



KALLISTA PRIMARY SCHOOL
RECONCILIATION ACTION PLAN (RAP)
November 2022 – November 2025



A hand is shown holding a wooden staff decorated with various natural elements. The staff is wrapped with white fabric and adorned with green ferns, moss, a purple flower, and a red berry. The background is a blurred crowd of people.

Dedication

We dedicate this plan to the Wurundjeri Traditional Owners. We respect and acknowledge their enduring, living culture.

Acknowledgement

We acknowledge the Traditional Owners of the land on which our school is situated, the Wurundjeri People of the Kulin Nation and pay our respects to Elders past and present.

Principal Statement

On behalf of our Kallista Primary School community and the Reconciliation Action Planning Group, I present our first Reconciliation Action Plan (RAP). We do so with the understanding that we have much to learn about reconciliation in practice, and this RAP is our commitment to continuous learning and meaningful action. For only through action, will we advance reconciliation and make real change in society.

Our RAP outlines our commitment to work, teach and learn at our school, in ways that recognise, and honour First Nations' strength, knowledge, history, culture and language.

The actions in our RAP provide a guiding light for teaching and learning at our school. An essential and intrinsic aspect of our RAP process is to continue to develop our inclusive practice through partnerships that build trust and respect with First Peoples. In particular, we will nurture our relationship with Wurundjeri Elders and community members to deepen our understanding of their unique history, knowledge and perspectives.

I commend this RAP to you, and hope that you will, along with your families, join with us as we seek to move towards real reconciliation in action with First Peoples.

Christine Finighan
Principal Kallista Primary School



Student Captain and Senior Student Representatives Reflections

“It’s a good thing! There are no words to describe how good this is.”

“It’s good because not many other schools are doing this, and we can be leaders for other schools. Hopefully, other schools will follow in our steps and do it too so then we can get more people to recognise Aboriginal and Torres Strait Islander People. It’s good because we are learning more about indigenous people’s way and their culture and what they’ve been through.”

“I think it will be good to have a RAP because we are recognising the people that were here before us and it would be great if we could take our understanding further and learn more Indigenous language as well.”

“I think it’s a really good thing that we’re doing it!”



Introduction

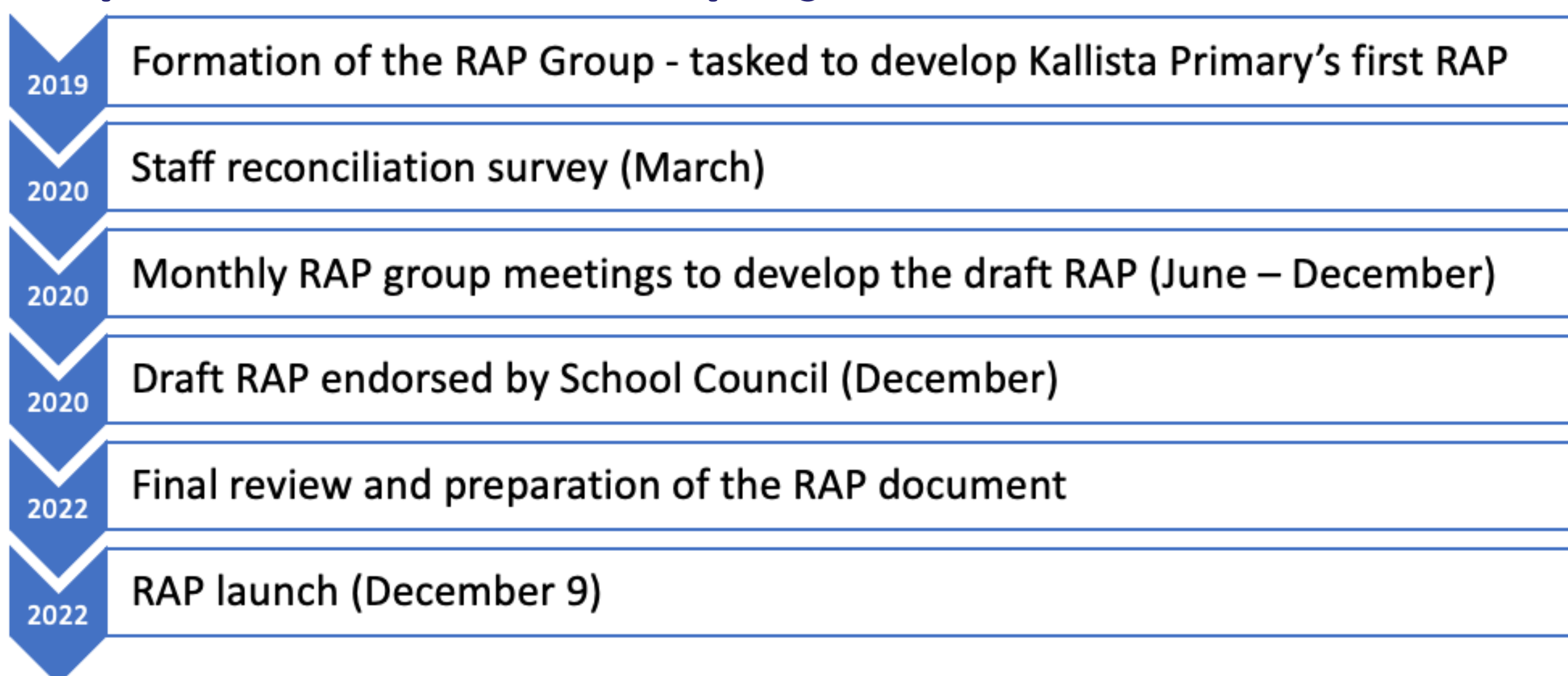
Kallista Primary School (KPS) is proud to present its first Reconciliation Action Plan.

