Our vision for reconciliation:

Dr Maria Montessori, the founder of the Montessori educational philosophy, advocated that positive education could bring about world peace and this is reflected in the School’s Principles and General Educational Outcomes which highlight the importance of respect for oneself, others and the environment. The Beehive Montessori School’s move to publicly respect and value Aboriginal and Torres Strait Islander peoples, their cultures and history is an extension of this philosophy into an Australian context. Dr Montessori believed in Cosmic Education which is underpinned by the idea that we are all interconnected and her vision of positive education, with the capacity to change the future for the better and our human interdependence with each other and with the natural world, informs the Beehive Montessori School’s vision for reconciliation.
Our school:
Beehive Montessori School is located beside the Indian Ocean in Mosman Park, Western Australia. Established in 1977, the School is one of the oldest Montessori schools in Perth. There are currently over 230 students, with children in groups of 3 to 6 year olds, 6 to 9 year olds, 9 to 12 year olds and 12 to 15 year olds.

The School aims to educate the whole child within a Montessori environment by respecting individual differences in order to foster enjoyment in learning and a sense of community responsibility.

Our Mission Statement:
The Beehive Montessori School provides an environment that helps the developing child move towards their fullest potential. By respecting and nurturing individual needs and abilities, we encourage an enjoyment of learning, intellectual, physical, spiritual and emotional growth, independence, and a sense of community responsibility.

We respect the Whadjuk Nyungar people as the traditional custodians of the land on which the school is situated.

The Beehive Montessori School is an educator of children and adolescents according to the Montessori Method with a particular reference to the guidelines of the AMI (Association Montessori Internationale).

There is currently one Aboriginal family in our school community, and a Nyungar family will commence in 2012, and we have one Aboriginal staff member.

Our RAP:
Following a staff cross cultural training seminar, the Principal invited interested teachers and parents, and specifically Indigenous parents, to attend workshops to discuss the development of a RAP. Roni Forrest, the Association of Independent Schools (WA) Reconciliation Officer also attended. Exercises were used to identify key values and outcomes that participants thought could result from the school developing a RAP. These values included respect, understanding, relationship building, harmony, connection and the need for action, not just words.

After these workshops a RAP committee was formed, which included the Principal and Deputy Principal, Roni Forrest, teachers and parents. Other Nyungar community members have been supportive of our school’s efforts to develop a RAP, including Associate Professor Simon Forrest who delivered cross cultural training to Beehive staff, and Associate Professor Len Collard, who with Simon performed the Welcome to Country at the opening of our new community hall.

The School Board embraced the development of a RAP and has recognized the RAP committee as an ad-hoc committee reporting directly to the Board. Once the sub-committee of parents prepared a draft RAP, it was submitted to the Principal and School Board for further input. The School was most fortunate to have the support and advice of Roni Forrest and our Aboriginal staff and family.
1. **Relationships:**

   *The Beehive Montessori School is committed to developing meaningful relationships with Aboriginal and Torres Strait Islanders to enable respectful and authentic dialogues and, most importantly, to avoid tokenism. Strengthening relationships with local Nyungar community members is vital to the achievement of the School’s vision for the RAP. Staff and parents in an early meeting of the RAP process identified relationship building, friendship, sharing and meaningful connections as important existing elements of Beehive’s ethos so the development of a RAP to formally acknowledge Aboriginal and Torres Strait Islander people is very much in keeping.*

   *We hope to develop further relationships by:*

   - Locating and developing a mutually beneficial relationship with a ‘sister school’ that has a high Aboriginal and Torres Strait Islander student population.

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| Establish a committee to develop, monitor, review and refresh the RAP. This committee should include: | **Shared by Principal, parents and staff involved in the RAP initiative** | Ongoing 2012 | • RAP Committee established in 2011.  
• RAP Committee meets to create the first RAP by April 2012  
• Four RAP Committee meetings held each year (this was achieved in 2011).  
• Minutes and ‘action items’ recorded for all meetings.  
• The RAP is reviewed and refreshed annually using Reconciliation Australia’s Tracking and Reporting tool.  
• At each RAP Committee meeting the Traditional Owners are acknowledged |
| Invite Aboriginal and Torres Strait Islander representatives to sit on existing school committees. Include parents, teachers, students and community leaders. | School Principal | Ongoing 2012 | • The School’s RAP Committee, which includes Aboriginal representatives, will serve as an “Ad Hoc Committee” and report directly to the School Board and representatives will attend Board meetings where appropriate. This Committee will function as a reference group to provide advice on relevant issues related to RAP concerns. |
| Build relationships with our school’s local Aboriginal and Torres Strait Islander community. | RAP Committee and School Principal | Ongoing 2012 | • Local Nyungar community members provided a Welcome to Country, smoking ceremony, traditional Nyungar women’s dance, and spoke about local history and culture of the area where the School is located at the School’s new building opening in 2011. Local community members were invited to the opening ceremony. We plan to continue to include Welcome to Country ceremonies at school functions where possible. |
Art projects are planned to involve both Aboriginal and Torres Strait Islander artists and the students of the school.

The school will invite Aboriginal community members to participate in and contribute to the School’s NAIDOC Week celebrations.

The School’s primary and secondary students will visit local Aboriginal and Torres Strait Islander sites or events of cultural significance, such as traditional lands, communities, exhibitions, festivals etc (this may involve a school camp).

