

Dandjoo Wangkiny (Together Talking) about Reconciliation

Community Engagement Outcomes Report

1 February 2025

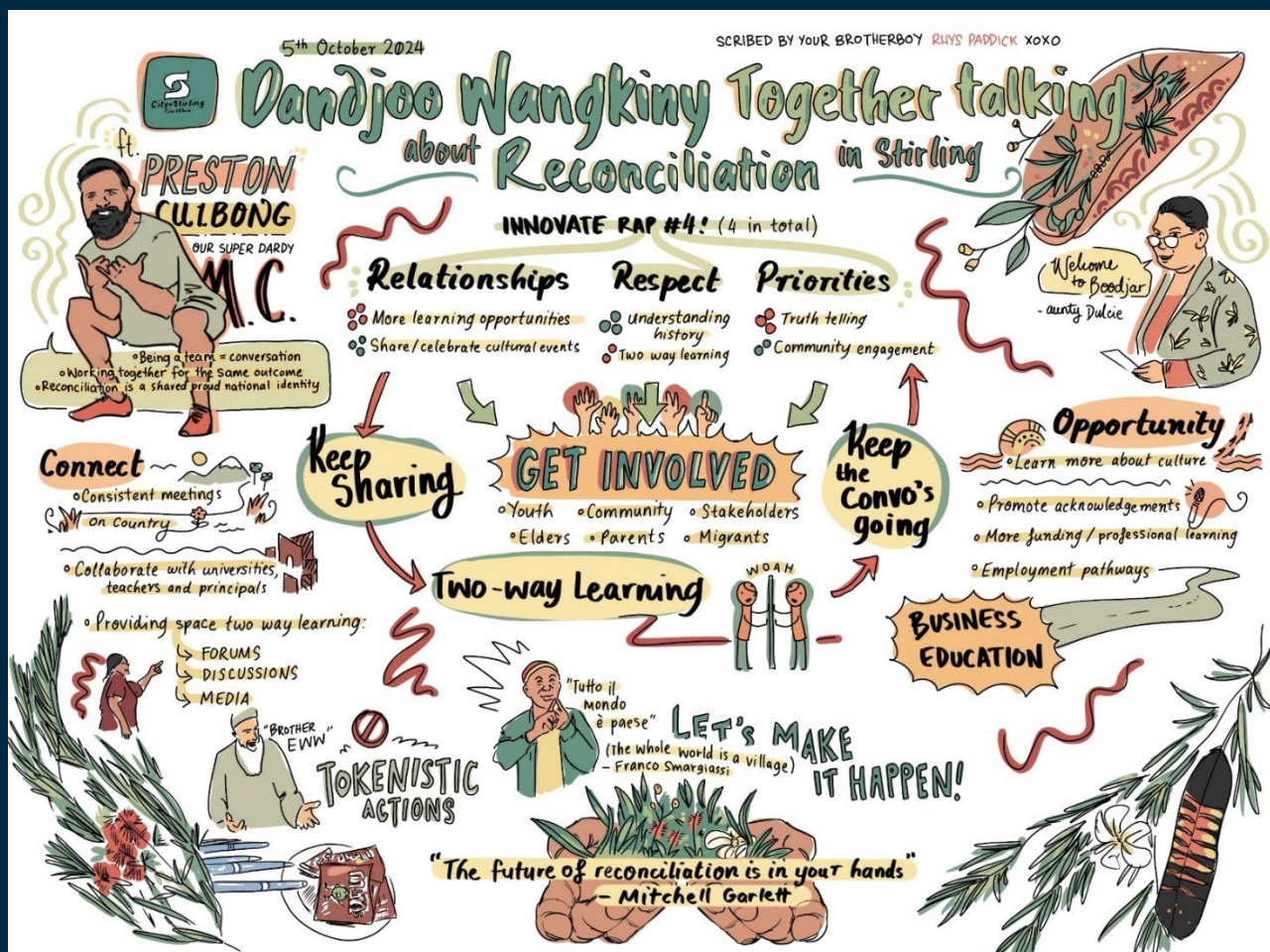


Image: Graphic Artwork by Rhys Paddick, illustrating discussions at the City's community workshop.

