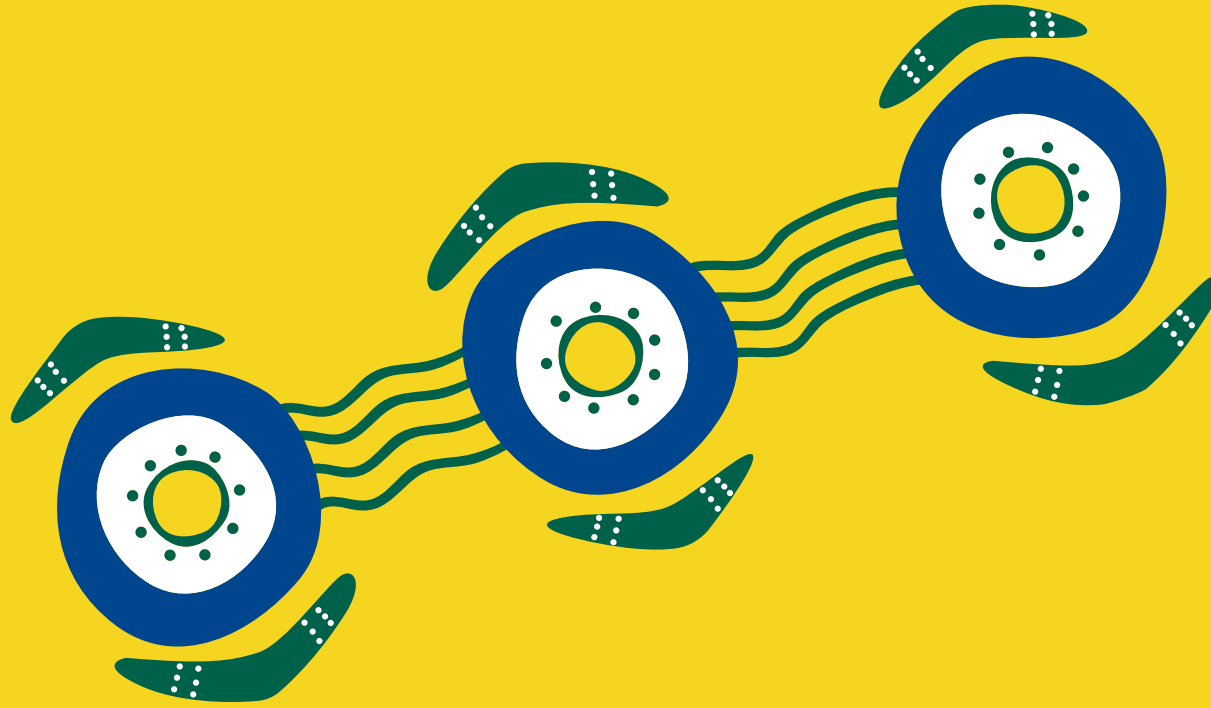
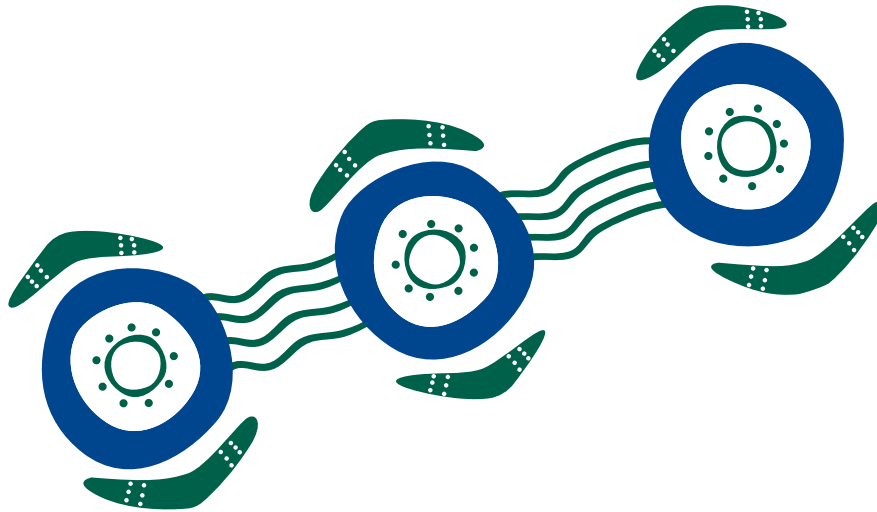


Reconciliation Action Plan

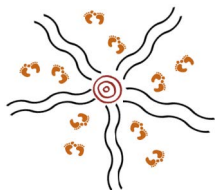


Pembroke

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Vision for Reconciliation

Pembroke School's motto, 'Ex Unitate Vires', meaning 'Out of Unity, Strength', encapsulates our vision for reconciliation. Our Reconciliation Action Plan strives for a future characterised by unity and respect between Aboriginal and Torres Strait Islander peoples and other Australians. We value justice and equity for all Australians and are committed to an active, collaborative and ongoing approach to achieve this through our reconciliation journey.

As a school, we recognise the rich cultural heritage of Aboriginal and Torres Strait Islander peoples and respect their ongoing connection with the land. We acknowledge in particular the Kurna people as the traditional custodians of the land upon which our school is situated. With support from the community, we seek to build our knowledge and understanding of Aboriginal and Torres Strait Islander cultures and work together to achieve a future where all Australians have equal opportunities to flourish.

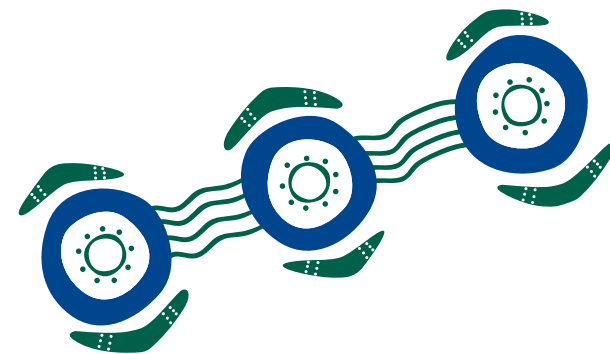
Our commitment to reconciliation stems from our School Aims. The following aims in particular are fundamental to the reconciliation process:

- To facilitate the social, physical and emotional development of each student emphasising personal growth, integrity, respect for differences in people, resilience, an appreciation of the environment, a sense of social responsibility and care for others.
- To promote thoughtful, respectful and informed participation in the community locally, nationally and internationally with an emphasis on seeking justice for all.

