

FORREST PRIMARY RECONCILIATION ACTION PLAN 2014 - 2016



Our vision for reconciliation:

- Relationships - There should be ongoing communication between the Indigenous students, their families, the school and the broader community to build strong and lasting relationships which will support students' learning and general wellbeing
- Respect - All Indigenous families should feel welcomed, respected and valued by the school
- Opportunities - All Indigenous students should be supported to participate fully in all areas of Forrest School life and to strive to fulfil their potential

Our school:

Forrest Primary School has almost 500 children aged from pre-school to Year 6. Students at the school come from 61 different countries and the Canberra region. Currently there are 13 families (22 students) at the school who identify as Indigenous. The school is candidate to offer the International Baccalaureate Primary Years Programme (IB PYP).

Forrest Primary School aims to provide an environment and supportive structures that empower and enable our Aboriginal students to attain personal success in life, acknowledging the continuing richness of Aboriginal culture and heritage.

The school has a mission statement that was created in 2012 after consultation of all stakeholder groups including Indigenous families and reads as follows:

- Forrest Primary School helps all of our students reach their full potential in a safe, loving, inspiring and challenging learning environment
- We strive to develop confident, compassionate, responsible children who are lifelong learners and can make the world a better place
- Our community is culturally diverse and we value and celebrate the perspectives, knowledge, skills and abilities all bring to our school

Time line and Process for the Development of the Forrest Primary RAP for 2014 – 2016 :

Term 3 2013

- Brainstorming session – all Indigenous families were invited to join a meeting at Forrest Primary to plan the RAP process for Forrest
- Forrest RAP Committee was established – open to all
- Information about the Reconciliation Action Plan Process (RAP) for Forrest Primary was put in the school Newsletter
- Copies of a discussion paper for the RAP were circulated to all Indigenous families, the Forrest School Board, the Forrest School P and C, teachers at Forrest Primary, organisations such as Winnunga Health, schools in the Forrest Primary cluster and other stakeholders

Term 4 2013

- A barbecue was held at Forrest Primary School on **Monday 21 October at 6pm.** At the barbecue people were given the opportunity to discuss what they thought the Forrest RAP should look like. These discussions were guided by the following questions from Reconciliation Australia:
 - Why are relationships with Aboriginal and Torres Strait Islander Peoples, and communities important to our school's vision for reconciliation and how will we develop these relationships?
 - Why is respect important to our school's vision for reconciliation and how will we demonstrate this and in what ways?
 - Why are opportunities for Aboriginal and Torres Strait Islander children, families and communities important to our school's vision for reconciliation. How do we aim to provide these opportunities within our school's community and what are the desired outcomes?
- At the end of the evening, those present were able to witness the Signing of Commitment by Forrest Primary School to develop a Reconciliation Action Plan for 2014 – 2016.
- The ideas from the discussions were incorporated into a Forrest RAP document for 2014-16 by the Forrest RAP Committee and then presented to the school board and the school staff before being formally launched on Harmony Day 2014

2014 Onwards into the future

- The RAP is being lived and adjusted as necessary with a formal review in 2016 ready for the launch of the next RAP
- The Principal ensures that there are sufficient funds allocated for the implementation of the RAP

1. Relationships:

Relationships - There should be ongoing communication between the Indigenous students, their families, the school and the broader community to build strong and lasting relationships which will support students' learning and general wellbeing. This communication should be open, regular and focus on the positive. There should be a real effort to really listen to, not just hear, what is being said so that school families' needs are understood and parents can be supported to help their children.

Action	Responsibility	Timeline	Measurable Target
Establish a committee to develop, monitor, review and refresh the RAP	Deputy Principal	Term 3	<ul style="list-style-type: none"> • RAP Committee established comprising: <ul style="list-style-type: none"> ○ The Principal (or delegate) ○ Representatives of the Indigenous and non Indigenous parents ○ Teachers from the school including the Indigenous contact ○ A Year 5/6 Indigenous student and a Year 5/6 SRC member ○ Anyone else who would like to be involved • The RAP Committee will meet each term to ensure that the RAP Document is kept current and is being implemented
Strengthen relationships and communication between the school and Indigenous families	Forrest Primary and all families at the school	Ongoing	<ul style="list-style-type: none"> • Make sure that parents/caregivers know that the school newsletter is sent out either by email or in hard copy every Thursday and that it is the responsibility of the youngest child in each family to bring it home. If a student is absent, the newsletter should be sent home with them as soon as they return to school • School to continue the role of Indigenous contact to facilitate communication and to arrange PLP Meeting times, organise the student part of the Homework Club, organise excursions, apply for grants etc • The Indigenous Education Officer to visit the school on a regular basis and to continue to work with the school and the community • Involve parents in the activities of their children at school by: <ul style="list-style-type: none"> ○ Continuing the weekly Parent Student Homework Club. ○ Holding Parent Forums ○ Providing opportunities for the school and community to learn together