Acknowledgements

City of Stirling kaadatj Nyoongar moort Nyoongar boodja-k Wadjak boodja-k. Ngalak kaadatj Nyoongar nedingar wer birdiya koora koora wer yeyi. Baalabang koondarm, malayin wer nakolak baalap yang ngalany-al. Ngalak dandjoo barn wer kaaratj bandang boodja-k.

The City of Stirling acknowledges the traditional custodians of this land, the Wadjak people of the Nyoongar Nation, and pays respect to the Elders both past and present for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia.



Image: Wooden coasters depicting Elder and staff priorities at Elders Yarning Circle workshop.

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Executive Summary

Our approach

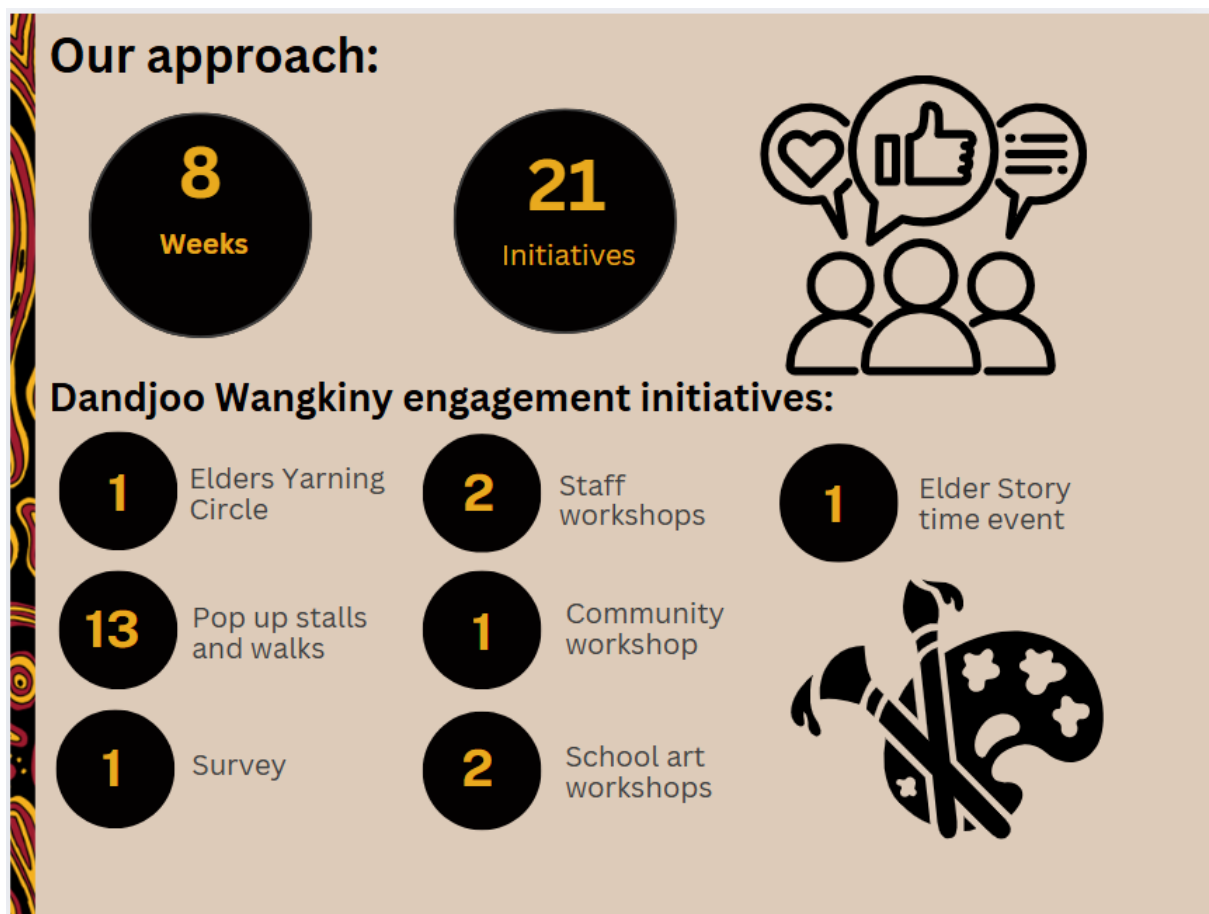
The City of Stirling sits on land known as Mooro Country, home to the Wadjak Nyoongar people for more than 40,000 years. The City has a long and proud history of supporting reconciliation, which is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians.

