



WESTPORT
PRIMARY SCHOOL



Reconciliation Action Plan



2026

Vision for Reconciliation

Standing proudly on Kurna Country, Westport Primary School is committed to a future of true reconciliation, respect and deep listening.

We weave Aboriginal and Torres Strait Islander perspectives into everyday learning, inspiring our students to learn from, care for and respect the land we share. Approaching this journey with heart and humility, we listen and learn with the best intent, reflecting honestly on our mistakes so we can grow together. By building authentic connections between Indigenous and non-Indigenous peoples, we foster a deep admiration for the world's oldest living cultures as we walk a shared path toward a community where everyone feels valued, connected and proud.

Acknowledgement Statement

Today, we stand on the traditional lands of the Kurna people.
We recognise the ongoing connection that First Nations people have to
the land, sky and waterways.

We acknowledge this connection, spanning thousands of years,
long before our school was here.

Our feet are firmly planted on the beautiful land that brings us together,
for which we are grateful to learn on and care for.

This is Kurna land.





Welcome to Country

Goal

Engage Kurna cultural leader Jack Buckskin to deliver a traditional Welcome to Country and Smoking Ceremony at our 2027 Fringedigenous community event, honouring the significance of National Reconciliation Week and strengthening connections between our school and the Aboriginal community.

Deliverables

- Provide students, staff and families with opportunities to learn about the cultural significance and protocols of a Welcome to Country and Smoking Ceremony. Incorporate learning about Kurna culture, Country and reconciliation in the lead-up to the event.
- Invite and engage Jack Buckskin to deliver a Welcome to Country and Smoking Ceremony at the 2027 Fringedigenous event.
- Reflect on and share the learning in the newsletter, through social media and classroom discussions.
- Kurna student learning from Uncle Moogy, delivers Welcome to Country at various important events - official opening of the Preschool and 2026 Reconciliation Assembly.



Celebrate National Reconciliation Week

Goal

National Reconciliation Week will be recognised and celebrated annually as a significant event within our school community. In odd years, Westport Primary School will conclude the week with the Fringedigenous Festival, a community celebration of Aboriginal and Torres Strait Islander cultures, histories and achievements. In even years, a special Reconciliation Assembly will mark the culmination of the week. Both events will provide opportunities for students to showcase their learning, reflect on the importance of reconciliation and strengthen connections with families and the wider community.

Deliverables

- Involve Aboriginal and Torres Strait Islander students, families, community members and cultural leaders in the planning and delivery of events.
- Partner with Aboriginal and Torres Strait Islander community members, artists, performers and cultural educators to provide authentic learning experiences for students, including dance, music, storytelling, language, art and cultural practices.
- Gather feedback from students, staff, families and community members to inform future celebrations and strengthen reconciliation initiatives.
- Celebrate National Reconciliation Week annually through a whole-school program of learning and engagement.
- Provide opportunities for all students to engage in explicit learning about the theme and significance of National Reconciliation Week.
- Showcase student learning, performances, artwork and cultural understandings through the Fringedigenous Festival or Reconciliation Assembly.

Acknowledgement of Country



Goal

A new Acknowledgement of Country video will be created each year, celebrating the voices of our Aboriginal and Torres Strait Islander students. Following feedback from Kurna cultural leader Jack Buckskin, the 2026 Acknowledgement of Country video will feature both Indigenous and non-Indigenous students, reflecting our shared responsibility to reconciliation.

Deliverables

- Share the video with the wider school community through appropriate communication channels.
- Show the video at all school assemblies, Governing Council meetings and significant school events.
- Include both Indigenous and non-Indigenous students in the 2026 video in response to feedback from Jack Buckskin, promoting shared understanding and responsibility. Ensure the Acknowledgement of Country reflects local Kurna perspectives and protocols.
- Produce a new Acknowledgement of Country video annually. Involve Aboriginal and Torres Strait Islander students in the planning, development and presentation of the video.