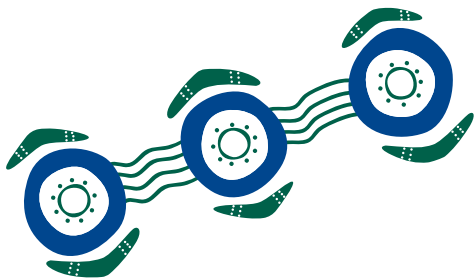
Pembroke School actively celebrates Aboriginal and Torres Strait Islander cultures and offers many opportunities for students to build their knowledge through meaningful activities. The School also runs a flourishing Indigenous Education Program, and works in partnership with The Smith Family through the Indigenous Youth Leadership Project (IYLP).

Reconciliation is an ongoing process and we have identified a range of new initiatives in this RAP document that will facilitate reconciliation at Pembroke and in Australia.

Pembroke's RAP has been developed in consultation with staff, students and the community. This collaborative approach has produced a document of which the School Community is proud and feels a sense of ownership and responsibility to continue the reconciliation journey. Together, Pembroke staff, students and community members are committed to the implementation and ongoing development of our Reconciliation Action Plan. Out of unity comes strength to build a better future for all Australians.



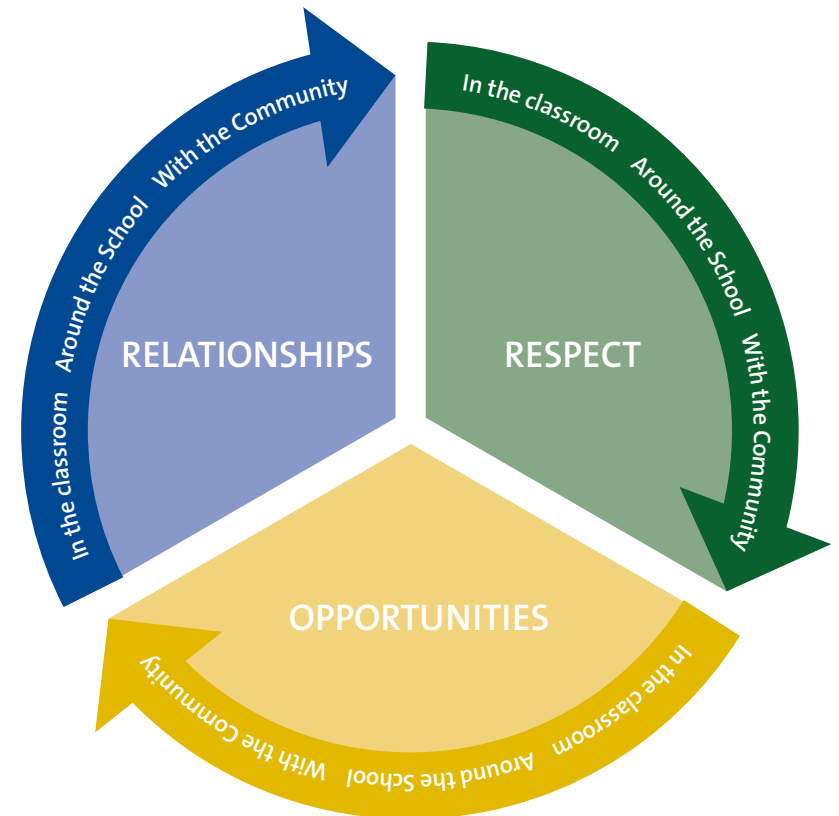
Overview



Pembroke School's Reconciliation Action Plan details our vision for reconciliation, the actions we are currently taking and the new initiatives we intend to implement in order to advance reconciliation at Pembroke and in Australia. It focuses on **RELATIONSHIPS**, **RESPECT** and **OPPORTUNITIES** in the classroom, around the School and with the community.

Pembroke's goals and targets are highlighted in this full version of the RAP, endorsed by Reconciliation Australia. The bold items indicate the 14 actions that are required by Reconciliation Australia. The other items are additional actions that Pembroke is committed to as part of our reconciliation journey.

A condensed version highlighting Pembroke's immediate targets is also available on the School's website (www.pembroke.sa.edu.au). Further information and resources are available on Reconciliation Australia's Narragunnawali platform (www.narragunnawali.org.au).



In the Classroom

Action	Our Goals		
<p>Aboriginal and Torres Strait Islander People in the Classroom</p>	<p>At Pembroke, we value and seek the input of Aboriginal and Torres Strait Islander peoples in the classroom. Students and staff have identified this as a vital means of building knowledge and understanding.</p> <p>This does occur at Pembroke through visits by guest speakers, performers and resident artists. While often presenting to larger groups (e.g. all Middle School students, all Year 7 English students) we will investigate opportunities for guests to work more with smaller groups within the classroom. An artist in residence program would work well and could cover a number of curriculum areas, such as English, Art, Drama and Science. We have established relationships with a number of Aboriginal artists who we can invite into the classroom (e.g. Burthumarr</p>	<p>Christopher Crebbin, Boori Pryor), however we will strive to extend this network and include more Kurna guests in particular.</p> <p>Pembroke’s own Aboriginal and Torres Strait Islander students are fine ambassadors of their culture and willingly share their knowledge. In 2016, the five Middle School students visited the Year 3 students who had just returned from a camp with a focus on Aboriginal culture; they spoke about their culture, answered many thoughtful questions and thoroughly enjoyed the experience. The Year 3s also enjoyed and learnt much from the visit.</p> <p>Pembroke has a strong connection with the Marree community. When the students and staff visit each year, they spend some time in various classrooms.</p>	<p>We will encourage them, if they feel comfortable, to share their knowledge and ideas about Aboriginal culture within the classroom.</p> <p>Additionally, members of our Pembroke Indigenous Education Reference Group (PIERG) will be invited into the classroom to share their knowledge, experiences and views in relation to a unit of work such as Aboriginal voices in Poetry.</p> <p>To hear directly from Aboriginal and Torres Strait Islander peoples about their culture and experiences is an invaluable learning experience. We therefore aim to increase the presence of Aboriginal and Torres Strait Islander peoples within the classroom as well as in the School as a whole.</p>
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> • Continue to invite guest speakers, presenters and artists to work with our students. • Create a register of guests. • Continue to learn from our own Aboriginal and Torres Strait Islander students and our Marree guests. • Investigate the possibility of a residency program in 2018. 	<p>A Bouchier Heads of Sub-Schools Heads of Department Teachers</p>	<p>Ongoing</p> <p>2017–20</p> <p>Ongoing</p> <p>Commenced and ongoing</p>	



