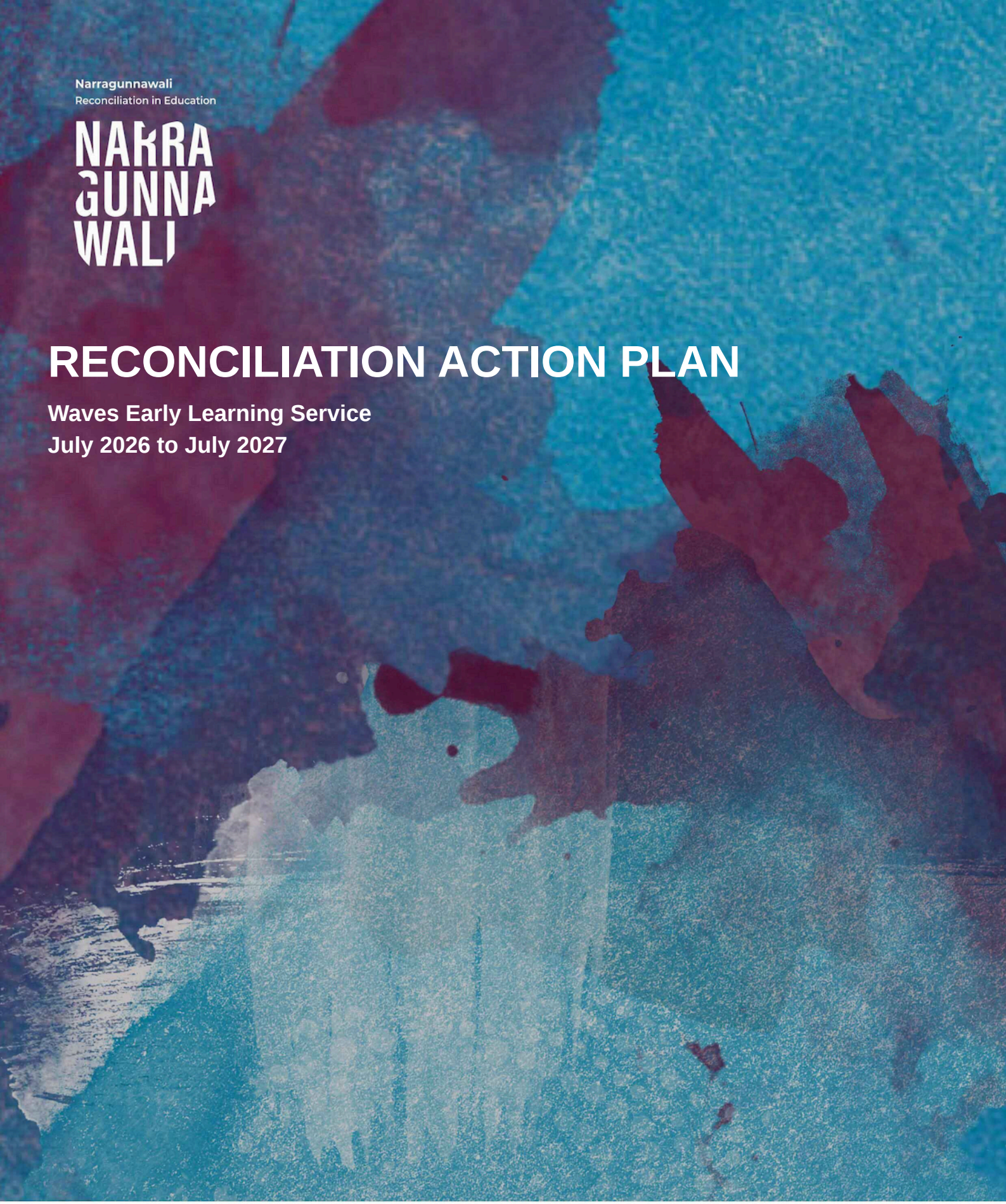
Narragunnawali
Reconciliation in Education

NARRA GUNNA WALI

RECONCILIATION ACTION PLAN

Waves Early Learning Service
July 2026 to July 2027



RECONCILIATION
AUSTRALIA

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VISION FOR RECONCILIATION

At Waves Early Learning, our vision for reconciliation is to actively contribute to a just, equitable, and inclusive Australia, one that is free from racism and grounded in truth-telling, respect, and unity. We acknowledge that racism, both systemic and individual, can deeply affect children's social, emotional, and cognitive development. As an early learning provider, we are committed to maintaining culturally safe and responsive environments where all children feel valued, respected, and connected.

We understand that reconciliation is not a single act but an ongoing journey, one that requires honest reflection, sustained action, and a collective commitment to change. At the heart of this journey is our responsibility to ensure that Aboriginal and Torres Strait Islander peoples, cultures, and perspectives are meaningfully embedded within our curriculum, environments, and relationships.

Waves Early Learning is dedicated to maintaining authentic partnerships with local First Nations communities, built on mutual respect, open dialogue, and recognition of Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the Lands where we live, learn, and work. These partnerships inform our practices and enrich our learning spaces.

Through personal and professional engagement in reconciliation, educators, children, and families will continue to uphold the values of equity, inclusion, and respect. We are committed to providing high-quality early learning environments that reflect and celebrate the diverse cultures and identities of all Australians.

By fostering understanding, respect, and connection from the earliest years, we are laying the foundation for current and future generations to respectfully value and embrace Aboriginal and Torres Strait Islander peoples, histories, cultures, and ongoing contributions as an integral part of our shared national identity.

ACKNOWLEDGEMENT OF COUNTRY

At Waves Early Learning, we acknowledge and pay our respects to the Traditional Custodians of the Land on which we gather, learn, and grow. We recognise the enduring connection that Aboriginal and Torres Strait Islander peoples have to the Land, waters, and cultures that have sustained them for tens of thousands of years.
We honour the wisdom, traditions, and contributions of First Nations peoples and celebrate the richness they bring to our shared history and identity. We acknowledge their ongoing role in nurturing the Land, and we are committed to fostering understanding and respect for their cultures and true histories in our learning environment.

As we engage with the future, we continue to learn from, listen to, and walk alongside First Nations communities, building meaningful partnerships based on mutual respect, trust, and shared knowledge.

We are privileged to learn and grow on this Land, and we offer our deepest respect to Elders past, present, and emerging.



RAP WORKING GROUP

Name	Position
Nikki Glasson	Principal / Director
Wendy Croker	Staff (non-teaching)
Maddy Blight	Staff (teaching)
Abbey Bofinger	Staff (teaching)

CONTRIBUTORS

Waves Early Learning Service would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Leah Adams	Trainee

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.
Early Years Learning Framework	We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.
Opportunities for Aboriginal and Torres Strait Islander Students and Children	We commit to providing opportunities for all Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider early learning service community.



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.



RELATIONSHIPS WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Welcome to Country	Where appropriate, significant events at our early learning service 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 early learning service 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.



RESPECT IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our early learning service 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 early learning service's RAP by positioning it within the broader story of reconciliation in Australia.
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 early learning service operates.



RESPECT AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our early learning service 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.



RESPECT WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	Our early learning service 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.
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 early learning service.



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 early learning service 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 early learning service. 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.