Aboriginal and Torres Strait Islander Flags

Goal

To visibly demonstrate our respect for and commitment to Aboriginal and Torres Strait Islander peoples, through the regular and meaningful display of the Aboriginal and Torres Strait Islander flags. By proudly flying these flags, we acknowledge the enduring connection of First Nations peoples to Country and promote a culture of inclusion, recognition and reconciliation within our school community.

Deliverables

- Fly the Aboriginal and Torres Strait Islander flags on the school flagpole on alternating Fridays throughout the year. Fly both flags daily during National Reconciliation Week and NAIDOC Week.
- Educate students about the history, symbolism and significance of the Aboriginal and Torres Strait Islander flags. Incorporate learning about the flags into classroom programs, assemblies and significant cultural events.
- Include references to the Aboriginal and Torres Strait Islander flags in school displays and learning environments.



Cultural Responsiveness for Staff

Goal

Staff will continually build their cultural knowledge, understanding and responsiveness through professional learning and reflection, ensuring Aboriginal and Torres Strait Islander perspectives are respectfully embedded in teaching, learning and school practices.

Deliverables

- Provide annual professional learning focused on Aboriginal and Torres Strait Islander histories, cultures, perspectives and cultural responsiveness.
- Support staff to complete the department's Culturally Responsive Learning Support Program mini courses.
- Engage Aboriginal and Torres Strait Islander educators, community members and cultural leaders to facilitate staff learning opportunities.
- Review staff feedback and professional learning needs annually to inform future cultural learning opportunities.
- Ensure new staff are introduced to the school's Reconciliation Action Plan, cultural protocols and commitment to reconciliation.
- Include cultural responsiveness as a focus for staff reflection, goal setting and professional discussions.

Aboriginal and Torres Strait Islander People in the Classroom

Goal

Students will engage with Aboriginal and Torres Strait Islander peoples through authentic classroom and community learning experiences that promote cultural understanding, respect and meaningful connections.

Deliverables

- Partner with ACEOs to coordinate and support Aboriginal and Torres Strait Islander community involvement in classrooms.
- Involve students in hands-on cultural learning experiences, including art, dance, language, storytelling, bush foods and environmental practices.
- Invite local Aboriginal and Torres Strait Islander community members to share cultural knowledge, stories, traditions and lived experiences with students throughout the year.
- Engage Aboriginal educators, artists, performers, Elders and community leaders to support teaching and learning programs.





Build Relationships with Community

Goal

Build strong and enduring relationships with Aboriginal and Torres Strait Islander communities by creating opportunities for meaningful engagement, collaboration and cultural learning. Events such as our biannual Fringedigenous Festival will strengthen connections between students, families, staff and the wider community while celebrating Aboriginal and Torres Strait Islander cultures and perspectives.

Deliverables

- Host the biannual Fringedigenous Festival to celebrate Aboriginal and Torres Strait Islander cultures and strengthen community connections.
- Invite Aboriginal and Torres Strait Islander Elders, artists, performers, educators, sporting groups and community organisations to participate in school events and learning opportunities.
- Collaborate with Aboriginal and Torres Strait Islander families to plan and plant the Bush Tucker garden.
- Connect with Yitpi Cultural Community Centre to provide students with the opportunity to learn from and engage with the local Aboriginal community.
- Build partnerships with local Aboriginal organisations and services to support student learning and wellbeing.



Teach About Reconciliation

Goal

Foster a culture of reconciliation through ongoing learning about Aboriginal and Torres Strait Islander peoples, histories, cultures and contributions. Through ongoing learning and reflection, we will promote respect, truth-telling, inclusion and a commitment to reconciliation in our everyday actions.