Action – Relationships ● ● ●

In the Classroom

Action	Our Goals		
Early Years Learning Framework – Early Learning Specific	Feedback received from staff indicates that the Early Learning Centre (ELC) students learn about native animals and Dreaming stories through the Junior School Performing Arts program. Aboriginal and Torres Strait Islander stories, songs, music and	dance undoubtedly feature in other areas of the ELC curriculum and this is an area that we can investigate further and encourage through discussions with the Director of the ELC.	
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> Organise a meeting with the Director of the ELC to find out how they address Aboriginal and Torres Strait Islander histories and cultures within their programs. Include this information in our curriculum map. 	A Bouchier Assistant Heads of JS Director of ELC	2019–22 Ongoing	

Action – Relationships ● ● ●

In the Classroom

Action	Our Goals		
<p>Opportunities for Aboriginal and Torres Strait Islander Students and Children</p>	<p>The Indigenous Education at Pembroke (IE@P) program has existed at our school for a number of years and continues to grow in profile within the school and the community. As a group, we participate in a range of cultural learning experiences that build confidence and motivate the students to share their own cultural stories within the classroom and beyond. We embrace opportunities to learn from and be inspired by Aboriginal and Torres Strait Islander speakers. These opportunities come from events such as the Indigenous Youth Leadership Project (IYLP) National Gathering, Reconciliation SA's Schools' Congresses, Marni Wingku - an Adelaide University open day for Aboriginal and Torres Strait Islander students, and the Marree exchange.</p> <p>Within the classroom, Aboriginal and Torres Strait Islander texts and issues are often explored, as required by the Australian Curriculum. Again, this</p>	<p>makes the Aboriginal and Torres Strait Islander students feel acknowledged and respected, thereby building confidence and self-respect in the learning environment.</p> <p>The IE@P students are offered many opportunities to flourish as learners and are encouraged to maximise the educational opportunities on offer. The students arrive at Pembroke from a range of educational backgrounds and with a variety of learning needs; some manage very well in the classroom environment and work independently and at a high level, while others require support in order to achieve their best. Part of the role of the Indigenous Student Coordinator is to determine where this support is needed and how best to meet the individual needs of the students. In consultation with the Learning Support team, the students are offered support and mentoring both within and outside the classroom, as detailed in the following column.</p>	<ul style="list-style-type: none"> • Students are placed in small English, Science and/ or Maths classes if appropriate. • Students are helped by a Learning Support teacher within the classroom where necessary. • Teachers often provide extra support to students at lunch times or in the Boarding Houses. • Aboriginal and Torres Strait Islander boarders have access to individual tutoring if needed and Boarding House tutors. • IYLP students can apply for funding through The Smith Family for extra tutoring if necessary. • An Indigenous Student Mentor works with some of the students to build their confidence which translates into greater success in the classroom. <p>We will continue to inspire and meet the individual needs of all our students as best we can.</p>
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> • Continue to work collaboratively to inspire and meet the individual needs of all our students as best we can. 	<p>A Bouchier Heads of Sub-Schools Heads of Department Teachers School Counsellors</p>	<p>Enacted and ongoing</p>	



Action – Relationships ● ● ●

Around the School

Action	Our Goals		
<p>Cultural Competence for Staff</p>	<p>As teachers, it is our responsibility to be informed about Aboriginal and Torres Strait Islander issues, histories and cultures, and to actively contribute to the reconciliation conversation and embrace the reconciliation journey at Pembroke and in Australia.</p> <p>Cultural awareness opportunities ensure staff members remain abreast of current issues facing Aboriginal and Torres Strait Islander Australians, thereby facilitating important conversations in the classroom and increasing empathy for the Aboriginal and Torres Strait Islander students at Pembroke. We aim to provide more opportunities for staff to expand their cultural competence.</p>	<p>Staff are kept informed about Indigenous Education at Pembroke through bi-annual newsletters. These newsletters include links to useful websites, books, articles and films.</p> <p>Staff sometimes share such information too, however we will plan for this to become a much more regular and widespread practice.</p> <p>Pembroke staff are often present to hear the various guest presenters as detailed previously (e.g. at assembly, Chapel, the Indigenous Round, performances etc), thereby building their own knowledge. We intend to organise more cultural awareness sessions for all staff.</p>	<p>A proposal has been made to run a cultural awareness Professional Development day, inclusive of a range of cultures represented at Pembroke.</p> <p>Pembroke staff have been consulted in the development of this RAP.</p>
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> • Include a cultural awareness session on our September PD day in 2017 and at regular intervals thereafter. • Non Teaching Staff attend a PD Day at Old Watulunga with Mr Cedric Varcoe, Senior Ngarrindjeri man in 2017. • Mr Varcoe is now on staff as Ngarrindjeri 'Advisor on Country' at Old Watulunga. • Include a guest speaker(s) to address all staff at least once each year. 	<p>K Lawry A Bouchier C Roberts-Thomson</p>	<p>Included and ongoing Completed Completed Ongoing</p>	

Action – Relationships ● ● ●

Around the School

Action	Our Goals	
<p>Aboriginal and Torres Strait Islander Representation on Committees</p>	<p>At Pembroke we have established the Pembroke Indigenous Education Reference Group which includes Aboriginal and Torres Strait Islander peoples with a connection to Pembroke (The Smith Family IYLP Project Manager, parents and grandparents of current Aboriginal and Torres Strait Islander students, old scholars). Their input is vital and we have great respect for their opinions and suggestions. The PIERG group engaged in preliminary discussions about Pembroke's RAP and has been consulted in the draft stage as well. We will hold bi-annual meetings.</p> <p>Our own Aboriginal and Torres Strait Islander students are involved in discussions relevant to cultural issues. They have been involved in the Reconciliation Forum, attended Reconciliation SA's Schools' Congresses and have been consulted about this RAP during our Leadership Camp in Term 1.</p> <p>We will seek other ways of increasing Aboriginal and Torres Strait Islander representation on a wider range of committees.</p>	
Target	Responsibility (Group leader in bold)	Timeline
<ul style="list-style-type: none"> • Hold bi-annual Pembroke Indigenous Education Reference Group (PIERG) meetings. • Discuss other possibilities with the Principal, including residencies, employment, engagement with wider community. 	<p>A Bouchier K Lawry C Varcoe</p>	<p>Ongoing Employed and ongoing</p>



