, engaged with, and respectful of, the experiences and aspirations of their Aboriginal and Torres Strait Islander communities.

In turn, Aboriginal and Torres Strait Islander communities need to be familiar with, confident about, and engaged in, the early learning service. Communication, collaboration and consultation are key to sustaining a successful partnership with the local Aboriginal and Torres Strait Islander community.

Building relationships is an important part of creating learning environments that demonstrate respect for, and pride in, local Aboriginal and Torres Strait Islander histories, cultures and contributions, families and children. These culturally respectful environments ultimately improve learning outcomes for all children.

"The respect we are encouraging in children in relation to 'Country', is so important. We're developing the value of environment and our co-existence with nature."
– Erin (Educator)

"I feel super excited about the way we are truly engaging with Aboriginal children. As Educators we are able to discuss and come forward with ideas, and we support each other. We have seen so many more Aboriginal children enrolled in recent years. Families feel safe and included because they can see 'Kawal' on our shirts, our artworks and displays."
– Angela (Educator)



Our Reconciliation Policy

“What do we do at
the yarning circle?”

“Say ‘Ani gunya’.”
– Madison (4yrs)

Reconciliation is:

Reconciliation is about unity and respect between Aboriginal and Torres Strait Islanders and non-Indigenous Australians. It is about respect for Aboriginal and Torres Strait Islander heritage and valuing justice and equity for all Australians

“At its heart, reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians.”

From Reconciliation Australia

The National Quality Standard (NQS) sets a high, national benchmark for early childhood education and care in Australia, with key principles being:

- The rights and best interests of the child are paramount.
- Children are successful, competent and capable learners.
- Equity, inclusion and diversity underpin the framework.
- Australia’s Aboriginal and Torres Strait Islander cultures are valued.
- The role of parents and families is respected and supported
- Best practice is expected in the provision of education and care services

The importance of relationships with the Aboriginal and Torres Strait Islander community

- There are many ways of living, being and of knowing. Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families. Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. They value children’s different capacities and abilities and respect differences in families’ home lives.
- The responsibility for fostering pride in and respect for Australia’s First Peoples, and for increasing understanding of Aboriginal and Torres Strait Islander histories and cultures, must be a shared one. It is cultivated when early learning services become more knowledgeable about, engaged with, and respectful of, the experiences and aspirations of their Aboriginal and Torres Strait Islander communities.
- In turn, Aboriginal and Torres Strait Islander communities need to be familiar with, confident about, and engaged in, the early learning service. Communication, collaboration and consultation are key to sustaining a successful partnership with the local Aboriginal and Torres Strait Islander community.
- Building relationships is an important part of creating learning environments that demonstrate respect for, and pride in, local Aboriginal and Torres Strait Islander histories, cultures and contributions, families and children. These culturally respectful environments ultimately improve learning outcomes for all children.

Our Reconciliation Policy

“What do we do at
the yarning circle?”

“We say the land’.”
– Zoe (4yrs)

Acknowledgement of Country

An Acknowledgement of Country is a way of showing respect for the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which learning is taking place or a meeting or event is being held, as well as being an ongoing reminder of the importance of Country and place to Aboriginal and Torres Strait Islander people. Singleton Heights Pre-School recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow, with the act of being welcomed to and acknowledging Country are a continuation of protocols that have been practiced for thousands of years.

All children, staff and Management 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.

Singleton Heights Pre-School practices Acknowledgment in a number of ways:

- a daily Acknowledgement is shared with the children. It was created specifically for this purpose.
- The Pre-School created a formal Acknowledgement in consultation with local Elders which is shared before meetings at the Pre-School.
- The Acknowledgement created is on display on the noticeboard in the front foyer and on a sign adjacent to the ramped entry to the Pre-School.
- A physical Acknowledgement of Country is located in the garden adjacent to the ramped entry to the Pre-School.

Welcome to Country

A Welcome to Country, is a formal welcome onto land and can only be conducted by Traditional Owners or Aboriginal and Torres Strait Islander people who have been given permission from Traditional Owners to welcome visitors to their Country. Singleton Heights Pre-School will maintain relationships with local Elders, inviting them to officiate at important events, as well as inviting them to join us for social occasions.

