Narragunnawali
Reconciliation in Education

NARRA GUNNA WALI

RECONCILIATION ACTION PLAN

Wilston Outside School Hours Care
December 2025 to December 2026

Wilston Kids Care

RECONCILIATION AUSTRALIA

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VISION FOR RECONCILIATION

We strive to create a welcoming, inclusive, and respectful community where people from all backgrounds feel valued, celebrated, and understood. Our commitment to diversity is reflected throughout our Educational Program and across our Service, fostering a strong sense of belonging and inclusion for all families. Our vision is to nurture a community that actively engages in learning about, respecting, and acknowledging the cultures and histories of Aboriginal and Torres Strait Islander peoples. Through building meaningful connections within our community, we aim to provide children with a foundation of belonging, harmony, and cultural understanding that extends into their wider world. Our Commitments: Acknowledging Australias First Peoples: Recognising Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the Land. Fostering Trust and Respect: Cultivating a community grounded in mutual trust, understanding, and respect. Celebrating Cultural Diversity: Promoting awareness and representation of all cultures, including the rich diversity of Aboriginal and Torres Strait Islander cultures, to help children develop strong cultural identities. Embedding Indigenous Perspectives: Integrating Aboriginal and Torres Strait Islander knowledge, cultural rights, and perspectives into our daily learning with genuine respect and purpose. Strengthening Connections: Honouring and embedding Aboriginal and Torres Strait Islander cultures within our Service, while fostering stronger relationships between our community and First Nations communities and Lands. We recognise that Aboriginal and Torres Strait Islander knowledge is central to understanding Australias history and provides unique learning opportunities for our programs. We pay our respects to the Traditional Custodians of the Land on which we work, learn, and play the Turrbal and Yaggera peoples and honour the enduring contributions of the First Peoples of Australia.

ACKNOWLEDGEMENT OF COUNTRY

Formal Version (longer): Wilston Kids Care acknowledges the Turrbal and Yagara Peoples as the Traditional Custodians of the land on which we learn, work, and play. We recognise their continuing connection to land, waters, and community, and we pay our respects to Elders past and present. We honour the rich cultures, knowledge, and histories of Aboriginal and Torres Strait Islander peoples and acknowledge their invaluable contributions to our shared community. Through ongoing learning and meaningful connections with First Nations peoples, Wilston Kids Care is committed to fostering respect, understanding, and reconciliation for future generations. Informal Version (Short): We Acknowledge the Turrbal and Jagera people on whose Land we stand, learn, play and grow. We pay our respects to the Elders and always remember this Land is, was and always be Aboriginal Land.

RAP WORKING GROUP

Name	Position
Raeleen Wren	Principal / Director
Emma Bannerman	Staff (teaching)
Jason Choice	Staff (teaching)
Claire O'Connor	Staff (teaching)

CONTRIBUTORS

Wilston Outside School Hours Care would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Claire O'Connor	Responsible Person and Administration Officer