Build relationships with our school's local Aboriginal and Torres Strait Islander Community.	Deputy Principal Indigenous Contact	Ongoing	<ul style="list-style-type: none"> • Advertise local events in the School Newsletter – eg the 5th Anniversary of the Apology and other Indigenous events for primary aged students hosted at Boomanala Oval and Tidbinbilla • Make sure that Indigenous families in the school have information about these events • Organise opportunities for Indigenous students and other students to meet with elders. • Organise opportunities for excursions with the Indigenous Education Officer
Build relationships with other Indigenous students	Deputy Principal Indigenous Contact	Ongoing	<ul style="list-style-type: none"> • Students take part in sporting and cultural events such as the Evonne Goolagong Come and Try Tennis Day • Students encouraged to take part in ACT Education events such as the Burroinjin Day and the RAP Launch • Encourage Year 5/6 students to be part of the Aspirations Program
Strengthen links with Narrabundah Early Childhood School, Telopea Park School and Alfred Deakin High School.	Deputy Principal Indigenous Contact	Ongoing	<ul style="list-style-type: none"> • Orientation days for students to prepare for transitions • Visits by teachers and students between the schools • Shared professional learning between the schools • Organise high school buddies to aid the transition to high school • Encourage contact with students at Narrabundah and Canberra Colleges so that older students can take on leadership roles and share “We can do it” and “Why we keep going.”
Parents, students and teachers meet regularly to develop Personal Learning Plans for each Indigenous students.	Deputy Principal Indigenous Contact	Beginning of Term 1 and end of Term 2	<ul style="list-style-type: none"> • PLP meetings are organised twice a year at times that are convenient both to the school and the families • There should be open communication between the family and the teachers
Attendance	Front Office Principal Parents/caregivers Teachers	Ongoing	<ul style="list-style-type: none"> • Students should attend school every day. If a child is absent from school, the family should either phone the school to let them know the reason for the absence or send in a note on their return to school
Requests for financial assistance	Principal School Business Manager Indigenous Contact	Ongoing	<ul style="list-style-type: none"> • Should families need assistance with particular school related expenses, they should try to communicate this as early as possible to the school so that a plan can be made

2. Respect:

All Indigenous families should feel welcomed, respected and valued by the school. The school should respect all children's backgrounds. The school should ask people what they want – this coming together of community and school like at the RAP Barbecue is valuable.

Action	Responsibility	Timeline	Measurable Target
Publically display our school's respect for, and knowledge of, Aboriginal and Torres Strait Islander People's cultures and histories.	Deputy Principal	Ongoing	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander flags flown or hung all year round Aboriginal, Torres Strait and Australian Flags hung in the School Hall. Acknowledgement of Country takes place at school assemblies. Traditional Owners/Elders perform Welcomes to Countries at significant school events eg at Shivo. Display of Indigenous art in prominent places within the school (eg the foyer and the school library). Have a visual timeline of Indigenous and Australian history Have flags on the school newsletter and classroom doors
Ensure all staff at our school are culturally educated, aware and respectful.	Principal	Ongoing	<ul style="list-style-type: none"> Professional Development Opportunities provided for all staff There should be respect for Indigenous beliefs and events eg Sorry Day, deaths, gatherings. Values are important – it is important to understand and celebrate differences – encourage Indigenous parents/caregivers and students to share their cultural beliefs with the school.
Include Aboriginal and Torres Strait Islander People's perspectives in a range of curriculum areas.	All teachers Curriculum Coordinator School librarian All teachers	Ongoing	<ul style="list-style-type: none"> Implementation of the Cross Curriculum Priority from the Australian Curriculum in all relevant Units of Inquiry Resources to support Indigenous perspectives stored in the school library and easily accessible to all teachers and students Invitation to parents and experts to visit the school to share their knowledge – for example, Indigenous performers, artists and the Indigenous Education Officer

Encourage Indigenous students to find out about their heritage	Indigenous Contact Officer Class teachers	Ongoing	<ul style="list-style-type: none"> • Students meet with Indigenous Liaison Officer regularly and attend appropriate cultural days • Students undertake research as part of their Units of Inquiry • Students share their discoveries with their classes, their parents and the broader school community • Have signs in Indigenous languages around the school • Students have opportunities to learn about the different tribes • Provide opportunities for cultural sharing between Aboriginal and other cultures.
Share Indigenous culture with the wider school community	Deputy Principal Indigenous contact	Ongoing	<ul style="list-style-type: none"> • Provide opportunities for the school to be exposed to Indigenous artists, storytelling and performers • Follow up on suggestion to invite Johnny Huckle to create a song for Forrest Primary



3. Opportunities:

All Indigenous students should be supported to participate fully in all areas of Forrest School life and to strive to fulfil their potential.