Days of Significance

The Pre-School commits to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. A calendar is shared with Educators at the beginning of each year and significant dates are discussed at staff meetings to ensure consultation and organisation of activities within the program.

These days include:

- National Sorry Day
- Reconciliation Week

Our Reconciliation Policy

“What song or dance
do we do every day?”

“Nidja Noongar Boodja
Koort” – Jag (5yrs)

Elders Share Histories and Culture

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

Inviting local Elders and Traditional Owners to speak to students and staff about the histories and cultures of the area on which the Pre-School is situated, greatly enhances learning experiences.

Aboriginal People in the Classroom

Singleton Heights Pre-School is committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms as guests to work alongside the children and Educators in learning activities. We believe that having an Aboriginal and Torres Strait Islander presence in our learning environments, is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures. This is especially meaningful when local perspectives are shared in relation to the Country where the children are living and learning.

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.

Reconciliation is about strengthening relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples for the benefit of all Australians. Teaching and learning about the concept, history and progress of reconciliation can help to provide children and staff, with an understanding of how your early learning service's RAP fits into the broader story of reconciliation in Australia.

By defining reconciliation through five dimensions, we share the language for reconciliation for all Australians. The five dimensions are:

- historical acceptance
- race relations
- equality and equity
- institutional integrity
- unity

Our Reconciliation Policy

“Why do we join to say our Acknowledgement of Country?”

“Because I want to.”
– Levi (5yrs)

The five dimensions of reconciliation.



1. Race Relations

All Australians understand and value Aboriginal and Torres Strait Islander and non-Indigenous cultures, rights and experiences, which results in stronger relationships based on trust and respect and that are free of racism.

Goal: Positive two-way relationships built on trust and respect exist between Aboriginal and Torres Strait Islander and non-Indigenous Australians throughout society.

2. Equity and Equality

Aboriginal and Torres Strait Islander peoples participate equally in a range of life opportunities and the unique rights of Aboriginal and Torres Strait Islander peoples are recognised and upheld.

3. Goal: Aboriginal and Torres Strait Islander Australians participate equally and equitably in all areas of life—i.e. we have closed the gaps in life outcomes—and the distinctive individual and collective rights and cultures of Aboriginal and Torres Strait Islander peoples are universally recognised and respected. Aboriginal and Torres Strait Islander people are self-determining.

3. Institutional Integrity

The active support of reconciliation by the nation's political, business and community structures.

Goal: Our political, business and community institutions actively support all dimensions of reconciliation.

4. Unity

An Australian society that values and recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of a shared national identity.

Goal: Aboriginal and Torres Strait Islander histories, cultures and rights are a valued and recognised part of a shared national identity and, as a result, there is national unity.

5. Historical Acceptance

All Australians understand and accept the wrongs of the past and their impact on Aboriginal and Torres Strait Islander peoples. Australia makes amends for past policies and practices ensures these wrongs are never repeated.

Goal: There is widespread acceptance of our nation's history and agreement that the wrongs of the past will never be repeated— there is truth, justice, healing and historical acceptance.0

Our Reconciliation Policy

“What is special
about our
Acknowledgement of
Country?”

“It’s special because we
look after the land.”

– Clara (4yrs)

Local Sites

Aboriginal and Torres Strait Islander communities maintain a special connection to Country, and their histories and cultures are contextualised by the local area and practices. Singleton Heights Pre-School believes that finding out as much as possible about the histories and cultures of our local area is a priority when learning and teaching about Aboriginal and Torres Strait Islander culture. Local knowledge is important because of the shared connection with the particular place in which our early learning service operates and this connection greatly enriches relationships, understanding and respect for Aboriginal and Torres Strait Islander people, culture, Country and place.

This is achieved by working with our local Aboriginal community and Elders, talking about significant sites that are appropriate for children and Educators to learn about, visit or attend.

Reconciliation Action Plan

Singleton Heights Pre-School maintains a Reconciliation Action Plan (RAP). A sub-committee consisting of the Aboriginal Program Coordinator, Nominated Supervisor and a Committee representative meet at least termly, to review RAP progress and ensure the actions nominated by the Pre-School are completed.

