

**NAKRA
GUNNA
WALI**



**RECONCILIATION
AUSTRALIA**



Encounter Lutheran College **RECONCILIATION ACTION PLAN**

 thrive  connect  belong



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VISION FOR RECONCILIATION

Being a school of the Lutheran Church, our faith at Encounter Lutheran College inspires and encourages us to learn, respect, and celebrate all people.

Our vision for reconciliation is a demonstrated commitment to recognising, understanding, respecting, and appreciating Aboriginal and Torres Strait Islander peoples and their ongoing connection to the Lands across Australia upon which we all work and learn.

To realise this vision we will;

- deepen our understanding, through respectful engagement with Traditional Owners and the wider local community;
- work in collaboration with Aboriginal and Torres Strait Islander peoples;
- create opportunities to actively and respectfully recognise and celebrate First Nations cultures;
- create learning opportunities that are rich, inclusive, and authentic; and
- demonstrate an ongoing commitment to truth-telling, justice, and healing through the respectful integration of reconciliation principles into curriculum, the College culture, events, and language use.

ACKNOWLEDGEMENT OF COUNTRY

Ngarni nglelun alyenik ruwi Ramindjeri/Ngarrindjeri ruwi. Yunti-angan thuldun winmun ruwangk Ngarrindjeri-ald. Ramindjeri lakinyeri Ngarrindjeri kukabrak. Ngarni nglelun Ramindjeri/Ngarrindjeri ngapaldar unganai ikaipalai. Ramindjer-ar watjun mulumi ngelerumi ruw-ald. Kanawi ngelerumi elun piltenggi Kitji weldai tumbelun arau kaldau.

We all know this Land is Ramindjeri/Ngarrindjeri Land. Together we all meet and work on the Land of the Ramindjeri people of the Ngarrindjeri Nation. We acknowledge Ramindjeri/Ngarrindjeri Elders in the past, in the present and into the future. Ramindjeri people have sacred knowledge of this Land. Their knowledge is strong. It is still living today.

Looks like school, feels like home...





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RELATIONSHIPS



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.

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.



AROUND THE SCHOOL

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 and children.

Staff are supported to reflect on and build their **cultural responsiveness** to improve their practice and best support the needs of Aboriginal and Torres Strait Islander students. Staff are provided with a range of opportunities to build their knowledge and understanding of their own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.





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RELATIONSHIPS



WITH THE COMMUNITY

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.

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.

We will develop and maintain a **Stakeholder List** that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.

We commit to **building relationships** with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. 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.

We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.



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RESPECT



IN THE CLASSROOM

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.

We are committed to raising awareness of **current affairs and issues** in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our school.



AROUND THE SCHOOL

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.

We commit to actively connecting with, and **caring for**, the **Country/place** on which our school stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and land on which we live and learn.

We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.





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RESPECT



WITH THE COMMUNITY

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 days of national significance.

Our school flies or displays the **Aboriginal and Torres Strait Islander flags** as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.

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.





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OPPORTUNITIES



IN THE CLASSROOM

Embedding Aboriginal and Torres Strait Islander histories and cultures in **curriculum planning**, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.



AROUND THE SCHOOL

All staff in our school are aware of policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. We have a plan in place to ensure all staff comply with these policies in their daily practice. Our internal policies have been, or will be, amended to ensure they are also **inclusive of Aboriginal and Torres Strait Islander peoples** and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.

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.

We have set aside dedicated funds from within our **budget** to procure relevant goods and services that strengthen the **sustainability of our RAP Actions**. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.





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THE LEGACY OF PASTOR H.A. EDUARD MEYER

Pastor H.A. Eduard Meyer was a Lutheran Missionary and linguist to the Ramindjeri People of Encounter Bay and Port Elliot, and the first non-Aboriginal person to master, record and translate their language into English. With his wife Friederike, they opened the first school in Victor Harbor in 1844.

From 1840 to 1848 they lived and worked with the Ramindjeri people of the Encounter Bay region. Meyer was zealous in his efforts to evangelise the Ramindjeri, translating the commandments and delivering his sermons in their local language.

Publishing his grammar and wordlist, Meyer left behind a considerable linguistic legacy for the Ramindyeri and Ngarrindjeri people.

MEYER SCHOLARSHIP

As a way of honouring Pastor Meyer's commitment to Ngarrindjeri culture and education, the concept of a Meyer Scholarship will be explored with local Ngarrindjeri elders, to be established for new and current students in Year 10-12.

The Meyer Scholarship will provide Indigenous students with financial assistance towards their education costs to support their academic progress in Senior School and also their career pathways beyond school.

Applicants must be Indigenous Australians who have the motivation and capacity to complete Year 12.



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