Deliverables

- Provide explicit teaching and learning opportunities about reconciliation across all year levels.
- Use the annual National Reconciliation Week theme as a focus for whole-school learning and discussion.
- Ensure all students participate in learning experiences during National Reconciliation Week that deepen their understanding of reconciliation and its importance.
- Incorporate Aboriginal and Torres Strait Islander histories, cultures and perspectives into teaching and learning programs throughout the year.
- Create opportunities for students to engage in age-appropriate truth-telling and learning about Australia's shared history.
- Engage Aboriginal and Torres Strait Islander community members, ACEOs and cultural educators to support reconciliation learning.
- Encourage students to reflect on how they can contribute to reconciliation through their words, actions and relationships.



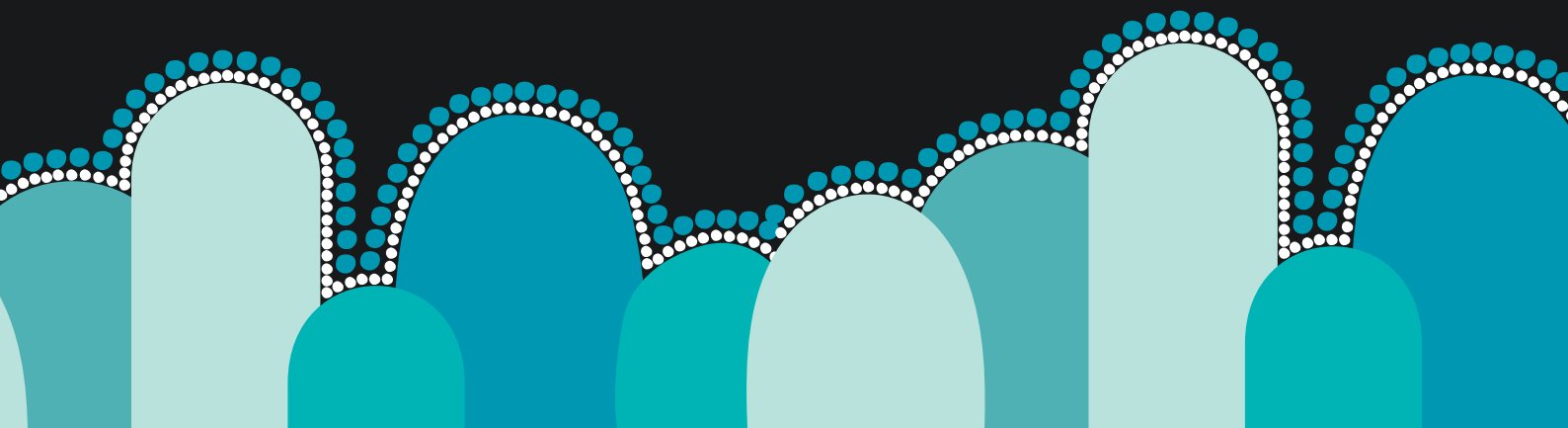
Explore Current Affairs and Issues

Goal

Aboriginal and Torres Strait Islander histories, cultures, perspectives and contemporary issues are meaningfully embedded across our curriculum, policies and school culture.

Deliverables

- Provide opportunities for students to engage with age-appropriate current affairs and issues impacting Aboriginal and Torres Strait Islander peoples.
- Use significant national events, news stories and current issues as opportunities for discussion, inquiry and reflection.
- Encourage students to critically examine historical and contemporary issues through a reconciliation and social justice lens.



Take Action Against Racism

Goal

Foster a culturally safe, inclusive and respectful school environment where racism is actively challenged, diversity is valued and all members of our community feel a strong sense of belonging.

Deliverables

- Explicitly teach students about racism, discrimination, stereotypes and their impact on individuals and communities.
- Ensure school policies and procedures clearly address racism and support culturally safe practices.
- Use restorative practices to address incidents of racism and support learning and understanding.
- Celebrate cultural diversity and Aboriginal and Torres Strait Islander cultures through school events, learning programs and community partnerships.
- Create opportunities, such as Circle Time, for students to develop empathy, respect and intercultural understanding.





Curriculum Planning

Goal

Aboriginal and Torres Strait Islander histories, cultures and perspectives are authentically embedded across the curriculum through cross-curricular learning opportunities and explicit teaching. Significant Aboriginal and Torres Strait Islander events, including National Reconciliation Week and NAIDOC Week, are recognised and explored annually, fostering understanding, respect and reconciliation.