The RAP sub-committee forward information to the Management Committee, Educators and families for consultation and to report progress. All progress is also reported to the Narra Gunna Wali RAP portal, to ensure updates of our goals and actions.

Training

It is important for all Australians to have an understanding of Aboriginal and Torres Strait Islander cultures, including their unique connection to the land, seas, skies and waterways. Cultural competence opportunities help to improve the level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures amongst staff, which is the basis for building better relationships between Aboriginal and Torres Strait Islander people and the wider community,

Singleton Heights Pre-School is committed to the professional development of all Educators in relation to Aboriginal cultural competence and local knowledge. We employ an Aboriginal Program Coordinator who liaises with local Elders and Community groups, liaises with a local Aboriginal Educator and shares information with Educators.

Building educator’s competence in relating to Aboriginal and Torres Strait Islander children and families is a process that is underpinned by relationships, skills and knowledge. Cultural competence is a two way learning process. A culturally competent organisation that values and respects diversity helps everyone feel like they belong. More specifically, being familiar with the rich and long history of Australia, including our Aboriginal and Torres Strait Islander history and culture, enriches all of us. In implementing this Framework educators must embed and sustain processes to:

- Make decisions that are genuinely inclusive
- Negotiate and set goals for children’s ongoing learning • Model leadership, respect, responsibility and accountability
- Refine, reflect on and apply skills for quality teaching and learning • Share responsibility for teaching and learning
- Strengthen policy making, service delivery and practice and continually monitor, reflect on and refine this process
- Implement their professional obligation to embrace the principles of equal access, opportunity, and maintain a journey of learning.

Action	Deliverable	Progress	Due Date	Assigned to	Date Completed
Aboriginal and Torres Strait Islander People in the Classroom	We will maintain our relationships with local Aboriginal community groups and organisations inviting them to the pre-school for special events or to participate in the program.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> • Amy will connect with Uncle Warren or other Aboriginal group eg: Lands Council, regarding the language app. This will provide clarification that we are able to use it within the service. • We will connect with Uncle Warren about sharing culture with the children within the Pre-School, due to excursions continuing to be limited due to COVID-19. • We will explore how local school groups, including the Aboriginal dance group from Saint Catherine’s High School and the Clontaff Academy at the local Departmental High School, could be involved with sharing culture in the centre other than sharing dance. • We will continue to share time in the Service with Aunty Michelle. • We will explore opportunities with Michael, who supports local school programs. • We will reconnect with Singleton Heights Public School to explore opportunities. 	July 2022	Kerryanne, Amy and Neisha	

Our Reconciliation Action Plan

“This place is very family oriented and Aboriginal culture is very evident. The staff are amazing, I know she is having a great time.” - Kelly

Action	Deliverable	Progress	Due Date	Assigned to	Date Completed
	We will look beyond current connections and explore individuals or groups who provide a program specifically for Early Childhood services.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> We will explore opportunities with Michael, who supports local school programs. We will reconnect with Singleton Heights Public School to explore opportunities. Amy is continuing to explore other opportunities outside our local area. Explore new inclusions to the program through "Speaking in Colour". 	July 2022	Amy	
	We will look to our current families for opportunities to engage them in our curriculum.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> We will explore opportunities within new enrolments for 2022. We will approach 2 parents currently enrolled to explore opportunities for them to share culture with the children. 	July 2022	Neisha	
<i>Cultural Competence for Staff</i>	To continue to locate opportunities for professional development and reading	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> The annual Aboriginal early Childhood Conference has concluded. More Educators could engage with the Culturally Informed Trauma training through the Centre for Cultural Competence. Be alert for new opportunities to develop knowledge and cultural competence. 	July 2022	Amy, Kerryanne and Neisha	

Our Reconciliation Action Plan

"My daughter sings the songs at home and loves saying the Acknowledgment of Country and the Tapping Sticks."
– Felicity

