Narragunnawali
Reconciliation in Education

NARRA GUNNA WALI

RECONCILIATION ACTION PLAN

Dianella Education Precinct
January 2026 to January 2027

- Dianella Education Support Centre
- Dianella Primary College
- Dianella Secondary College

DIANELLA
EDUCATION PRECINCT

RECONCILIATION
AUSTRALIA

CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

- Relationships
- Respect
- Opportunities

VISION FOR RECONCILIATION

Dianella Education Precinct acknowledges and pays deep respect to the Noongar people and their enduring cultural, spiritual and educational connections to Whadjuk Boodjar (Land). We honour their stories, languages, and custodianship, and commit to embedding these perspectives within our precinct. We strive to respectfully include the histories, voices, and contributions of Aboriginal and Torres Strait Islander peoples across our school community, and to champion reconciliation in all that we do. Our vision for reconciliation is to continue to create and uphold a culturally safe learning environment where everyone can engage respectfully with the richness and complexity of Aboriginal and Torres Strait Islander cultures. We will educate current and future generations about reconciliation and the significance, resilience, and leadership of Aboriginal and Torres Strait Islander peoples. We understand and aim to recognise the role each of us holds in the reconciliation journey and take meaningful steps to promote understanding, respect, and unity across our community. We will build, strengthen, and sustain genuine relationships with local Aboriginal and Torres Strait Islander communities and foster a deep appreciation of Aboriginal and Torres Strait Islander ways of being, knowing and doing, so that our students leave school as informed advocates for reconciliation. We commit to actively centring Aboriginal and Torres Strait Islander perspectives within our learning precinct and broader community life. We walk this path in partnership with our community, committed to raising awareness, deepening understanding, and taking purposeful action towards reconciliation, today and into the future.

ACKNOWLEDGEMENT OF COUNTRY

Dianella Education Precinct acknowledges Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the Traditional Custodians of the Lands on which our schools are located, the Whadjuk Noongar people and pay our respects to Ancestors and Elders, past and present. Dianella Education Precinct is committed to honouring Aboriginal and Torres Strait Islander peoples unique cultural and spiritual relationships to the Land, waters, seas and their rich contribution to society.

RAP WORKING GROUP

Name	Position
Karalee Blake	Staff (teaching)
Renarta Coyne	Community member
Debra Unwin	Principal / Director
Julie Allsopp	Staff (non-teaching)
Carla Rogers	Staff (teaching)
Rebecca Gipson	Staff (non-teaching)
Rekeisha Voss	Staff (Indigenous Education Worker)
Jayde Choyce	Staff (teaching)
Holly Webb	Staff (teaching)
Natalie Beech	Staff (teaching)
Melissa Grey	Staff (non-teaching)

CONTRIBUTORS

Dianella Education Precinct would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Renarta Coyne	Network Aboriginal Support Coordinator

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.

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.
Reconciliation Projects	Our school will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.

RELATIONSHIPS WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Welcome to Country	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 the Land.
Celebrate National Reconciliation Week	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. 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
Reconciliation Network	We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.

RESPECT IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our school 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 school's RAP by positioning it within the broader story of reconciliation in Australia.
Teach about Days of National Significance	We commit to incorporating nationally significant days for Aboriginal and Torres Strait Islander peoples and reconciliation into our curriculum to increase knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We also commit to including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January (Australia Day) and ANZAC Day.
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 school operates.

RESPECT AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our school 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 school. 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.

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 school 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 school 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 school 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 school.

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 school 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.

OPPORTUNITIES WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
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 school. 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.
Aboriginal and Torres Strait Islander Languages	We commit to providing students and children with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about Aboriginal and Torres Strait Islander languages. We acknowledge the importance of language maintenance and revitalisation efforts and will provide students and children with opportunities to learn – or learn about – the First Language of their local area.