Deliverables

- Ensure Aboriginal and Torres Strait Islander perspectives are embedded in curriculum planning and teaching programs throughout the year.
- Use authentic, contemporary and culturally appropriate resources that prioritise Aboriginal and Torres Strait Islander voices, perspectives and experiences.
- Access and utilise local Aboriginal and Torres Strait Islander resources, knowledge and community expertise to support teaching and learning.





Inclusive Policies

Goal

Ensure school policies and procedures are culturally safe, inclusive and responsive, embedding Aboriginal and Torres Strait Islander perspectives while actively supporting the engagement, wellbeing and academic achievement of Aboriginal learners. These policies will promote equity, high expectations and a strong sense of belonging for all students.

Deliverables

- Document literacy and numeracy achievement goals for Aboriginal and Torres Strait Islander learners within the Site Learning Plan, ensuring a clear focus on progress and high expectations.
- Develop and maintain One Plans for all Aboriginal and Torres Strait Islander students, outlining individualised learning, wellbeing and cultural goals in partnership with families.
- Provide targeted intervention and additional support for students requiring further assistance to achieve their learning and wellbeing goals.
- Regularly analyse and monitor student achievement, attendance and wellbeing data with whole staff to inform teaching practice and improve outcomes.
- Ensure Aboriginal and Torres Strait Islander students and families are actively involved in goal setting, review processes and decision-making.
- Monitor and review the effectiveness of interventions and supports to ensure they are improving learner achievement and engagement.

Staff Engagement with RAP

Goal

The RAP team will lead the ongoing review of RAP goals and actively communicate progress to staff, ensuring shared responsibility, transparency and continuous improvement.

Deliverables

- Share RAP achievements and milestones through staff meetings, newsletters and internal communication platforms.
- Collect and consider staff feedback to inform ongoing RAP implementation and improvement.
- Monitor actions against timelines to ensure RAP deliverables are being implemented effectively.





Celebrate RAP Progress

Goal

Foster a shared sense of pride and accountability by regularly celebrating progress towards our Reconciliation Action Plan goals and recognising the collective efforts of our school community in advancing reconciliation.

Deliverables

- Review and reflect on RAP progress annually to inform future planning and strengthen ongoing commitment.
- Share and celebrate RAP progress, milestones and achievements regularly with staff, students, families and the wider community.
- Provide visual displays around the school to highlight RAP actions, progress and key achievements.



Opportunities for Aboriginal and Torres Strait Islander Students and Children



Goal

Provide meaningful opportunities for Aboriginal and Torres Strait Islander students to thrive in identity, leadership and learning, while inspiring the whole school community to respect and engage with First Nations cultures.

Deliverables

- Facilitate participation in GO Foundation cultural days and enrichment opportunities for GO Scholarship students.
- ACEOs support Aboriginal and Torres Strait Islander students to connect with their culture and history.
- Provide opportunities for Aboriginal and Torres Strait Islander students to engage in Nunga Club activities that promote cultural pride, connection and belonging.
- Develop and share an Acknowledgement of Country video, showcasing student voice and understanding of Country and culture.
- Families requiring additional support are referred to the Smith Family for financial support.
- Offer Reception - Year 3 and Years 4 - 6 Nunga Clubs, providing opportunities for all students to learn about and celebrate Aboriginal and Torres Strait Islander cultures.
- Promote and celebrate the achievements, knowledge, experiences and contemporary contributions of Aboriginal and Torres Strait Islander families, community members, Elders and former students.
- Create opportunities for Aboriginal and Torres Strait Islander students to develop leadership skills and act as cultural ambassadors within the school community.