Action	Deliverable	Progress	Due Date	Assigned to	Date Completed
	Our "Aboriginal Community Liaison and Program Mentor" will share information with the team.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> Amy will connect with Uncle Warren or other Aboriginal group eg: Lands Council, regarding the language app. This will provide clarification that we are able to use it within the service. Continue development of our resources which are shared with all Educators. Amy and Kerryanne are consulting on the development of service symbols (reference the "8 ways of Learning"), which would enhance programs. These will be created in consultation with local Elders. Initial conversations have focussed on symbols relevant to our children and program and may include "yarning", "family", "community", and "land/environment". 	July 2022	Amy and Kerryanne	
	Maintenance of current relationships with local Elders and Aboriginal organisations to enhance the sharing of information and knowledge through their attendance in the service and on excursions to sites of significance.	<i>Refer o Aboriginal and Torres Strait Islander People in the Classroom</i>	July 2022	Amy, Kerryanne and Neisha	
<i>Welcome to Country</i>	Maintain relationships with Elders and ensure they receive invitations to significant events and celebrations.	<i>Refer to Aboriginal and Torres Strait Islander People in the Classroom</i>	July 2022	Amy, Kerryanne and Neisha	
<i>Celebrate National Reconciliation Week</i>	Recognise National Reconciliation Week, raising awareness for children, families, Educators and the community through service activities and information being shared with families through the service newsletter and visible displays.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> We will continue provide opportunities through the program. We will continue to share information with families through our environment and newsletters. 	July 2022	Amy	

Our Reconciliation Action Plan

"My son loves learning Aboriginal Culture at Pre-School. He goes 'hunting' for lizards and collects sticks to paint his own Tapping Sticks."
– Gemma

Action	Deliverable	Progress	Due Date	Assigned to	Date Completed
<i>Build Relationships with Community</i>	Maintain our relationship with the local Aboriginal community and Elders, to enhance our service delivery, response to local community and program.	<i>Refer to Aboriginal and Torres Strait Islander People in the Classroom</i>	July 2022	Amy and Neisha	
	We will look beyond current connections and explore individuals, family members, groups or communities with whom we can build a relationship.	<i>Refer to Aboriginal and Torres Strait Islander People in the Classroom</i>	July 2022	Neisha	
	Continue to attend local AECG meetings to enhance relationships with the Educational facilities and Aboriginal/Torres Strait Islander community members.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> We are committed to maintain a presence with the local AECG to promote the role and participation of early Childhood Education. 	July 2022	Amy and Neisha	
<i>Teach about Reconciliation</i>	An annual calendar is created, highlighting days of significance for Aboriginal and Torres Strait Islander peoples, and reconciliation. This will be shared with staff and families, through our service newsletter and displayed in the service.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> Amy has already created the calendar of "Significant Days" for 2022. This is located on the board in the staffroom. It will be shared in the initial family newsletter of the year and again during the year. Amy sources and shares information prior to each day/event. Amy may share time in each classroom to recognise a day/event, to share culture. 	July 2022	Amy	
	The embedding of Aboriginal culture within our environment, program and conversations, promotes understanding, respect and values of reconciliation.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> Nature programs engaged in within the service embed the understanding of "Country". The nature program, child learning and conversations also promote respect for the environment. 	July 2022	All Educators	

Our Reconciliation Action Plan

"You are all so kind and we feel welcome here. I know they learn about Aboriginal culture and they are just thriving."
– Cathy

Action	Deliverable	Progress	Due Date	Assigned to	Date Completed
	Significant dates and events are recognised or celebrated within the Pre-School.	Refer to Staff Engagement with RAP	July 2022	Neisha & Amy	
<i>Explore Current Affairs and Issues</i>	Share relevant information about Aboriginal culture and community organisations with families, through the service newsletter.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> • The calendar of “Significant Days” will be shared in the initial family newsletter of the year and again during the year. • Amy and other Educators share learning stories/reflections with families through the daily communication and newsletters. • Ungooroo information/newsletters are shared with families along with other relevant local posts. • The service has a community contact information pamphlet with relevant contacts for families with Aboriginal heritage. 	July 2022	Neisha	
<i>Acknowledgement of Country</i>	The Pre-School will explore ways of engaging with our yarning circle, during the day.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> • The yarning circle is used by 1 room as place to sit and chat. • How else could it be used? 	July 2022	All Educators	

Our Reconciliation Action Plan

“What do we do at the yarning circle?”