Action – Relationships ● ● ●

Around the School

Action	Our Goals		
<p>Elders and Traditional Owners Share Histories and Cultures</p>	<p>Through their involvement in various events at Pembroke, a number of Aboriginal and Torres Strait Islander guests have shared their histories and cultures.</p> <ul style="list-style-type: none"> • Arabunna Elder: Pembroke has a long association and strong connection with an Arabunna Elder through our annual Marree Exchange. • Indigenous Youth Leadership Project Manager: The IYLP Manager works closely with the IYLP students at Pembroke, providing them with a range of experiences through the Project. She is also a member of the PIERG group. • Indigenous Student Mentor: An AISSA based Indigenous Student Mentor attended the Indigenous Round and Reconciliation-themed Chapel service. He also contributed to the Reconciliation Forum and is a member of the PIERG group. <ul style="list-style-type: none"> • A Kurna Elder performed the smoking ceremony at the inaugural Indigenous Round. • Guest storytellers, singers and artists tell their stories in assemblies and as part of the curriculum. • Family members: <ul style="list-style-type: none"> - A grandfather plays the yidaki at our annual Indigenous Round and at various assemblies. He shared his thoughts about reconciliation and issues facing Aboriginal and Torres Strait Islander peoples in a reconciliation-themed Chapel service and at the Reconciliation Forum. He is also a member of the PIERG group. - An Auntie from Arnhem Land attended the Indigenous Round and presented the Yunupingu cups to the winning teams. <ul style="list-style-type: none"> - Aboriginal and Torres Strait Islander parents and Old Scholars remain closely involved with the school as mentors and members of the PIERG group. - The School is investigating a trip to Kakadu, involving two School families. This is now an annual trip for Pembroke IB students. • Aboriginal and Torres Strait Islander voices are heard through a variety of novels, stories, plays, poetry, film, editorials, speeches and other texts studied in class. We strive to hear more Kurna voices at Pembroke. 		
Target	Responsibility (Group leader in bold) Timeline		
<ul style="list-style-type: none"> • Continue to foster existing and develop new relationships with Aboriginal and Torres Strait Islander peoples and provide opportunities for them to share their knowledge with our students, staff and community. • Seek to develop a strong relationship with a Kurna elder. 	<table border="0"> <tr> <td data-bbox="1585 1251 1854 1369"> A Bouchier Indigenous Student Ldrs M O'Brien C Varcoe </td> <td data-bbox="1890 1251 2033 1385"> Ongoing Ongoing development </td> </tr> </table>	A Bouchier Indigenous Student Ldrs M O'Brien C Varcoe	Ongoing Ongoing development
A Bouchier Indigenous Student Ldrs M O'Brien C Varcoe	Ongoing Ongoing development		

Action – Relationships ● ● ●

Around the School

Action	Our Goals		
<p>Reconciliation Projects</p>	<p>Students, staff and community members have contributed ideas for promoting reconciliation at Pembroke and within Australia as a whole. They have suggested an array of exciting initiatives that will build upon the existing reconciliation projects at Pembroke.</p> <p>Examples of current reconciliation projects:</p> <ul style="list-style-type: none"> • Marree Exchange • Close the Gap • Acknowledgement of Country • Display flags • Indigenous Round • Guest speakers/performers • Reconciliation assemblies and Chapel • Reconciliation Forum • Reconciliation Week events • RAP committee 	<ul style="list-style-type: none"> • PIERG group • Art projects • Football trip • IE@P cultural events (e.g. local elder on camp, Djuki Mala at the Fringe). <p>New ideas to pursue at Pembroke. Possible trips:</p> <ul style="list-style-type: none"> • Kakadu (IB students) • Garma Festival (Yr 11 and 12 Aboriginal and Torres Strait Islander students) • Expand the Indigenous Round (and include Old Scholars) • Establish a mentoring program with our Aboriginal and Torres Strait Islander students acting as mentors (e.g. with Le Fevre, Marree) • Offer Kurna language classes (Kurna introduced to Year 7 Curriculum from 2022) 	<ul style="list-style-type: none"> • Offer Aboriginal art, music, dance sessions • Student to give yidaki demonstrations • Student to play his music in the quad • Establish a bush tucker trail with art installations and information boards between campuses • Aboriginal artwork and story-telling fire pit at Old Watulunga (Pembroke's Outdoor Education facility) • Reconciliation/Cultural ambassadors (JS, MS and SS) • Cultural festival • More guest speakers • Indigenous Week (like Spanish Week in the JS) • Dreaming sleepover (JS) • Fly more flags • Employ Aboriginal and Torres Strait Islander teachers • Staff cultural awareness sessions • Employ Ngarrindjeri Elder (Mr C Varcoe employed)
Target		Responsibility (Group leader in bold)	Timeline
<ul style="list-style-type: none"> • Continuing commitment to our current reconciliation projects. • Implement at least two new reconciliation-related initiatives each year: <ul style="list-style-type: none"> - 2017 – expand the Indigenous Round to include other sports. - 2017 – plan for the introduction of a Reconciliation/Cultural Ambassadors program in the Middle School, with a view to expand this into the Junior and Senior Schools. - 2017 – approach the staff at Old Watulunga about including some means of recognition of the local Aboriginal people (e.g. outdoor artwork, story-telling area) – 2020 confirmed with Ngarrindjeri Elder now employed and working on Country at Old Watulunga. 		<p>A Bouchier K Lawry Heads of Sub-Schools School Caplain Whole School</p>	<p>Ongoing Implemented and ongoing Activated/2017/ongoing 2017/ongoing 2017–</p>



Action – Relationships ● ● ●

With the Community

Action	Our Goals		
<p>Welcome to Country</p>	<p>A Kurna Elder delivered a Welcome to Country and conducted a smoking ceremony at the inaugural Indigenous Round ceremony in 2016. This is now an annual event. We do not often have a Kurna person present to conduct a Welcome to Country at School events, but we will build our network in this area.</p>		
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> Develop a relationship with a Kurna elder who will have a significant presence in the School and will deliver a Welcome to Country at major School events. <p>Since meeting Uncle Mickey O'Brien in early 2019 staff and students have a strong connection and relationship with Uncle Mickey . He attends important events as a Senior Kurna Man. He regularly visits classrooms and staff rooms across all three School campuses sharing stories, knowledge and language.</p>	<p>A Bouchier Principal M Sumner M O'Brien Student Leaders S Arnold</p>	<p>2018–activated, ongoing and continuing development</p>	