Kallista Primary School has a long history of engaging with local Wurundjeri people. Through our experience, we recognised the need for a framework that would encourage and formalise ongoing reconciliation action through students, staff and community. In 2019, KPS made a commitment to embark upon the school's first Reconciliation Action Plan (RAP).

Our RAP approach is to start locally and work outwards to build on existing relationships, knowledge and change. We aim to involve the whole school community, extend to the local Hills community and ensure our learning enhances and supports Australia's First Nation groups and initiatives. We recognise KPS is just starting and our school and community will be on a continuous learning journey.

We are looking forward to strengthening our existing relationships with Australia's First Nations through the activities outlined in this Plan and to empower Kallista students, now and in the future, to lead with the knowledge and confidence to advance reconciliation in their daily lives.

Steps involved in developing the RAP



KPS Values

The development of the whole child is extremely important to us at Kallista Primary School. We are committed to providing our students with a happy and secure environment, where we live by our values of Compassion, Respect, Trust, Perseverance and Creativity. The KPS RAP sits alongside and is strengthened by the Kallista school values:



Vision statement

Students at KPS are leaders in their communities to recognise, respect, and connect with First Nations Peoples and their ongoing culture.



Actions

The Actions set out in this RAP follow the Reconciliation Australia framework for schools ([Narragunnawali – Reconciliation Action Plan](#)), as in Figure 1. The actions foster a school community that values its relationships with Australia’s First Nations, including by respecting their living culture and ongoing connection to the Country where the school stands and the KPS community learns.



As KPS’ first RAP we have allowed flexibility for the plan to evolve through shared learning and professional development of the KPS staff. In this responsive way, KPS has identified a set of actions that build upon each other and can be developed further as the understanding grows alongside our relationship with Australia’s First Peoples. The RAP prioritises Aboriginal-led learning and expression through language, song, dance and relationships.




Figure 1: Reconciliation Australia Framework

RELATIONSHIPS

Building relationships with the Wurundjeri Woi-Wurrung people, peoples of the Kulin nations, and First Nations people throughout Australia, will enhance KPS students' ways of knowing so that they may take a nuanced view of connection, science, language, art and culture into the broader community. First Nations peoples are not of one mind or perspective and there are a number of ways Indigenous values, knowledges and expertise will transform how the rhythms, rituals and relationships between people and place are understood at KPS. KPS will start with building cultural competence and confidence of teachers and staff which will in turn, build the student's confidence to explore, understand and connect with Australia's First Nations. Strong relationships with First Nations communities will centre around finding new ways to respect and follow Indigenous-led learning and events.