“ You have to sit and be quiet.” – Connor (4yrs)

Action	Deliverable	Progress	Due Date	Assigned to	Date Completed
	We will explore new ways of embedding our “Acknowledgement of Country”.	<p>RAP Development Meeting 1/9/2021</p> <p>Discussions at the meeting resulted in the creation of the following initial goals:</p> <ul style="list-style-type: none"> • The children’s daily Acknowledgement and our formal service Acknowledgement will be shared with families through the newsletter more regularly. • The service Acknowledgement could be used more frequently at family gatherings. • It has been used by some Educators during Zoom sessions with the children during the current COVID-19 lockdown. 	July 2022	Neisha	
	We will explore local symbols with Elders, which will reflect the “8 Ways of Learning”, while ensuring relevance for our children and community.	<p>RAP Development Meeting 1/9/2021</p> <p>Discussions at the meeting resulted in the creation of the following initial goals:</p> <ul style="list-style-type: none"> • Amy and Kerryanne are consulting on the development of service symbols (reference the “8 ways of Learning”), which would enhance programs. These will be created in consultation with local Elders. Initial conversations have focussed on symbols relevant to our children and program and may include “yarning”, “family”, “community”, and “land/environment”. 	July 2022	Kerryanne and Amy	
<i>Inclusive Policies</i>	The creation and sharing of our service RAP promotes ongoing awareness and commitment to the inclusion of Aboriginal and Torres Strait Islander content and perspectives in our program, experiences, relationships and conversations.	<p>RAP Development Meeting 1/9/2021</p> <p>Discussions at the meeting resulted in the creation of the following initial goals:</p> <ul style="list-style-type: none"> • The RAP goals are shared with families through service newsletters during the year. • Families are informed of the presence of our RAP during enrolment interviews. • It could be included in full staff meetings or a section in staff meetings to ensure knowledge of its content and purpose. • It could be included on the Management Committee meeting agenda. • The RAP is always available in the trays on the staff sign-in table. 	July 2022	Amy, Kerryanne and Neisha	

Our Reconciliation Action Plan

“Have you read any Aboriginal Stories?”

“ Yes, Molly the Pirate... It was your imagination.”
– Arnika (5yrs)

Action	Deliverable	Progress	Due Date	Assigned to	Date Completed
	We will maintain our relationships with local Aboriginal community groups.	<i>Refer to Aboriginal and Torres Strait Islander People in the Classroom</i>	July 2022	Amy	
	The service will develop a “Culturally Informed Trauma Policy”.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> The draft is now out for review by all stakeholders. 	July 2022	Neisha	
Early Years Learning Framework – Early Learning Specific	Relevant symbols will be created for use within the program and an Aboriginal cultural syllabus will be created.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> Reflection at RAP meeting regarding the 8 ways of learning and the creation of our own symbols. We will liaise with Aunty Denise. We will create a service syllabus for the delivery of foundation knowledge for the children at the beginning of the year. This will include intentional teaching in relation to the yarnning circle, our service artworks, service murals, artefacts and the concept of “Country”. It will continue to evolve to include reconciliation and “Significant Days”, language, songs and dance. 	July 2022	Neisha, Amy and Kerryanne	
Elders and Traditional Owners share Histories and Culture	Continue to maintain the relationships with the Elders and invite them to other significant events in the Pre-School, inviting them to perform a Welcome to Country when appropriate.	<i>Refer to Aboriginal and Torres Strait Islander People in the Classroom</i>	August 2019	Neisha	September 2019

Our Reconciliation Action Plan

“What do you know about Aboriginal Culture?”

“They drink and eat from fountains.”
– Grace (4yrs)

Action	Deliverable	Progress	Due Date	Assigned to	Date Completed
	Share an experience, on Country, with a local Elder. We'll visit a site of local significance, Biaime caves.	<i>Refer to Aboriginal and Torres Strait Islander People in the Classroom</i>	July 2022	Amy & Neisha	
	Engage with local Elders in community groups outside of the Pre-School to foster our ongoing relationship eg: AECG meetings.	<i>Refer to Build Relationships with Community</i>	July 2022	Amy and Neisha	
<i>Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures</i>	Create representations of the flags for use in the outdoor environment.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> We discussed Amy creating artworks of the flags which can be moved around the environment eg: hooks attached so they can be hung on a fence panel. These will be created in liaison with local Elders. 	July 2022	Kerryanne, Amy and Neisha	
	Display walls and community craft projects will form part of the environment and program.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> This is already in place and will continue. 	July 2022	Amy	

Our Reconciliation Action Plan

"What Aboriginal songs do you like?"