Action – Relationships ● ● ●

Around the School

Action	Our Goals		
<p>Celebrate National Reconciliation week</p>	<p>Pembroke School actively celebrates Reconciliation Week.</p> <p>We held our inaugural Indigenous Sport Round in 2016 which proved to be a very moving and significant occasion in our School's history. All of our Aboriginal and Torres Strait Islander students were involved in the event, either by designing the unique uniforms (the design was also featured on the NRW t-shirts), speaking at assembly before the event, addressing the audiences, playing the yidaki or simply supporting the teams.</p>	<p>All IE@P students address their peers at assembly during Reconciliation Week annually, sharing information about their culture and their thoughts on reconciliation.</p> <p>Non-indigenous students lead assemblies and conversations in Reconciliation Week.</p> <p>Staff and students attend the Reconciliation SA Breakfast and Reconciliation dinners.</p> <p>Indigenous Round Sports Week.</p>	
Target	Responsibility (Group leader in bold)	Timeline	
<p>We commit to celebrating National Reconciliation Week each year by:</p> <ul style="list-style-type: none"> • Host the Indigenous Round Sports. • Addressing all students at Junior, Middle and Senior School assemblies, with guest speakers where possible. • Inviting both Aboriginal and Torres Strait Islander students and non-indigenous students to the Sorry Day and Reconciliation breakfasts. • Embracing other external reconciliation events. • Following up with the Reconciliation Forum later in the year involving student leaders. 	<p>A Bouchier Student Leaders Heads of Sub-Schools K Lawry School Chaplain Whole School</p>	<p>Ongoing and continual development of relationships</p>	



Action – Relationships ● ● ●

Around the School

Action	Our Goals		
<p>Build Relationships with Community</p>	<p>As detailed elsewhere in this RAP, Pembroke enjoys strong relationships with many Aboriginal and Torres Strait Islander individuals, many of whom have a personal connection with the School.</p>	<p>Whilst the School is located on Kurna Country our borders extend to the traditional lands of the Ngarrindjeri people at Finniss, SA. We value and nurture these existing relationships with local Kurna and Ngarrindjeri while also seeking to make new connections across Australia with the families and communities of our Indigenous students in particular.</p>	
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> • Continue to value and nurture existing relationships, while also seeking to make new connections, with local Kurna and Ngarrindjeri people in particular. • Investigate ways to develop a connection with a local Kurna elder who is willing to share his or her knowledge with our community and be involved in significant School events. As previously identified, Mr Michael O'Brien, Senior Kurna man visits the school regularly. 	<p>A Bouchier Principal K Lawry Sub-School Reps Indigenous Student Ldrs School Chaplain</p>	<p>Ongoing and developing 2017–present and ongoing</p>	

Action – Relationships ● ● ●

Around the School

Action	Our Goals	
<p>Create Stakeholder List</p>	<p>As mentioned previously, we have formed relationships with Aboriginal and Torres Strait Islander peoples within our School network and local community. We will nurture and expand this network and produce a formal document that can be added to regularly and shared.</p>	
Target	Responsibility (Group leader in bold)	Timeline
<ul style="list-style-type: none"> • Produce a formal document detailing the Aboriginal and Torres Strait Islander peoples with whom our School community has formed a connection. Nurture these relationships and continue to add to this list by developing new friendships. This document is produced annually and shared with the wider School community. • A similar document reflected Yolngu students progress is prepared bi-annually for the elders of the Yolngu Nation and presented to the Board members of the Gumatj Clan in line with the Gumatj/Pembroke Bala Rali. 	<p>A Bouchier M O'Brien C Varcoe Indigenous Student Ldrs Sub-School Reps Student Leaders</p>	<p>2017–ongoing</p>



Action – Relationships ● ● ●

Around the School

Action	Our Goals		
<p>Cultural Competence for Students and Children</p>	<p>Reconciliation can only be achieved by raising students' awareness of Aboriginal and Torres Strait Islander histories, cultures and issues facing them today.</p> <p>This is achieved at Pembroke through:</p> <ul style="list-style-type: none"> • The curriculum, across all subjects, with a range of activities, texts, issues and perspectives covered. • Events at school such as the Indigenous Round, assembly presentations, guest speakers, artists in residence, Close the Gap. 	<ul style="list-style-type: none"> • Learning from the Aboriginal and Torres Strait Islander students at Pembroke. • Getting students involved in activities, such as Kurna language lessons, dance classes, art projects, creating a bush tucker trail. • The Marree exchange. • The annual Year 11 IB trip to Kakadu. • The Indigenous Scholars residency (in partnership with UniSA from 2022). 	<ul style="list-style-type: none"> • Kurna Warra (language) Year 7s and Yolngu Matta from 2022. • Supporting Indigenous owned businesses. • The reconciliation projects mentioned previously. <p>We will continue to offer a variety of learning opportunities.</p>
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> • Ongoing commitment to raising students' awareness of Aboriginal and Torres Strait Islander histories, cultures and issues facing them today. Continue to provide a range of learning opportunities for our students, both within and outside of the classroom, as detailed in this RAP. • Continuing education of student and staff regarding cultural matters and sensitivities. 	<p>A Bouchier 2021/22 PLF Group K Lawry Heads of Sub-Schools School Chaplain Student Leaders</p>	<p>Ongoing</p>	

In the Classroom

Action	Our Goals	
<p>Teach about Reconciliation</p>	<p>Reconciliation was a major focus at Pembroke in 2016. It was addressed in classrooms, at assemblies and in Chapel, through the Indigenous Round, at Reconciliation events (Reconciliation breakfast, Westminster dinner, Schools' Congresses) and at the Reconciliation Forum. It is a topic we will continue to explore, with multiple voices being heard, and with more participants included in the conversation each time.</p>	<p>The topic of Reconciliation is a 'live' and ongoing conversation across all areas of the School community. Events, exhibitions, residencies and visits contribute to the ongoing acknowledgement and conversations for all at Pembroke.</p>
Target	Responsibility (Group leader in bold)	Timeline
<ul style="list-style-type: none"> • Hold a Reconciliation Forum in the Junior School and with Middle and Senior School students in 2022. • Host a student-driven Reconciliation event on all campuses annually. 	<p>A Bouchier Heads of Sub-Schools Student Leaders Indigenous Elders School Chaplain</p>	<p>2017– Activated and ongoing</p>