Action	Responsibility	Timeline	Measurable Target
Involve the whole school community in the RAP process to encourage mutual learning and understanding. The RAP process needs all cultures to be acknowledged.	RAP Committee Everyone	Ongoing	<ul style="list-style-type: none"> • Invitations sent to all families, not specifically Indigenous families, to participate in RAP activities • Regular RAP Committee meetings with reports back through the school newsletter so that the whole school community realises that the RAP belongs to everyone
Opportunities for our Indigenous Students to be leaders	Everyone	Ongoing	<ul style="list-style-type: none"> • Provide opportunities for students to welcome visitors, show them around the school etc • Provide opportunities for students to be on the RAP Committee • Get the students to run the NAIDOC Flag Raising Ceremony, involve them in sending out invitations, designing posters, welcoming visitors etc. • Go on excursions and report back in the newsletter or to their classes about what they have been doing • Encourage the students to share their cultural knowledge
Support Aboriginal and Torres Strait Islander students to reach their full potential educationally, socially and emotionally.	Deputy Principal, Indigenous Contact, teachers, parents and students.	Ongoing	<ul style="list-style-type: none"> • Students, parents and teachers meet twice each year to set goals in a Personalised Learning Plans (PLP) which are continuously monitored and evaluated to ensure that goals are achieved • Focus on the core skills (3Rs) so that students are ready to progress to high school • The use of Aboriginal languages and dialects is acknowledged. Appropriate EALD support is provided • Where necessary, students are provided with support by a Learning Assistance Teacher and appropriate resources to help them learn. • Students can travel safely to school on the buses • Students attend school regularly and are at school unless they are ill. Families are assisted with applying for bus passes and absenteeism is followed up promptly by the school • All teachers have resources to teach Aboriginal and Torres Strait Islander students

			such as What Works and Dare to Lead Resources
Provide opportunities for Indigenous students to use technologies in their learning	IT Committee Class Teachers	Ongoing	<ul style="list-style-type: none"> • Encourage students to read by applying for them to be part of the Indigenous Reading Project which uses Kindles – as places on the program are limited, perhaps the school could buy some Kindles to loan out in a similar way? • Provide opportunities for students to use the school computers during Homework club and at lunchtimes • Use school ipads and computers to make learning as relevant and current as possible for students • Link with Indigenous students in other parts of Australia through Skype • Provide opportunities for students to write to elders
Empower Indigenous Parents	Indigenous Contact Organisations like Northside Community Services	Ongoing	<ul style="list-style-type: none"> • Provide transport to school events so that parents can attend • Parent/student Homework club • Information about programs like CHANCES • Provide opportunities for the community to learn together • Run Parent Forums
School works with families and outside agencies to ensure the well being of Indigenous students.	Deputy Principal, Indigenous Contact, teachers	Ongoing	<ul style="list-style-type: none"> • The school encourages the families to work with organisations such as Gugan Gulwan, The Smith Family, Winnunga Health, Northside Community Services to support their children
The school works with families to ensure full access to the programs on offer in the school.	Deputy Principal, Indigenous Contact, teachers and School Business Manager.	Ongoing	<ul style="list-style-type: none"> • Our school supports Indigenous families to apply for student scholarships. • The school will work with families to ensure that all Indigenous students are able to participate in school camps, excursions and other school events linked to their Units of Inquiry • The school will work with families to have full school uniform and the necessary stationery and equipment to participate fully in school life
Mother Tongue	Indig Ed Officer Parents/caregiver Elders	Ongoing	<ul style="list-style-type: none"> • Indigenous students at our school come from a variety of different tribes. However, students could be exposed to Indigenous language by inviting in guests, using Education Officer's knowledge, acknowledging children's knowledge, bringing in resources etc
Use the wonderful resources available in Canberra	Everyone	Ongoing	<ul style="list-style-type: none"> • Visit the AIATSIS library, Parliament House, the Tent Embassy, National Museum, Questacon, Museum of Democracy and traditional places used by Indigenous people in the area

Use online resources and programs designed by professional organisations			<ul style="list-style-type: none"> • Find out what is now available linked to the Australian Curriculum and network with other schools to find out what resources they are using successfully • Contact the Maths Teachers Association to find out about programs such as Make It Count – Monday Maths Mob
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4. Tracking progress and reporting			
Action	Responsibility	Timeline	Measurable Target
Monitor and refresh our Reconciliation Action Plan.	RAP committee	Board meetings just before NAIDOC week and end of year	<ul style="list-style-type: none"> • Our Reconciliation Action Plan is monitored by our RAP Committee • Our RAP is reported on and refreshed at the start of each school year • Regular newsletter items to remind people about the RAP and what is happening • RAP is tabled and reported on in a School Board Meeting twice in each year • Qualitative data is collected and evaluated by an independent person, such as Lyle Swan, using measurable indicators against key outcomes annually • Additional comment column is added at the right hand side of the RAP
Full review of the RAP in 2016	RAP Committee in 2016	2016	<ul style="list-style-type: none"> • In future RAPS consider using the new format proposed by Reconciliation Australia • A RAP for 2017 - 2020