"Ninja Nonga, it's a song about the Land"
– Asha (4yrs)

Action	Deliverable	Progress	Due Date	Assigned to	Date Completed
	Community grants will be sought to provide improved learning, wellbeing and inclusion outcomes for all Aboriginal children.	RAP Development Meeting 1/9/2021 Discussions at the meeting resulted in the creation of the following initial goals: <ul style="list-style-type: none"> • Neisha has already applied for a grant through the Department to provide families with books and a library bag as well as free clothing. • Kerryanne shared an opportunity being offered through Singleton Council. 	July 2022	Neisha	
Aboriginal and Torres Strait Islander Flags	Create representations of the flags for use in the outdoor environment.	Refer to Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	July 2022	Amy	
Curriculum planning	We will look beyond current connections and explore individuals, family members, groups or communities with whom we can build a relationship.	Refer to Aboriginal and Torres Strait Islander People in the Classroom	July 2022	Neisha	
	We will look to our current families for opportunities to engage them in our curriculum.	Refer to Aboriginal and Torres Strait Islander People in the Classroom	July 2022	Neisha	

Our Reconciliation Action Plan

“What’s special about our yarning circle?”

“We like to say thank you for letting us share your land”
-Lalayna (4yrs)

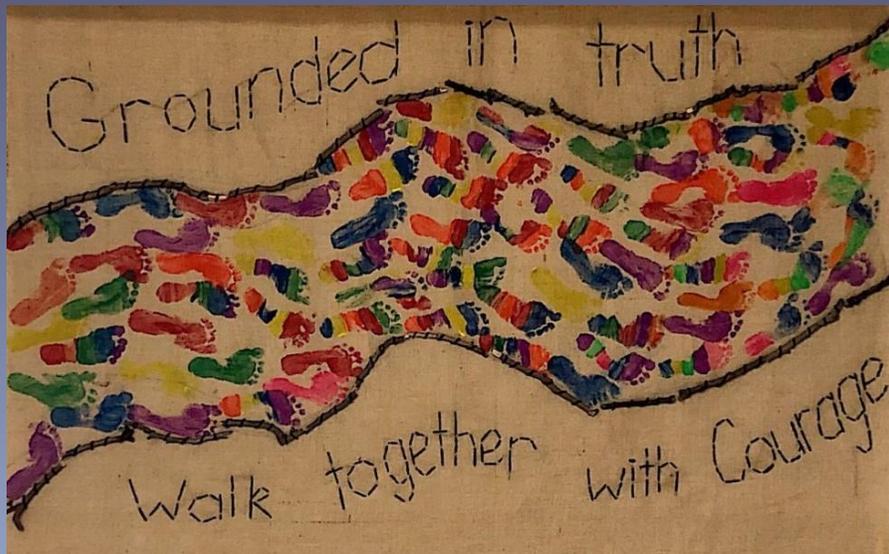


Our Artwork

Wanaruah Artist Denise Hedges (Aunty Denise):

“These paintings are about our beautiful animals. We have kangaroo which was one of our main food sources. The Wedge Tail Eagle is the Wanaruah people totem which means we cannot hunt or eat them. We have the Goanna which is another food source. With the circle forming the camp sites and the tracks leading to them.”

“I think it is amazing how much the children can learn and be involved with Aboriginal culture. Compared to the very little when I went to school”
-Grace



The 2019 Reconciliation Week theme was celebrated with the children creating a mural which now hangs in the main locker area.

“Have you seen the Aboriginal art in our playground?”

“It has snakes and lizards”
– Chloe (5yrs)

“This painting is about a special pre-school and it’s children.

Across the top we have a wind break and below are the colours of our flag.

In the middle is our school with our kids from all walks of life, then we have a snake and a lizard.

We also have some of the children’s hand prints, and the circle of dots, depict their homes” – Local Wanaruah Elder Artist, Denise Hedges