RELATIONSHIPS IN THE CLASSROOM

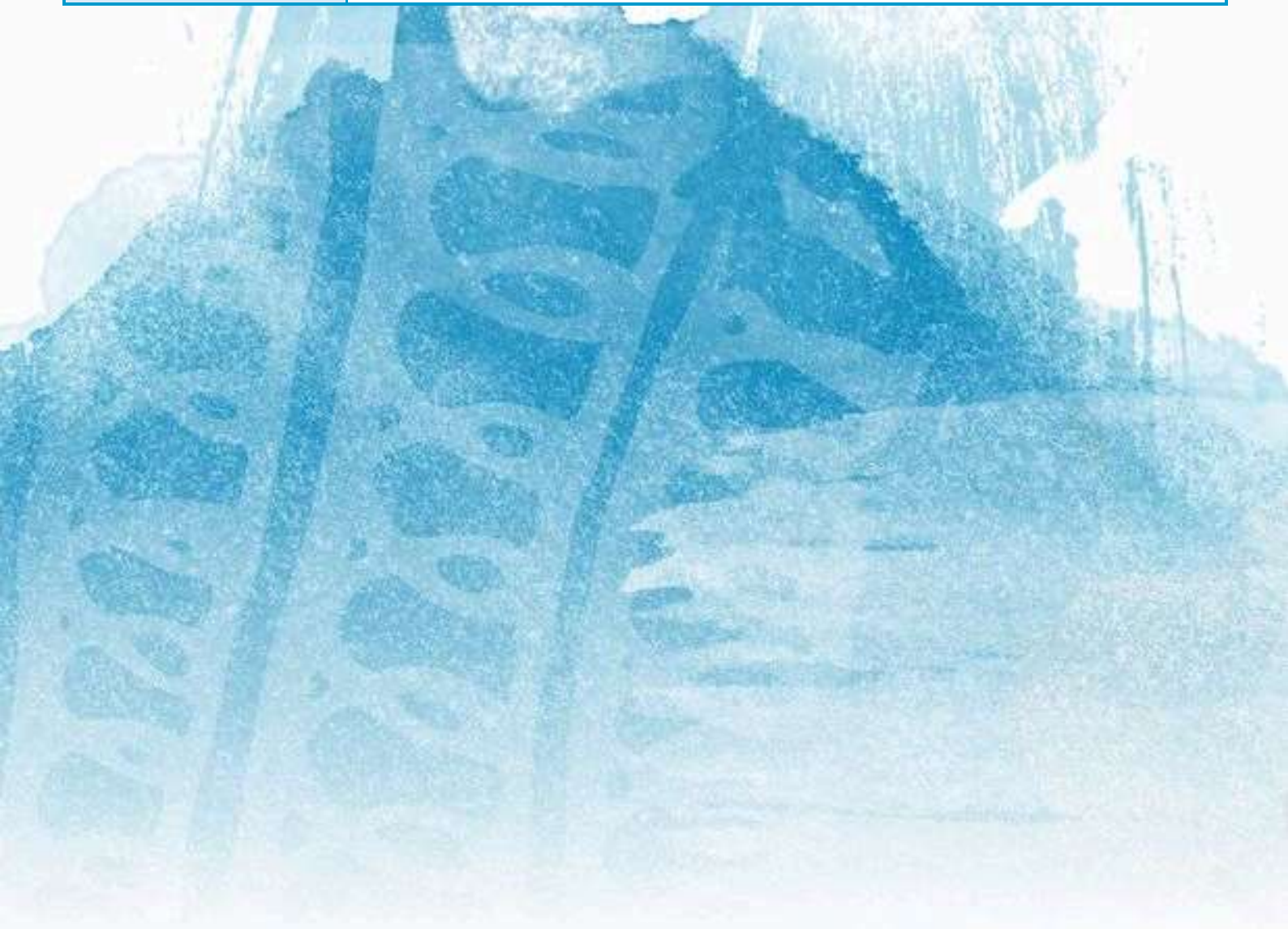
RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.
Opportunities for Aboriginal and Torres Strait Islander Students and Children	We commit to providing opportunities for all Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider early learning service community.
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.

RELATIONSHIPS AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Cultural Responsiveness 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 build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.

RELATIONSHIPS WITH THE COMMUNITY

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.
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.



RELATIONSHIPS WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
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.

RESPECT IN THE CLASSROOM

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.
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 early learning service. 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.
Care for Country	We commit to actively connecting with, and caring for, the Country/place on which our early learning service stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.

RESPECT WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Celebrate Days of National Significance	We commit 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. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day.
Aboriginal and Torres Strait Islander Flags	Our early learning service flies/displays the Aboriginal and Torres Strait Islander flag 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.
Physical Acknowledgement of Country	Our early learning service proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our early learning service is located.

RESPECT WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
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.

OPPORTUNITIES AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Inclusive Policies	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.
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 AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
National Quality Standard	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.

OPPORTUNITIES WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Local Sites, Events and Excursions	We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.
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.