In the Classroom

Action	Our Goals		
<p>Explore Current Events and Issues</p>	<p>Contemporary issues related to Aboriginal and Torres Strait Islander peoples are often explored within the classroom. In senior English classrooms, for example, students discuss various attitudes towards Australia Day, analyse Stan Grant’s recent speech, learn about the Stolen Generations through Jane Harrison’s powerful play, discuss issues facing Aboriginal Australians raised through the</p>	<p>poetry of Oodgeroo Noonuccal and Judith Wright, read about the impact of the convict settlers in The Secret River, view the work of Aboriginal and Torres Strait Islander directors and actors, study lyrics by Kev Carmody and listen to the words of Archie Roach. Other subjects, at all year levels, also address contemporary cultural issues in terms of their subject framework. Pembroke aims to produce</p>	<p>informed, responsible citizens who have empathy for others, so we encourage students to read widely and be aware of contemporary issues in their world.</p> <p>Other learning opportunities occur outside the classroom through the array of activities already mentioned.</p>
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> • Continue to explore current events and issues within and outside of the classroom. • Conduct a curriculum mapping exercise to determine where and how contemporary issues related to Aboriginal and Torres Strait Islander peoples are raised. Identify and address gaps. • Offer Professional Development sessions about contemporary issues that should be explored in the classroom and tutorial sessions. 	<p>A Piggott A Bouchier Heads of Department Teachers Student Leaders</p>	<p>Ongoing</p> <p>2017–</p> <p>Ongoing</p>	

In the Classroom

Action	Our Goals		
Teach about Days of National Significance	Through the curriculum, school activities and conversations about reconciliation, students are made aware of the significance of most of these dates. We will strive to recognise and pay due respect to these important occasions in Australia's history.		
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> Develop a calendar of significant dates and ensure students, staff and the community are aware of the significance of these dates through Chapel services and School publications. 	A Bouchier K Lawry Heads of Sub-Schools Student Leaders Indigenous Elders School Chaplain	2017– Ongoing	



Action – Respect ●●●

Around the School

Action	Our Goals	
Acknowledgement of Country	We often open formal occasions with an Acknowledgement of Country. We will strive for this to become much more frequent and widespread.	
Target	Responsibility (Group leader in bold)	Timeline
• Open all whole Sub-School assemblies and major School events such as Speech Night with an Acknowledgement of Country.	A Bouchier Heads of Sub-Schools	2017– Ongoing

Around the School

Action	Our Goals		
<p>Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Culture</p>	<p>Aboriginal art is on display in many areas of the school, as are the Aboriginal and Torres Strait Islander flags.</p> <p>We will investigate a bush tucker walk and garden which would be an excellent visual addition to our School grounds and/or our Outdoor Education facility. We will also consider how we can add signs</p>	<p>of welcome in Kurna language and a permanent acknowledgement of the Kurna people at the entrance to each campus. These projects could become an outcome of the proposed residency program. Signs/plaques/sculptures could be designed and made by students in Design and Technology and Art classes.</p>	
Target		Responsibility (Group leader in bold)	Timeline
<ul style="list-style-type: none"> • Display the flags on the reception desk on each campus – completed. • Approach the staff at Old Watulunga about a bush tucker walk/garden and sculptures – completed. • Investigate a residency program for 2018 and beyond. One objective is to give students the opportunity to design, create and install reconciliation-related projects around the School grounds. 		<p>A Bouchier Heads of Sub-Schools The Arts Department Teachers</p>	<p>Term 2 2017</p> <p>Activated; Ngarrindjeri Elder Mr C Varcoe employed at Outdoor Education Facility, 2020</p> <p>2017–activated</p>



With the Community

Action	Our Goals	
Aboriginal and Torres Strait Islander Flags	<p>At Pembroke, we display the Australian, Aboriginal and Torres Strait Islander flags in a number of venues, such as in the Chapel and the boys' and girls' Boarding Houses. Flags and icons such as paintings, weaving and carving are also displayed in offices and spaces on all campuses.</p>	
Target	Responsibility (Group leader in bold)	Timeline
<ul style="list-style-type: none"> • Display a set of the three flags on the reception desk in the Junior, Middle and Senior Schools by Reconciliation Week this year – completed. 	A Bouchier K Lawry	Activated Term 2 2017–

With the Community

Action	Our Goals		
<p>Take Action Against Racism</p>	<p>Our School rejects racism and discrimination of any kind. Our students share this view, with many being willing to actively speak out against racism. If it does occur, the School will be quick to act.</p>	<p>Suggestions for combating racism include:</p> <ul style="list-style-type: none"> • Reconciliation ambassadors at school. • Protests and campaigns against racism (in the community). • Raising awareness through education. 	
Target		Responsibility (Group leader in bold)	Timeline
<ul style="list-style-type: none"> • Implement the Reconciliation/Cultural Ambassadors program. • Continuing education and role modelling. 		<p>School Chaplain Principal A Bouchier K Lawry Heads of Sub-Schools School Counsellors Heads of Boarding</p>	<p>2017– Ongoing</p>



Action – Respect ●●●

With the Community

Action	Our Goals		
Celebrate Days of National Significance	The ideas expressed in “Teach about Days of National Significance” also apply here.		
	Target	Responsibility (Group leader in bold)	Timeline
	<ul style="list-style-type: none"> Develop a calendar of significant dates and ensure students, staff and the community are aware of the significance of these dates through Chapel services and School publications (e.g. Thursday Times, Pembroke News, etc). 	A Bouchier Heads of Sub-Schools K Lawry School Chaplain	2017– Ongoing

With the Community

Action	Our Goals		
Physical Acknowledgement of Country	<p>As mentioned previously, we will investigate the construction of signs in Kurna language (Welcome) at the front office on each campus.</p> <p>We will also investigate the construction of a bush tucker garden which would be a suitable location for a plaque acknowledging the Kurna people as the Traditional Custodians of the land on which the School is situated.</p>		
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> Approach the Principal to discuss the construction of signs and a bush tucker garden. Junior School Playground. Named in Kurna by Uncle Lewis Yerloburka O'Brien AO, blessed by Uncle Mickey O'Brien and opened Thursday 17 June 2021. 	<p>A Bouchier K Lawry Heads of Sub-Schools PLF Group</p>	<p>2020–</p>	