A Reconciliation Action Plan (RAP) provides organisations with a framework to contribute to the reconciliation movement. The City of Stirling has completed three Successful RAPs, and our most recent concluded at the end of June 2023.

Between August and October 2024, the City invited community members to participate in the Dandjoo Wangkiny (“Together Talking” in Nyoongar language) community engagement process to help us develop our next Reconciliation Action Plan (RAP). The City hosted a range of initiatives designed to provide opportunities for community members to share the reconciliation ideas they would most like to see implemented. This report provides a summary of what we heard through this engagement process.

Engagement methods

Over an 8-week formal engagement period between August and October 2024¹, the City’s Community Development team hosted or attended 21 different engagement activities across the City and online, as demonstrated below.



¹NB: This also includes a pop-up stall on 11 July 2024 during NAIDOC week.

Who we heard from

During the engagement, we heard approximately 500 unique perspectives across different parts of the City.



What we heard: Key themes

Across the engagement, the following key themes were identified as most important by participants:

- People want opportunities to meet, connect, listen and learn about Aboriginal and Torres Strait Islander cultures
- Increasing and sharing knowledge of local history is important, including through truth telling
- Aboriginal and Torres Strait Islander artworks, stories, dance and music are valued and appreciated across the community
- Supporting employment and training opportunities for Aboriginal and Torres Strait Islander peoples is important
- There is a need for further cultural awareness across the broader City of Stirling community
- Trust, authenticity and respect is vital to build relationships, and two-way learning is important.

“...First Nations voices need to be truly heard and understood and if there is a lack of understanding then clarification must be sought until there is!”

Survey response

Engagement Summary

Purpose and objectives

The purpose of the community engagement was to hear from key stakeholders about their thoughts on reconciliation in the City of Stirling. We wanted to hear what was important to people to guide the development of our next Innovate RAP. The RAP program is governed by [Reconciliation Australia](#), who outline four stages in the RAP process – Reflect, Innovate, Stretch and Elevate.

The objectives of the engagement were that Aboriginal and Torres Strait Islander community members, City staff and the broader Stirling community had the opportunity to share their thoughts on the City's reconciliation journey to date and their aspirations for future reconciliation outcomes.

Engagement Methods

To meet the purpose and objectives of the engagement, the following engagement methods occurred:

