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Reconciliation Action Plan



Coolbinia Primary School

Reconciliation Action Plan for the Years 2012-2016

Our vision for reconciliation

Coolbinia Primary School is a Tribes school. This means we are building a Caring Community that involves the whole child. The four agreements in a Tribes school are:

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- Attentive listening
- Appreciation/no put downs
- Mutual respect, and
- The right to pass.

Coolbinia Primary School's move to publicly respect and value Aboriginal and Torres Strait Islander peoples, their cultures and history is aligned with this approach to building a Caring Community.

Reconciliation at Coolbinia PS is therefore about:

- Embedding the Aboriginal and Torres Strait Islander Histories and Cultures cross curriculum priority of the Australian Curriculum across all learning areas where there is a natural fit.
- Stewardship of the local environment that encourages conservation and the sustainable use of natural resources.
- Creating, improving and developing a welcoming school and community environment that encourages participation from Indigenous people.
- Building better relationships between Aboriginal and Torres Strait Islander peoples and the wider Australian community for the benefit of all Australians.
- Enhancing understanding by presenting the facts and giving people an opportunity to broaden their knowledge - achieving it involves raising awareness of, and learning about, Aboriginal and Torres Strait Islander histories and cultures.
- Changing attitudes that are often based on myths and misunderstandings, and encouraging action - where everyone plays their part in building a better relationship between all Australians.
- Thinking creatively to develop innovative ways to create positive change.

Our school

Coolbinia Primary School aims to inspire a love of learning with students, staff and parents. Our School Vision is "Inspiring Growth". Staff seek to inspire student growth in the academic, physical, artistic and social domains. Our school has a strong focus on providing students with the knowledge, skills and values to create sustainable living. The focus is on healthy body and healthy mind!

Coolbinia Primary School opened in 1955 and is set amongst the lush green trees, open space and bushland of Mount Lawley. It is characterised by:

- A quarter of the student population resides outside the school zone.
- Children come from a variety of ethnic backgrounds.
- The school has a history of outstanding academic achievement.
- Caters for children from 4 years of age (Kindergarten) through to those who are completing their Primary education (Year 6).
- Provides a plethora of unique opportunities including an annual concert, bike education, chess, computer club, Blueearth, interschool sporting competitions and camps.
- An extended family environment where emphasis is placed upon critical thinking skills, respectful attitude and success for everyone. Adults and children are valued for their unique individual qualities and contributions.

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Student Beliefs

At Coolbinia Primary School, we believe children learn best when:

- They are in a safe, caring and positive environment at school and at home.
- A range of meaningful and relevant learning, teaching and assessment strategies are used to cater for student developmental needs.
- Individual differences are recognised, valued and built upon.
- The environment is rich, offering a variety of resources.
- The teacher is highly motivated, skilled and enthusiastic.

These beliefs, and the elaborations below, provide a caring, respectful and supportive foundation for our Reconciliation Action Plan (RAP).

Indicators of high success:

Students are in a safe, caring and positive environment at school and at home. They demonstrate a:

- Willingness to have a go.
- Engaged in learning.
- Able to assist others.
- Show enthusiasm.
- Diversity is accepted and respected.
- Assessment practices are educative, valid, explicit, fair and comprehensive.
- Students are provided with timely and helpful feedback.
- Expectations are clearly communicated.

A range of meaningful and relevant learning, teaching and assessment strategies are used to cater for student developmental needs:

- Same activity and expect different outcomes (open-ended tasks).
- Use of different strategies to match learner characteristics.
- Incorporate high-level thinking strategies.
- Goal setting and self-assessment.
- Differentiated curriculum.
- Diagnostic, formative and summative assessment.
- Activities are open-ended, exploratory and motivating.
- Negotiated learning.
- Students play a role in their assessment.
- Students exhibit confidence by feeling empowered about their learning.
- Meaningful and relevant learning.
- Explicit teaching.

Individual differences are recognised, valued and built upon:

- Activities are child-centred.
- Individual differences are acknowledged and catered for.
- Inclusive learning environment.