Reconciliation Projects



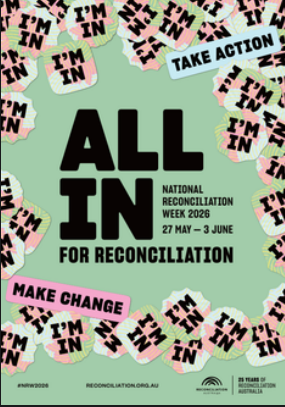
Goal

Create a Bush Tucker Garden, in partnership with students, staff and community, as a meaningful space for teaching, learning and connecting with Aboriginal and Torres Strait Islander cultures and knowledge.

Deliverables

- Seek funding opportunities, sponsorship and fundraising support from the school community and local Aboriginal businesses to establish the Bush Tucker Garden.
- Engage with local Aboriginal and Torres Strait Islander families and community members to provide cultural guidance and expertise throughout the planning and development process.
- Connect with families and community members who have knowledge of native plants, gardening and land care to support the garden's design and maintenance.
- Host community planting and working bee days that bring together Indigenous and non-Indigenous students, families, staff and community members.
- Partner with ACEOs to educate students, staff and families about the cultural significance of Bush Tucker plants, including their traditional uses for food, medicine and wellbeing.
- Incorporate the Bush Tucker Garden into teaching and learning programs to strengthen understanding of Aboriginal and Torres Strait Islander cultures, histories and perspectives.
- Create opportunities for students to actively care for and maintain the garden, fostering respect for Country and environmental responsibility.
- Celebrate milestones and achievements through community events, open days and cultural activities that showcase and share the garden with the wider community.
- Use the Bush Tucker Garden as an ongoing space for cultural learning, connection, reflection and reconciliation within the school community.

Teach About Days of National Significance



Goal

To learn the true stories behind important national days. Significant dates are not just commemorated on one day, but serve as a foundation for ongoing learning, understanding and growth across our school community.

Deliverables

- Include culturally significant Aboriginal and Torres Strait Islander dates and events in the weekly student Google Slides calendar to raise awareness and promote ongoing learning across the school.
- Provide explicit teaching and learning opportunities that explore the history, significance and contemporary relevance of important Aboriginal and Torres Strait Islander cultural and national days.
- Access and utilise local Aboriginal and Torres Strait Islander primary sources, resources and community knowledge to ensure cultural accuracy, authenticity and relevance.
- Ensure learning about significant dates extends beyond a single day and is incorporated into ongoing classroom discussions, inquiry and reflection throughout the year.
- Share learning and celebrations with the wider school community through assemblies, newsletters, displays and community events.

Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures

Goal

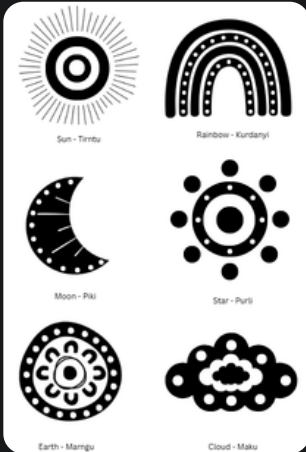
Our school environment visibly honours and celebrates Aboriginal and Torres Strait Islander peoples, cultures, histories and connections to Country through authentic, meaningful and embedded practices, symbols and learning opportunities that strengthen respect, understanding and inclusion.

Deliverables

- Collaborate with the ACEO, a local Aboriginal artist, to design and create a mural on the sports shed that celebrates Aboriginal culture, stories and connections to Country and is linked with our school motto.
- Develop a culturally significant courtyard floor mural in partnership ACEOs, incorporating local cultural knowledge and connections to the school sports teams.
- Ensure Aboriginal and Torres Strait Islander cultures are visibly represented throughout the school through signage, totems, flags, tents, banners and other culturally respectful displays.
- Incorporate Aboriginal and Torres Strait Islander designs and symbolism into staff and student clothing, including sports uniforms, to promote visibility, pride and belonging.
- Include an Acknowledgement of Country and recognition of our connection to Aboriginal and Torres Strait Islander peoples and cultures in staff email signatures.
- Celebrate and share the stories and significance behind cultural artworks, symbols and displays to promote understanding and appreciation across the school community.