- **Survey:** An online survey was hosted on the City's website through SurveyMonkey, and hardcopies were also made available. In total, 269 surveys were completed. See the appendix for detailed responses. The survey focus was what about reconciliation was important to participants, and what actions should be prioritised under our next RAP.
- **Elders Yarning Circle:** Nine Aboriginal Elders attended a workshop facilitated by Nyoongar Yamatji man and cultural literacy consultant Preston Culbong, together with City staff. The focus was to hear Elder's priorities for reconciliation in the City.
- **Community Workshop:** 22 community members and Councillors attended a community workshop facilitated by Nyoongar Yamatji man and cultural literacy consultant Preston Culbong, together with City staff. Graphic artworks capturing the conversation were created by Budimia Yamatji Nyoongar artist Rhys Paddick. The workshop focus was to hear what is important about reconciliation in the City of Stirling and what actions should be prioritised under our next RAP.
- **Employee Workshops:** 66 City staff attended two workshops facilitated by Wadjak Nyoongar leader Danny Ford OAM from Kambarang Services. The workshops focus was for staff to identify priority actions under the City's next RAP.
- **Art Workshop at Westminster Primary School:** 26 children from year 4 and 5 classes attended a workshop facilitated by local Nyoongar artist and designer Kylie Graham and City staff. The children from Westminster Primary School carved foam pieces to create designs, which they painted and pressed onto a canvas, offering their interpretations of reconciliation.
- **Art Workshop at Dianella Secondary College:** 32 students from years 7 to 10 attended an art workshop facilitated by local Nyoongar, Yamatji and Wangktha artist Rubeun Yorkshire and City Staff. As part of creating a stretched canvas artwork, students shared their perspectives on reconciliation and contributed ideas for building a more inclusive community.
- **Elder story time at Inglewood Library:** Local Elder and member of the City's RAP Working Group Tricia Flynn-Scrutton read stories to children aged approximately 1 to 4 years old. 28 children and 16 adults attended, and City staff promoted the survey and asked parents what was important to them about reconciliation.
- **Pop up stalls at community markets, libraries and local walks:** City staff attended twelve different pop up events during the engagement period to promote the project and the survey, as well as a pop up stall at the City's Mirrabooka NAIDOC event which fell outside the formal engagement period.

Ensuring cultural appropriateness during the engagement was vital to create a safe space for community members to share their opinions. Where possible, local Aboriginal consultants facilitated the sessions.



Image: Various Dandjoo Wangkiny (Together Talking) engagement activities

Communication and Promotion techniques

To promote the Dandjoo Wangkiny (Together Talking) initiatives and hear from as many interested stakeholders as possible, the City employed a variety of communication and marketing techniques throughout the engagement period. A summary of these techniques is included below:

- **Shaping Our City dedicated webpage:** www.stirling.wa.gov.au/togethertalking. Webpage created as central source of information for project updates, survey, upcoming events, FAQs and contact information.
- **Social Media posts:** Throughout the engagement period, weekly social media posts were shared on the City's Facebook to promote the project and encourage community members to get involved.
- **City Website:** Project was promoted through a dedicated article on the City's News page.
- **Email promotion:** Targeted emails were sent to existing networks including the RAP Working Group, school and agency networks. The emails promoted the webpage and encouraged involvement in the project.

- **Community Newsletters:** Project was promoted through dedicated articles in the City's Stirling Scene and Community Yarns community newsletters.
- **Postcards:** Approximately 1,500 postcards were distributed across City venues including libraries, community centres and recreation and leisure centres. Postcards encouraged people to share their thoughts on reconciliation by visiting the webpage, linking a QR code, or contacting kaya@stirling.wa.gov.au.
- **City's Events Page:** All community workshops and pop-up events were promoted through the City's Events page.
- **Attendance at pop up events:** Community Development staff attended and hosted stalls to promote the project and hear from community members at the following events:
 - Mirrabooka NAIDOC Event: Pop up stall 11 July 2024²
 - Scarborough Sunset Markets: Pop up stall 31 August 2024
 - Herdsman Lake Walking Together Local Convo: 13 September 2024
 - Inglewood Library Elder Storytime: 13 September 2024
 - Trigg Coastal Walking Together Local Convo: 26 September 2024
 - Dianella Library: Pop up stall 1 October 2024
 - Osborne Library: Pop up stall 1 October 2024
 - Westminster Child and Parents Centre community event: Pop Up stall 2 October
 - Karrinyup Library: Pop up stall 2 October 2024
 - Scarborough Library: Pop up stall 2 October 2024
 - Mirrabooka Library: Pop up Stall 3 October 2024
 - Inglewood Library: Pop up stall 3 October 2024
 - Scarborough Groundswell Festival: Pop up stall 5 October 2024
- **Humanitix:** Community workshop promoted publicly through Humanitix.
- **Internal staff promotion:** Project and staff events promoted internally on staff CoSi page and through email.



Image: Elders Yarning Circle

² NB: This event was held outside the formal engagement period.