With the Community

Action	Our Goals	
<p>RAP Launch</p>	<p>We launched the RAP in conjunction with our Indigenous Round in Reconciliation Week 2017. This was an appropriate occasion to celebrate its launch and attracted a wide audience. Opportunities have been created to explain our RAP in School newsletters, at staff meetings, at assemblies and in Chapel. The RAP is easily accessed on the School’s website.</p>	
Target	Responsibility (Group leader in bold)	Timeline
<ul style="list-style-type: none"> Launched on Saturday 27 May 2017, and regularly updated and amended regularly as appropriate. 	<p>K Lawry A Bourchier</p>	<p>27 May 2017– Ongoing</p>

Action – Opportunities

In the Classroom

Action	Our Goals		
<p>Curriculum Planning</p>	<p>All teachers are required to address Aboriginal and Torres Strait Islander histories and cultures in their teaching programs.</p> <p>We aim to gather further information in order to create a curriculum map indicating where and how Aboriginal and Torres Strait Islander histories and perspectives are being integrated into the curriculum. We will focus initially on one Department or year level as a test case and then proceed further based upon our findings.</p>	<p>Teachers are encouraged to attend Professional Development sessions to gain more ideas about how they can integrate Aboriginal and Torres Strait Islander content into their curriculum plans. We will actively search for suitable curriculum-based PD opportunities to offer staff. Information-sharing is a goal of this RAP, as we recognise that teachers will benefit from sharing ideas with their colleagues.</p> <p>We will investigate how to best share ideas and resources within the School.</p>	
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> • Short-term: Focus on one Department or year level and gather information to create a curriculum map showing where and how Aboriginal and Torres Strait Islander histories and perspectives are currently being implemented in that subject area or year level. Use this map to identify gaps and ways to address these issues. • Actively search for a variety of relevant and inspiring PD opportunities for each subject area and year levels. • Investigate how to best share ideas and resources as a School. • Medium-term: Create a curriculum map and plan for each Department, as outlined above. 	<p>Heads of Sub-Schools A Bouchier Dean of Studies Heads of Department Teachers Student Leaders 2021 PLF Group</p>	<p>2017/18 Ongoing</p> <p>2017/18 Ongoing</p> <p>2017/18 Ongoing</p> <p>2018–ongoing</p>	



Action – Opportunities

In the Classroom

Action	Our Goals		
Embed Cross-curriculum Priority – School Specific	<p>The ideas expressed in “Curriculum Planning” also apply here.</p> <p>Investigate curriculum and teaching opportunities with a view to embedding First Nations languages into the Pembroke School curriculum in the future.</p>		
	Target	Responsibility (Group leader in bold)	Timeline
	<ul style="list-style-type: none"> • As above. • Seek the support of the Dean of Studies and Heads of Department. <p>From 2022, Pembroke will offer a one semester language option in Kurna language and culture at Year 7. This new course offers young people who are growing up on Kurna Country an introduction to the heritage language, culture, worldview, knowledge system and people of our region. Students will learn from guests from the Kurna community, engage with local landscape and biota and learn about the process of language reclamation.</p>	<p>A Piggott A Bouchier Dean of Studies 2021 PLF Group Heads of Department Teachers</p>	<p>2017–18 2021–22</p>

Action – Opportunities

In the Classroom

Action	Our Goals		
<p>Australian Professional Standards for Teachers – School Specific</p>	<p>As stated in Reconciliation Australia's notes, participation in the development and implementation of Pembroke's RAP provides numerous opportunities for teachers to meaningfully address the relevant areas of the Australian Professional Standards for Teachers, in particular Focus Area 2.4.</p>		
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> Implementation of the goals in this RAP will assist teachers to meet the requirements of the Australian Professional Standards for Teachers. 	<p>A Bouchier K Lawry Heads of Sub-Schools PLF Group</p>	<p>Ongoing</p>	



Action – Opportunities

Around the School

Action	Our Goals		
Inclusive Policies	We will audit our School policies to check they are appropriately inclusive and make modifications if required.		
	Target	Responsibility (Group leader in bold)	Timeline
	<ul style="list-style-type: none"> • Approach the Deputy Principal to assess the inclusivity of Pembroke's policies. • Update where appropriate. 	K Lawry A Bouchier Dean of Administration	2017– Ongoing

Action – Opportunities

Around the School

Action	Our Goals		
Staff Engagement with RAP	There has already been communication with staff about the RAP. Before its launch there will be further communication. Our Principal will endorse the RAP at meetings and through our School publications.		
	Target	Responsibility (Group leader in bold)	Timeline
	<ul style="list-style-type: none"> • Present and endorse the RAP to Pembroke staff. • Support staff in order to ensure their engagement. 	K Lawry A Bouchier PLF Group Heads of Sub-Schools Heads of Department School Chaplain	Ongoing Ongoing



Action – Opportunities

Around the School

Action	Our Goals		
RAP budget allocation	The IE@P budget estimate for 2017 has included an amount specifically for events associated with the RAP.		
	Target	Responsibility (Group leader in bold)	Timeline
	<ul style="list-style-type: none">• Apply for funding for planned reconciliation projects each year.	A Bouchier	Ongoing

Action – Opportunities

Around the School

Action	Our Goals	
Reconciliation Awards	We will investigate the implementation of an annual Reconciliation Award. This could be presented at the Indigenous Round during Reconciliation Week or at the end of each year. With the support of staff, the student RAP committee could produce a document outlining the Award criteria and selection process. Together the PIERG group and Reconciliation Ambassadors can select the winner.	
Target	Responsibility (Group leader in bold)	Timeline
<ul style="list-style-type: none"> Consider how best to proceed with a Reconciliation Award when planning for the implementation of the Ambassador program. Responsibility for nominating and selecting students for an annual Reconciliation Award will be given to the student Reconciliation Ambassadors and the PIERG members. 	A Bouchier PLF Group K Lawry Heads of Sub-Schools Student Leaders School Chaplain	Ongoing



Action – Opportunities

With the Community

Action	Our Goals		
<p>Celebrate RAP Progress</p>	<p>The Reconciliation Forum will become an annual event, giving staff and students the opportunity to review our progress and add new initiatives. Students will give a report at Junior, Middle and Senior School assemblies.</p>	<p>We will also celebrate our progress via the School website and newsletter. Students will be responsible for updating the content. We will approach the IB Coordinator to see if this can become the responsibility of a committee of IB students.</p>	<p>Reconciliation posters designed by students (perhaps through a competition), will be displayed around the school and will act as a reminder to students and staff that reconciliation is an ongoing process.</p>
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> • In 2017, we celebrated the launch of our RAP in conjunction with the Indigenous Round. • In subsequent years, review our RAP progress through PIERG meetings, Reconciliation Forums. • Celebrate our progress through IE@P Newsletters, School publications, assemblies, Elder residences across Junior, Middle and Senior Schools. • Encourage contributions from students in relation to Reconciliation Action Plan. 	<p>A Bouchier Heads of Sub-Schools K Lawry PLF Group Student Leaders School Chaplain</p>	<p>Ongoing Annual/ongoing</p>	