	RAP Action (* required)	Approach	Potential Initiative	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
IN THE CLASSROOM 	Aboriginal and Torres Strait Islander people in the classroom *	Through this action grow understanding and relationships. Recognising there are many diverse First Nations and communities across Australia, start local and build outward to a regional, national and international perspective. Include all student levels. Build on engagement with Murrundindi and Mullum Mullum Elders. Invite local Aboriginal custodians to the school and take part in learning activities, starting with existing relationships	Potential activities include walks through forest, talks, art, basket weaving, dance.			
			Prepare the class with background knowledge and inquiry questions.			
			Investigate school exchange with Northern Territory or other remote school/s.			
AROUND THE SCHOOL 	Cultural competence for staff *	Commit to all staff being culturally competent, through annual training sessions from local cultural training provider as a professional learning opportunity for staff. Reflect on learnings that could be brought into the classroom or KPS community	Establish annual cultural competency training session as a professional learning opportunity for staff.			
			Record and prioritise learnings from training for the classroom.			
	Elders and Traditional Owners share histories and cultures OR Reconciliation Projects	Reconciliation Project: Indigenous Garden, with desire to have Reconciliation storyboards. Engage with First Nation Elders in the development of Indigenous Garden and Storyboards and provide remuneration and token of appreciation. Invite Kallista community, Kallista Kinder and Community House to expand involvement and understanding.	Invitation to Indigenous Elders to attend opening of Storyboards and Indigenous Garden, in addition to Welcome to Country, to talk about their histories, enduring culture and contemporary life.			


<p>WITH THE COMMUNITY</p> 	<p>Build relationships with the community *</p>	<p>Aligning with our vision, build relationships that benefit both local Aboriginal community and KPS, two ways. Address this action through a community lens.</p>	<p>Enquire about Indigenous Area Coordinator/s, via Local Aboriginal Education Consultative Groups</p>			
			<p>Continue to build existing relationships through regular engagement in the RAP and reconciliation projects.</p>			
			<p>Promote KPS engagement in Wurundjeri Council and Aboriginal community initiatives. This can be initiatives such as tree planting at Corranderk¹ or other initiatives that benefit Aboriginal communities and build student, staff and KPS family engagement with them.</p>			
	<p>Celebrate National Reconciliation Week (27 May – 3 June) *</p>	<p>Engage with NRW website for inspiration and to connect with local and regional initiatives.</p>	<p>Coordinate a Welcome to Country and reconciliation morning tea at assembly during NRW with invited guests.</p>			
			<p>Students run a Reconciliation Film night event - include classroom research about reconciliation and First Nation's history.</p>			
	<p>Welcome to Country *</p>	<p>This is an action KPS already does where possible, this plan reinforces and embeds this action.</p>	<p>Provide an opportunity to students and staff to think about what a Welcome to Country means, the background and history of this protocol and when this protocol should be requested.</p>			
			<p>Invite Traditional Owners to provide a Welcome to Country at important occasions and events, provide remuneration and token of appreciation.</p>			
	<p>Create Stakeholder list</p>	<p>This is in addition to required actions. This can include a list of contacts, activities, special dates and resources to support reconciliation.</p>	<p>Expand the KPS reconciliation list of resources to include local Aboriginal groups, events and other information that supports all RAP actions.</p>			

[1] Corranderk is an important place for Wurundjeri people. Aboriginal Leaders Simon Wonga and William Barak worked to establish and protect Coranderrk, a self-sufficient Aboriginal farming community and government reserve in Healesville established in 1863, see: www.coranderrk.com. The Indigenous Lands Corporation purchased 200 acres in 1990, which is now managed by the Wandooon Estate Aboriginal Corporation.

RESPECT

KPS will continue to demonstrate respect for all Australia’s First Peoples through its teaching and learning programs, and involvement with the wider community. ‘Welcome to Country’ and ‘Smoking’ ceremonies are an intrinsic part of school ceremonies and the on-going involvement of Aboriginal Elders in school programs. KPS will continue to develop established relationships, based on respect and friendship, with local and interstate communities and individuals. These relationships will encourage honest recognition of Australia’s past and provide a context and respectful understanding for our future.