Outcomes Summary

Key themes

During the consultation period, several consistent themes emerged. A summary of each is included below, and further context is provided in the Appendix of this report.

People want opportunities to meet, connect, listen and learn about Aboriginal and Torres Strait Islander cultures

A consistent message we heard was that the broader community want opportunities to connect with Aboriginal and Torres Strait Islander peoples and learn about their cultures.

Some of the suggestions included:

- It is important that the City support events and activities that promote face to face connections and learning opportunities between Aboriginal and Torres Strait Islander community members and the broader community.
- Events and activities need to be hosted in all parts of the City, not just focussed around one or two suburbs.
- The annual NAIDOC celebrations and event in Mirrabooka has strong support and was mentioned as a great example of reconciliation multiple times.
- People want opportunities to foster cross cultural and two-way learning between cultures.

“More events throughout the year and in different locations that brings together First Nations and non-First Nations people to learn about First Nations history, culture and opportunities.”

Survey response

Increasing and sharing knowledge of local history is important, including through truth telling

A consistent priority to emerge was that people want to learn more about local Aboriginal history and the broader history of the local area.

Some of the key suggestions included:

- Fostering opportunities for the broader community to learn about local Aboriginal history.
- Opportunities for people to learn on Country, and to learn about cultural protocols, customs and language.
- It is important that local Elders lead the knowledge and sharing of their histories.
- The City can play an active role in supporting community education through providing accurate information on City buildings, libraries, artworks and signs and working in partnership with local Aboriginal organisations.
- The City should advance truth-telling pathways and its truth-telling journey.³

“Education for all is important to stop seeing differences and start looking for opportunities to collaborate with each other”.

Survey response

Aboriginal and Torres Strait Islander artworks, stories, dance and music are valued and appreciated across the community

³ NB: Reconciliation Australia defines Truth-telling as enabling “a fuller and more accurate account of Australia’s history to recognise the strength and contribution of Aboriginal and Torres Strait Islander peoples. It acknowledges the historical silencing of injustices and ongoing impacts of colonisation on First Nations people.” See: <https://www.reconciliation.org.au/our-work/truth-telling>.

One of the key themes identified across all cohorts involved in the engagement was that Aboriginal and Torres Strait Islander art is appreciated and the City should continue to support and promote this.

Some of the key suggestions included:

- In the online survey, 58 people highlighted artworks as great examples of reconciliation they have seen elsewhere, and 106 respondents identified reflecting Aboriginal and Torres Strait Islander culture designs in City places and spaces as the most important way the City can demonstrate respect and awareness.
- In addition to visual aspects, artworks should also incorporate local stories, history, culture and language wherever possible.
- Art workshops facilitated by Aboriginal and Torres Strait Islander artists are a great way to foster a sense of community and increase cultural understanding.

“Language + Culture go hand in hand. Use of language deepens connection and understanding of the place or thing.”

Community Workshop response

Supporting employment and training opportunities for Aboriginal and Torres Strait Islander peoples is important

Increased employment emerged as a key theme, with 189 respondents in the Survey identifying this as the most important reconciliation opportunity for the City to support. There were many different suggestions for what the City of Stirling can do to support this.

Some of the key suggestions included:

- Developing pathways and partnerships with Universities and TAFEs, to increase opportunities for apprenticeships, internships, traineeships and jobs.
- Increasing identified roles for Aboriginal and Torres Strait Islander peoples at the City.
- Exploring the possibility of an Aboriginal ranger program (possibly with surrounding LGAs), including targeted roles in environmental management to help manage City parks and natural resources.
- Increasing flexibility in recruitment processes, making processes more accessible.

“Employee reference groups to capture voices and experiences of Aboriginal and Torres Islander employees. More opportunities to learn from Aboriginal staff.”

Staff Workshop response

There is a need for further cultural awareness across the broader City of Stirling community

While some of the engagement participants identified that they had learnt from and enjoyed previous cultural awareness activities, increasing opportunities for cultural awareness also emerged as a key theme to help strengthen community connection and knowledge.

