

# Relationships

## Relationships in the classroom

Commitments	Actions	Goals and deliverables	Responsibilities	Timeline
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms as guests to work alongside our students in learning activities. Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.	<ul style="list-style-type: none"> <li>We will develop a schedule to facilitate regular, in-class contact with Murrundindi and other members of Aboriginal and Torres Strait Islander communities. These will maximise opportunities for Aboriginal and Torres Strait Islander peoples to deliver curriculum through collaboration and consultation with classroom teachers.</li> <li>This schedule will see Aboriginal and Torres Strait Islander People participating within the learning environment x1 per semester, per campus.</li> </ul>	RAP committee Heads of school Leaders of Learning Unit Coordinators Classroom teachers	Schedule with proposed Semester 1, 2020 visit dates to be completed by end of 2019
Opportunities for current and future Aboriginal and Torres Strait Islander Students	We commit to providing opportunities for current and future Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the well-being of Aboriginal and Torres Strait Islander students, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community	<ul style="list-style-type: none"> <li>We will revise action of this commitment if and when our school receives future enrollment/s of an Aboriginal or Torres Strait Islander student/s.</li> <li>We will provide opportunities for future Aboriginal and Torres Strait Islander students to share insights into their culture and help inform teaching and learning practices within our school.</li> </ul>	Enrolment Officer Heads of House Classroom teachers	Ongoing

## Relationships around in the School

Commitments	Actions	Goals and deliverables	Responsibilities	Timeline
Aboriginal and Torres Strait Islander Representation on Committees	We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our school's committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.	<ul style="list-style-type: none"> <li>We will invite elders of the Wurundjeri tribe to work in consultation with the establishment, implementation and ongoing review of our Reconciliation Action Plan, while remaining active members of the St. Margaret's and Berwick Grammar School's RAP committee. These members will be invited to attend committee meetings throughout the year.</li> </ul>	RAP committee	Ongoing

<b>Elders and Traditional Owners Share Histories and Cultures</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>We will seek opportunities that allow for our local Elders and Traditional Owners to share their histories and cultures. Such opportunities may connect to dates of significance (Reconciliation Week, NAIDOC week etc...) or connect to cross curriculum priorities. Through these opportunities, speakers will be encouraged to highlight how these relationships can be of mutual benefit. .</li> </ul>	Heads of School RAP committee	Ongoing
<b>Cultural Competence for Staff</b>	<p>We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures. We also commit to supporting staff to independently seek out and participate in a variety of cultural awareness experiences that assist them on their own journey of understanding.</p>	<ul style="list-style-type: none"> <li>We will work with Leaders of Learning/Team Coordinators and the Director of Staff Learning and Research to develop an assessment tool for measuring Staff Cultural Competence. We will examine these results so that they can be used to provide targeted staff learning opportunities.</li> <li>We will generate and provide a range of online/face to face Professional Development engagements to support staff learning needs (For example: professional reading, online modules, external/internal professional development, video resources, websites etc...)</li> <li>We will provide opportunities during scheduled school wide, unit and/or learning area meetings for all staff to participate in at least one professional learning engagement related to Aboriginal and Torres Strait Islander</li> </ul>	<p>Leaders of Learning (SS) Unit Coordinators (JS) Director of Staff Learning and Research RAP committee</p> <p>RAP committee Director of Staff Learning and Research</p> <p>Director of Staff Learning and Research Heads of School Leaders of Learning (SS) Unit Coordinators (JS)</p>	<p>End of 2019. Review of data completed by end of Term 1, 2020</p> <p>Initial resource bank to be developed by end of Semester 1, 2020, with ongoing contributions as required</p> <p>End of 2020</p>
<b>Relationships with the Community</b>				
<b>Commitments</b>	<b>Actions</b>	<b>Goals and deliverables</b>	<b>Responsibilities</b>	<b>Timeline</b>
<b>Welcome to Country</b>	<p>Where appropriate, significant events at our school 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 their Land.</p>	<ul style="list-style-type: none"> <li>We will invite an Indigenous Elder to deliver a Welcome to Country at the beginning of each school year. This Welcome to Country will be aimed at welcoming new students, staff and families to our school community.</li> <li>Where appropriate, we will invite an Indigenous Elder to deliver a Welcome to Country at significant school events.</li> </ul>	<p>School Principal</p> <p>School Principal</p>	<p>Invitation delivered to Elder prior to conclusion of the school year in readiness for Term 1 Welcome to Country</p> <p>As required</p>

<p><b>Celebrate National Reconciliation Week</b></p>	<p>Our school 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.</p> <p>We recognise that 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.</p>	<ul style="list-style-type: none"> <li>• We will ensure each campus holds an Assembly to launch and celebrate National Reconciliation Week.</li> <li>• We will encourage and support student initiatives aimed at engaging with and celebrating National Reconciliation Week.</li> <li>• Ideally, all events planned to celebrate National Reconciliation Week will be done in collaboration with students.</li> </ul>	<p>Heads of School</p> <p>All staff</p> <p>Teachers</p>	<p>In the lead up to National Reconciliation Week each year</p>
<p><b>Build Relationships with Community</b></p>	<p>We commit to building relationships with our local Aboriginal and Torres Strait Islander communities that are built on mutual respect, trust and inclusiveness.</p> <p>We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.</p>	<ul style="list-style-type: none"> <li>• We will research Indigenous groups/organisations within our local community with whom we may begin forming positive relationships.</li> <li>• We will aim to form a connection with one or more of these groups/organisations. The connection formed will be dependent on the type of group/organisation.</li> </ul>	<p>RAP committee</p>	<p>Ongoing</p>