	RAP Action (* required)	Approach	Potential Initiative	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
In the classroom 	Teach about Reconciliation *	Build teaching-learning relationships with First Nations people and develop active, reciprocal classroom learning programs.	Develop payment policy of Indigenous people who are involved in school activities.			
			Support and promote annual Mullum Mullum Reconciliation Week event by using song writing, dancing, storytelling.			
			Investigate the establishment of a regular reconciliation circle for KPS to join.			
	Explore current affairs and issues*	Develop teacher confidence by utilise PD opportunities and bring this learning into the classroom.	Build learning around key dates on updated classroom calendar of Indigenous events and dates			
			Celebrate Indigenous Literacy Day by encouraging families to donate a book to an Indigenous Organisation.			
			Dedicate proportion of KPS literacy budget for the purchase of new books from Indigenous publishing companies.			
Around the school 	Acknowledge ment of Country *	Reinforce, extend and embed ‘Acknowledgement of Country’ within the school. <i>“I’d like to begin by acknowledging the Traditional Owners of the land on which we meet today, the Wurundjeri People of the Kulin Nation and pay my respects to Elders past and present and those emerging.”</i>	Provide opportunities for students and staff to include an Acknowledgement of Country at all assemblies, workshops, School Council meetings and special events to understand the deep meaning of the ceremony and develop confidence in giving it.			
			Include an Acknowledgement on key school documents, website and sources of information			
			Erect a permanent Acknowledgement sign at the KPS entrance.			




<p>With the community</p> 	<p>Aboriginal and Torres Strait Islander flags *</p>	<p>This is already in practice and KPS will continue to revise and update flags and signage.</p>	<p>Ensure the Aboriginal and Torres Strait Islander flags are on permanent display in the GP room and at major events.</p>			
			<p>Obtain smaller versions of both flags (material or printed) for classrooms.</p>			
			<p>Students will develop acknowledgement sign(s) for outdoor use.</p>			
	<p>Take action against racism*</p>	<p>KPS already incorporate racism into health and wellbeing lessons.</p>	<p>Continue to revise and include this action into existing 'Respectful Relationships' lessons.</p>			



OPPORTUNITIES

Through the development of the RAP, KPS will incorporate and celebrate ongoing learning opportunities for the whole school community. In classrooms, First Nations' history will not be separated but threaded seamlessly into the context of the whole curriculum. Students and the wider community will be introduced to local Aboriginal language. The RAP will be formally included in curriculum planning sessions and staff meetings.

With the involvement of School Council, policies will be reviewed and developed through an inclusive lens. The RAP will be publicised and celebrated in the wider community through events, KPS website and articles.

	RAP Action (* required)	Approach	Potential Initiative	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
In the classroom 	Curriculum planning *	Integrate Aboriginal History into curriculum, rather than teach as a separate area. Future planning idea is to involve Indigenous people in monthly Storytime sessions, alternating year levels/classrooms.	Australian history – review and ensure ATSI history is included appropriately in curriculum and include a specific Aboriginal History item.			
			Ensure that resources are available to enable students to provide accurate accounts appropriate to year level.			
			Include local Aboriginal language and seasonal observations by building up resources and regular language activities.			
Around the school 	Inclusive policies *	Work with the school council to develop inclusive policies	Payment of Indigenous Australians in-school learning and reconciliation activities (also in <i>Respect</i> section)			
			Woi Wurrung Aboriginal language to be used in classroom activities (with approval) such as daily greetings, weekly word focus, plant/animal list, songs to enable students and community to familiarise themselves with language, and their engagement in the RAP.			
			Inclusion of local Aboriginal language (with approval) on email correspondence.			
	Staff engagement with RAP *	There is interest and support from the school and community to be involved in the development and implementation of the RAP.	Include more teachers and other staff in the development and implementation of the RAP.			
			Include the RAP in planning and curriculum sessions twice a year and identify RAP actions to be implemented.			
			Annual review of RAP actions to monitor progress and plan for the next year's implementation.			
With the community 	Celebrate RAP Progress *	Regular communication to celebrate progress.	Promote the RAP including by a RAP launch, ensuring regular Miniscope articles, include progress on RAP in KPS Annual Report			
			KPS will develop an online age-accessible version of the RAP, either animated or pictorial, created by students.			
			Two students from each class will become RAP representatives, meeting once a term to share ideas and celebrate progress.			

Implementation

Implementation is another opportunity for the school community to learn about and further the KPS vision for the RAP. The implementation will build on the broader school and community engagement in the development of the RAP. The key actions for implementation are captured in the 'Celebrate RAP progress' action (above) through an approach that encourages student involvement, makes the plan accessible to the community and regularly reviews and monitors progress.

Monitoring and evaluation

The RAP action categories are used to organise and report on KPS reconciliation actions. The RAP Group will develop a template to monitor and evaluate RAP progress annually. The RAP Group will continue to meet quarterly to monitor and assist with implementation and prepare a quarterly report to the School Council.