Action – Opportunities

With the Community

Action	Our Goals		
Local Sites, Events and Excursions	We will compile a list of local sites, events and excursions suitable for particular year levels and curriculum areas. This will be shared and updated regularly. Possible places to visit include Tandanya, Botanic Gardens, Mt Lofty, the Art Gallery.		
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> • Create a register of local sites, events and excursions. • Encourage visits from Kurna and Ngarrindjeri Elders, and include them in excursions to share knowledge on country. 	A Bouchier A Piggott Heads of Sub-Schools C Varcoe M O'Brien	2017/ongoing	



Action – Opportunities

With the Community

Action	Our Goals		
Employment Strategy	We support Aboriginal and Torres Strait Islander people's participation in the workforce by inviting guest speakers and presenters to address and/or work with Pembroke students (e.g. Indigenous Round, English Department guest speakers, IE@P camp).	<p>We value the diversity of our staff and recognise the benefit of attracting Aboriginal and Torres Strait Islander teachers and other staff to our school.</p> <p>We will investigate ways to attract suitably qualified Aboriginal and Torres Strait Islander applicants for positions at Pembroke School.</p>	We will also investigate the possibility of funding a cultural residency program. This would further the cultural awareness of both staff and students and support the reconciliation process. Our Stakeholder list will be useful in this regard.
	Target	Responsibility (Group leader in bold)	Timeline
	<ul style="list-style-type: none"> • Continue to employ Aboriginal and Torres Strait Islander speakers, presenters and artists. • Employ Ngarrindjeri Elder to contribute to all Outdoor Education Camps at Old Watulunga. • Approach the management team regarding a residency program from 2018. • Investigate methods of attracting suitably qualified Aboriginal and Torres Strait Islander applicants for positions at Pembroke. 	<p>A Bouchier K Lawry B Williamson Heads of Department</p>	<p>Ongoing 2020 Activated and ongoing 2017–18/ongoing</p>

Action – Opportunities

With the Community

Action	Our Goals		
Support Aboriginal and Torres Strait Islander Owned Businesses	We will make use of the new Aboriginal Services Directory and will also compile a list of Aboriginal and Torres Strait Islander owned businesses in our area, particularly those with a connection to Pembroke School. As a School we will support these businesses where possible and can share the document with the School community.		
Target	Responsibility (Group leader in bold)	Timeline	
<ul style="list-style-type: none"> • Create a list of local Aboriginal and Torres Strait Islander businesses, to be updated and shared regularly. Support these businesses where possible. 	S Arnold A Bouchier B Saunders Student Leaders	Action required	



Action – Opportunities

With the Community

Action	Our Goals		
Aboriginal and Torres Strait Islander languages	We will investigate the possibility of offering Kurna language lessons, in conjunction with art, music and dance, at Pembroke. This was suggested by students when seeking their ideas.	They could be regular lessons, an elective, an activity on retreat days, or part of a cultural festival.	
	Target <ul style="list-style-type: none"> • Seek a suitable person to deliver Kurna language classes to students and perhaps staff. • Consider how we can implement Kurna language lessons at Pembroke (e.g. during a cultural day). 	Responsibility (Group leader in bold) A Bouchier Head of Languages PLF Group Representative	Timeline 2017–22

Acknowledgements

We acknowledge and thank the following people for their contribution to Pembroke School's Reconciliation Action Plan.

RAP Working Group 2020

Pembroke staff: A Bouchier (Director of Community Engagement & Indigenous Education), B Jureckson (JS Learning Support Teacher), K Lawry (Deputy Principal), School Chaplain, R McEwen (Language Co-ordinator and Teacher), H MacPherson (Head of Middle School), A Piggott (Head of Humanities), L Thomson (Principal)

Pembroke community: P Allen (friend of Pembroke), S Arnold (parent of old scholar and current student), B Saunders (old scholar '15), L Wills (old scholar '12)

Contributors

L Smith (IYLP Manager, The Smith Family), J Wilkey (Indigenous Secondary Student Mentor, AISSA), M Williams (Educational Consultant, AISSA), IE@P students, Pembroke students and staff

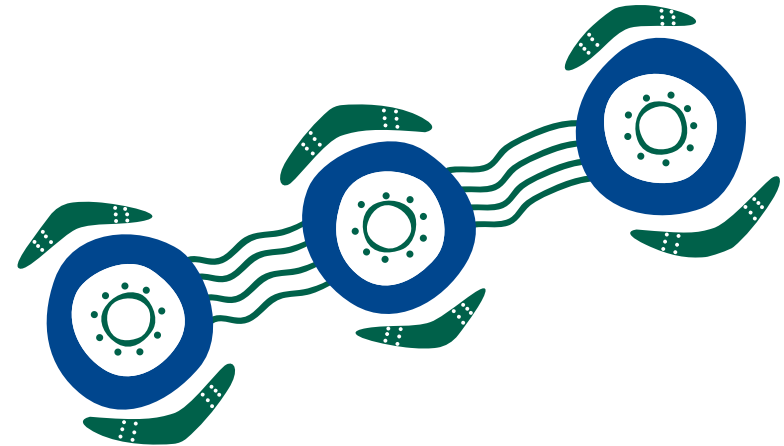
Endorsed in 2017 By

K Lawry (then Acting Principal) and Reconciliation Australia

Front Cover Artwork:
J Gordon, Western Australia,
Pembroke School/Indigenous Youth
Leadership Project 2014–2016

Description:
B Saunders, South Australia,
Pembroke School/Indigenous Youth
Leadership Project 2013–2015

The boomerang signifies the strength and determination to fight on, in any situation, giving it our all and trying our best. The inner circles represent the strong connection and belief we share for one another; we are a team. The wavy lines connecting each circle represent reaching out to the wider community and understanding the cultural attachment. Overall this design is about identity, strength and accomplishment. We as a school understand the cultural attachment of Aboriginal people to their land.



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