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- Celebration of diversity/understanding.
- Respect.
- Flexibility.
- Differentiated curriculum.
- Active parent involvement.

Demonstrates consideration of:

- Gender.
- Socio-economic background.
- Cultural and spiritual beliefs.
- Learning style and multiple intelligences.
- Cognitive ability.
- Home environment.

The environment is rich, offering a variety of resources:

- Varied resources are used to support the learning program.
- Current, valid and sufficient quantity of necessary resources.
- Staff and community member expertise is sought, acknowledged and fully utilised.
- Provision of appropriate technology to enhance learning outcomes.
- Engage students in real-life activities and global issues.
- Encourage student interaction with the local environment.
- Focus on learning experiences that promote sustainable living.

The teacher is highly motivated, skilled and enthusiastic:

- Highly organised.
- Enthusiastic.
- Variety of resources.
- Cater for individual needs.
- Approachable/friendly.
- Warm and caring.
- Current knowledge of research on appropriate pedagogy.
- Involved in school community.
- Collaborates with others.
- Open classroom.

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Our RAP

Our RAP seeks to develop meaningful relationships with and enhance respect for Aboriginal and Torres Strait Islanders, as well as provide opportunities for them to reach their full potential.

As part of the implementation of the new Australian Curriculum the school employed a Cross Curriculum Coach. The role of this Coach was to support staff to embed the three cross curriculum priorities in all learning areas. Our RAP relates directly to the implementation of the Aboriginal and Torres Strait Islander Histories and Cultures cross curriculum priority.

A Cross Curriculum Priorities (CCP) team, consisting of the Cross Curriculum Coach and other staff from across the school year-level clusters, meets at least once per term. At these meetings issues related to our RAP are examined, actioned and evaluated.

The draft RAP was submitted to all staff for review and following any recommended changes, to the School Board for consideration.

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Relationships			
Coolbinia PS is committed to developing meaningful relationships with Aboriginal and Torres Strait Islanders to enable respectful and authentic dialogues and, most importantly, avoid tokenism. Strengthening relationships with local Noongar community members is vital to the achievement of the school's vision for the RAP.			
Action	Responsibility	Timeline	Target
1. The RAP/CCP Committee continues to actively monitor RAP development, including implementation of actions, tracking progress and reporting.	RAP/CCP Committee	Once per term	<ul style="list-style-type: none"> • RAP/CCP Committee oversees the development, endorsement and implementation of the RAP. • Meet at least once per term to monitor and report on RAP implementation.
2. Celebrate National Reconciliation Week by providing opportunities for Aboriginal and Torres Strait Islander students/staff/community members and other students/staff/community members to build relationships.	RAP/CCP Committee	~27 th May- 3 rd June every year	<ul style="list-style-type: none"> • Organise at least one internal event each year.
3. Celebrate NAIDOC Week by providing opportunities for Aboriginal and Torres Strait Islander students/staff/community members and other students/staff/community members to build relationships.	RAP/CCP Committee	~7-14 July every year	<ul style="list-style-type: none"> • Organise at least one internal event each year.
4. Invite local Noongar community members to work with the school community in a variety of ways.	RAP/CCP Committee	Once per year	<ul style="list-style-type: none"> • Organise at least one visit each year. • Staff and students participate in a wide range of learning experiences, across learning areas, to enhance understanding and broaden knowledge of Aboriginal and Torres Strait Islanders.

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5. Build relationships with our school's Aboriginal and Torres Strait Islander students, staff and community members.	All staff	Ongoing	<ul style="list-style-type: none"> • Students present 'Acknowledgment of Country' at every assembly. • Local Noongar community members invited to conduct the 'Welcome to Country' for special assemblies. • Staff and students participate in a wide range of learning experiences, across learning areas, to enhance understanding and broaden knowledge of Aboriginal and Torres Strait Islanders.
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Respect

Our school is based on a culture of respect as outlined in our student beliefs. We consider respect for the individual, our community and our environment, as interconnected. Respect is a critical aspect of our RAP, and the foundation for honouring and acknowledging the position of Aboriginal and Torres Strait Islanders and building meaningful relationships.