Optional targets:

Local Aboriginal and Torres Strait Islander community events published in the school newsletter and on the school website (free of charge).

2. Respect:

Our school is based on a culture of respect, as shown in our Mission Statement. We see respect for the individual, our community and our environment as interconnected. The school community has identified that respect is a critical aspect of our RAP, and the foundation for honouring and acknowledging the position of Aboriginal and Torres Strait Islander peoples and building meaningful relationships. We have added to our Mission Statement to specifically reflect our respect for the Whadjuk Nyungar people as the traditional custodians of the land on which the school is situated.

We can also:

- Provide cross-cultural development opportunities for the staff, students and broader School community

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| Publicly display our school’s respect for, and knowledge of, Aboriginal and Torres Strait Islander Peoples, cultures and histories. | RAP Committee and School Principal      | Ongoing 2012  | • Aboriginal and Torres Strait Islander flags flown all year round (Funding is currently being sought for the purchase of flagpoles to be erected for this purpose)  
• The Aboriginal and Torres Strait Islander flags have been obtained from the School’s local Member of Parliament.  
• Acknowledgement of Country takes place each week at the School’s... |
| Ensure all staff at our school are culturally educated, aware and respectful. | School Principal | Ongoing 2012 | - All staff to undertake cultural awareness training and further staff training will occur on a biennial basis as part of the Professional Development program.  
- Ensure that Aboriginal and Torres Strait Islander Peoples perspectives are included in the professional development of Indigenous staff.  
- Cross cultural awareness training to be made available to our Beeliners, (volunteer parents whose role includes welcoming new families into the school community). |

| Include Aboriginal and Torres Strait Islander Peoples perspectives in a range of curriculum areas. | School Principal, teachers and RAP committee | Ongoing 2012 | - Aboriginal and Torres Strait Islander Peoples perspectives/content included in the teaching of a range of curriculum areas for all ages. A set of Nyungar word cards has already been developed for use in the Junior Primary classes.  
- Further develop and extend the Aboriginal and Torres Strait Islander Peoples resource section, including books by Aboriginal and Torres Strait Islander authors and DVDs on Aboriginal and Torres Strait Islander issues.  
- All students taught by/addressed by/worked with an Aboriginal or Torres Strait Islander professional, or role model, at least once annually. |
Apply for funding for local Nyungar community members to teach the Nyungar language, culture and history at the School.

3. Opportunities:
The school sees providing educational opportunities for Aboriginal and Torres Strait Islander children as a critical way to achieve meaningful reconciliation. We hope to increase the number of Aboriginal and Torres Strait Islander families at the school. The Reconciliation Action Plan provides a useful process for fostering an environment that is welcoming and supportive of Aboriginal and Torres Strait Islander children, families and communities. All students, including Indigenous students will be supported to reach their full potential. We will also seek to identify funding opportunities to promote access to the school by Indigenous families by making it more affordable if necessary.

The school also considers that creating employment opportunities for Aboriginal and Torres Strait Islander community members is an important part of the reconciliation process. Indigenous staff will be supported, and efforts made to increase the number of Indigenous employees in all facets, including as consultants, advisers and teachers.

To develop more opportunities we could:

- Apply for funding to include more Aboriginal staff and involve the Nyungar community to teach the history and culture of Indigenous Australians. In particular, the School wishes to have the Nyungar language taught at the School and provide more opportunities for the School’s children to experience cultural activities
- Apply for funding for Aboriginal artists to undertake whole school art project involving the students.

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| Support Aboriginal and Torres Strait Islander students to reach their full potential. | School Board, teachers and Principal | Ongoing 2012 | • Anti-racism objectives or statements are included within our policies.  
• The needs of Aboriginal and Torres Strait Islander students are reflected in our school’s strategic plan and budget.  
• Our school supports Aboriginal and Torres Strait Islander students to access scholarships, financial support, career advice and mentoring if and when needed.  
• All our teachers have resources to teach Aboriginal and Torres Strait Islander students, such as What Works and Dare to Lead resources.  
• Our Mission statement recognizes the need to support each and every student to reach their potential by fostering a love of learning and by encouraging and developing positive interactions with each other, the adults and the Montessori learning environment. |
Employ or consult with Aboriginal and Torres Strait Islander Peoples at our school.

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<tr>
<th>School Board and Principal</th>
<th>Ongoing 2012</th>
<th>Optional targets:</th>
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<tr>
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<td>• Aboriginal and Torres Strait Islander People are encouraged to apply to our advertisements for school positions.</td>
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<td></td>
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<td>• All Aboriginal and Torres Strait Islander staff are provided with training and support.2</td>
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<td>• Aboriginal and Torres Strait Islander staff numbers are monitored.</td>
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<td>• Apply for funding for local Nyungar community members to teach the Nyungar language, culture and history at the School.</td>
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4. Tracking progress and reporting

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<td>Monitor and refresh our Reconciliation Action Plan.</td>
<td>RAP Committee</td>
<td>Ongoing 2012</td>
<td>• Our Reconciliation Action Plan is monitored by our RAP Committee.</td>
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<td>• Our Reconciliation Action Plan is reported on and refreshed at the start of each school year.</td>
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Contact:
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