Aboriginal and Torres Strait Islander Languages



Goal

To honour and celebrate Kurna language as an integral part of the cultural identity of our school by authentically embedding it within our environment, communication and daily practices.

Deliverables

- Support Aboriginal Community Education Officers (ACEOs) to lead and guide the implementation of Kurna language across the school. Embed Kurna language initiatives in a way that is authentic, culturally respectful and sustainable, ensuring they become part of everyday school life rather than one-off activities.
- Ensure the meaning, pronunciation and cultural significance of Kurna names are shared with students, staff and families. Consistently use and reinforce Kurna names in spoken and written communication, including maps, signage, newsletters, assemblies and school publications.
- Increase the visibility of Kurna language throughout the school through signage, displays, classroom resources and learning spaces. Share learning about Kurna language and culture through newsletters, Westport News, social media and community events.
- Provide opportunities for students and staff to learn and correctly pronounce Kurna words and place names. Engage Jack Buckskin to work with staff, supporting a greater understanding of the Kurna language. Connect with Ngarrpadlarna Mila to support staff in sharing culture and language across the school.
- Regularly consult with Kurna community members to ensure the ongoing accuracy, relevance and cultural integrity of language use across the school.
- Consult all Aboriginal and Torres Strait Islander school families to provide feedback and contribute to renaming school buildings using Kurna names. Consult Kurna cultural leader Jack Buckskin to rename school buildings and spaces using appropriate Kurna language. Engage with Kuma Kaaru Cultural Services for permission to use Kurna names and provide sound files for pronunciation.

Early Years Learning Framework



Goal

Embed Aboriginal and Torres Strait Islander cultural knowledge, perspectives, language and ways of being through play-based learning, music, daily routines and authentic learning experiences.

Deliverables

- Incorporate the Ninna Marni song, an Acknowledgement of Country and songs from the Reimagined Kurna Song Book, including the Number Rock and Days of the Week Song, into daily routines, introducing new songs slowly and deliberately to build depth of understanding.
- Embed Kurna language throughout the learning environment, including everyday vocabulary, greetings, numbers, animal names and emotional literacy, drawing from current Kurna language resources and ongoing research.
- Create genuine space for children to lead cultural inquiry, ask questions about Country and Kurna culture and have their thinking documented and built upon as evidence of meaningful cultural learning.
- Engage children with First Nations literature, including bilingual texts, using shared reading to build cultural understanding, connection to the story and familiarity with the First Nations languages in context.
- Create culturally responsive indoor and outdoor learning environments that visibly reflect First Nations' presence and Kurna Country, including low, child-accessible resources such as language maps, so children can engage independently and with agency.
- Ensure children's profiles and displays acknowledge and celebrate their Aboriginal and Torres Strait Islander heritage, family connections and Nations where appropriate.



Cultural Responsiveness for Students and Children

Goal

Strengthen culturally safe practice through growing educator confidence, genuine community partnership and evidence-informed reflection

Deliverables

- Engage with a range of First Nations cultural educators and community partners, including Walking With Kurna, Jack Buckskin and our own Aboriginal Education Officers, to enrich children's learning through song, story, language, art and cultural practice.
- Provide ongoing opportunities for Aboriginal and Torres Strait Islander families and community members to contribute their knowledge, stories and cultural expertise as active co-designers of cultural experiences at Westport Preschool.
- Support all educators to grow in confidence with shared Kurna language, pronunciation and cultural practice, through professional learning opportunities including the Music Education Strategies training, Jack Buckskin's Knowledge Project and whole-staff engagement with the Kurna Music Book.
- Support educators to regularly reflect on their own cultural responsiveness and how it shapes their practice.
- Collect and document evidence towards the Preschool Quality Improvement Plan, NQF priority 2 (strengthen culturally safe practice and connection to First Nations perspectives), including Kurna language use, educator confidence, family and community voice and child voice in cultural learning contexts.