Action	Responsibility	Timeline	Target
1. Publicly display our school's respect for, and knowledge of, Aboriginal and Torres Strait Islander peoples' cultures and histories. This includes engaging staff and students in understanding the protocols around Acknowledgement of Country and Welcome to Country ceremonies to ensure there is shared meaning behind the ceremonies.	School Principal, Assistant Principal, teachers and RAP/CCP Committee.	Ongoing Achieved 2012 Achieved 2012 Achieved 2013 As required Ongoing Planted 2012 Painted 2013	<ul style="list-style-type: none"> • The Aboriginal flag flown all year round at school. • Consult with Kurongkurl Katitjin, Centre for Indigenous Australian Education and Research at Edith Cowan University, re naming of our Stephanie Alexander Kitchen Garden program kitchen - Kwobadarn is a "very good place". • Display Aboriginal resources in the Kwobadarn. • Students present 'Acknowledgment of Country' at every assembly. • Local Noongar community members invited to conduct the 'Welcome to Country' for special assemblies. • National Reconciliation and NAIDOC Weeks celebrated annually. • Install and maintain the bush tucker garden. • Paint and install the six seasons mural – a whole school project - developed with local Noongar artist, Peter Farmer.

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		Painted 2013 Purchased and displayed 2013	<ul style="list-style-type: none"> • Paint local bird mural, developed with local Noongar artist, Peter Farmer. • Purchase and display local Noongar art in the school's main office.
2. Ensure all staff at our school engage in cultural learning to increase understanding and appreciation of different cultural backgrounds in order to lay the foundation for other RAP actions to be achieved.	School Principal, Assistant Principal and RAP/CCP Committee.	Ongoing	<ul style="list-style-type: none"> • School maintains membership of the One World Centre and request a Professional Learning (PL) session (free) at least once per year. • Support staff to attend Aboriginal and Torres Strait Islander Histories and Cultures PLs.
3. Include the Aboriginal and Torres Strait Islander Histories and Cultures cross curriculum priority in all learning areas where there is a natural fit.	School Principal, Assistant Principal, teachers and RAP/CCP Committee.	Ongoing	<ul style="list-style-type: none"> • Ensure Performance Management includes evidence that the Aboriginal and Torres Strait Islander Histories and Cultures cross curriculum priority is being consistently addressed by teachers.

Opportunities			
The RAP provides a valuable process for fostering an environment that is welcoming and supportive of Aboriginal and Torres Strait Islander students, families and communities. All students, including Aboriginal and Torres Strait Islanders, will be supported to reach their full potential.			
Action	Responsibility	Timeline	Target
1. Investigate opportunities within our school to increase Aboriginal and Torres Strait Islander employment opportunities.	School Principal, Assistant Principal and RAP/CCP Committee.	Ongoing annually PALS grant in 2013 One World centre Global Teaching Advocates grant for Noongar kit in 2013	<ul style="list-style-type: none"> • Allocate a component of the school's Cross Curriculum Priority budget to engaging with Aboriginal people so they can work with our students. • Apply for funding for Aboriginal artists and experts in other fields to undertake a range of projects with our students.
2. Support Aboriginal and Torres Strait	School Principal,		<ul style="list-style-type: none"> • The needs of Aboriginal and Torres Strait

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<p>Islander students to reach their full potential.</p>	<p>Assistant Principal, teachers and RAP/CCP Committee.</p>		<p>Islander students are reflected in the school budget.</p> <ul style="list-style-type: none"> • Staff have appropriate resources to teach Aboriginal and Torres Strait Islander students. • Staff have appropriate PL to teach Aboriginal and Torres Strait Islander students. • Our school supports Aboriginal and Torres Strait Islander students to apply for scholarships, mentoring, etc., if and when needed.
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Tracking progress and reporting			
Action	Responsibility	Timeline	Target
<p>Monitor and refresh our RAP.</p>	<p>RAP/CCP Committee.</p>	<p>Ongoing annually.</p>	<p>Our RAP is monitored by our RAP/CCP Committee. Our RAP is evaluated and reported on, then refreshed at the start of each school year.</p>

Contact details
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