Some of the key ideas included:

- Increasing opportunities to attend formalised cultural awareness sessions facilitated by Aboriginal and Torres Strait Islander consultants both for City staff and the broader community.
- Informal opportunities to promote Aboriginal and Torres Strait Islander cultures through activities such as language classes and storytelling. This should include opportunities for the broader community to learn about the local cultural traditions and history.
- Recognising, increasing awareness of, and maintaining culturally significant sites across the City.
- Promoting cultural pride, including through supporting events such as NAIDOC week in Mirrabooka.
- Increasing awareness of cultural protocols and establishing consistency across the City.

“Incorporating Aboriginal and Torres Strait Islander languages in emails and other corporate communications can promote cultural pride and awareness.”

Staff Workshop response

Trust, authenticity and respect is vital to build relationships, and two-way learning is important

Underpinning many of the responses received was the importance of being authentic and respectful to build trust and relationships.

Some of the key suggestions were:

- The City needs to be open and transparent in its communication with Aboriginal and Torres Strait Islander community members.
- The City needs to be mindful of and respect diversity, including within the Aboriginal and Torres Strait Islander community.
- Taking the time to listen and understand different perspectives and embracing two-way learning.
- Being open to reflect on your own knowledge, background and history.

“Wadjelas⁴ need to understand their own identity. How can you acknowledge others if you don’t know yourself?”

Elders Yarning Circle response

Key themes by cohort

In addition to the overall top themes to emerge, several themes were also prominent among the different engagement cohorts we spoke with.

Aboriginal and Torres Strait Islander perspectives

In addition to the overarching engagement themes identified above, Aboriginal and Torres Strait Islander participants also identified several unique priorities and themes. These included:

- The importance of cultural guardianship and respecting customs and protocols.
- Truth telling and the importance of the broader community understanding and learning history.
- Support for Aboriginal and Torres Strait Islander business and employment.
- Inclusion for Aboriginal and Torres Strait Islander young people.
- Respecting the diversity that exists within Aboriginal and Torres Strait Islander communities.
- Taking the time to listen and understand.

“Know history – Don’t judge ‘our state of mind’ - learn.”

Elders Yarning Circle response

⁴ Wadjela is Nyoongar slang for white person

Broader community perspectives

The broader community also identified some unique priorities. These included:

- Community members would like more opportunities to learn from and connect with Aboriginal and Torres Strait Islander peoples in their local areas.
- There is a strong appreciation for Aboriginal and Torres Strait Islander artworks and designs across the City.
- There should be increased opportunities for the broader community to build on their cultural awareness and understanding.
- People want to learn more about the history and stories of their local areas.

“Opportunities for community members to connect with, experience, learn from and be proud of the rich Noongar culture and heritage that contributes so greatly to our community and nation.”

Community member’s survey response



Image: Community members and Councillors at the community workshop

City of Stirling Staff perspectives

The unique priorities and themes identified by City of Stirling staff included:

- Providing more opportunities to employ Aboriginal and Torres Strait Islander peoples at the City, including exploring unique and different options for jobs and recruitment.
- Increase staff cultural awareness and knowledge of history including through truth telling.
- Importance of senior leadership and Councillor involvement in RAP actions.

“The City has such a great opportunity to speak up, drive and show support for Aboriginal and Torres Strait Islander peoples.”

Staff survey response



Image: City staff attend reconciliation workshops

Children and young people's perspectives

The key themes identified by children and young people through the engagement included:

- Children and young people already have broad awareness of what reconciliation means through existing school and sports club activities.
- Children and young people expressed their appreciation for opportunities to learn about Aboriginal and Torres Strait Islander cultures through art, music, dance, language and stories.
- Many participants mentioned they would like to learn more about Aboriginal and Torres Strait culture through interactive experiences such as events, painting classes, and murals that include stories etc.
- It would be great to have more visual and interactive representations of Aboriginal and Torres Strait Islander artworks and stories that are designed for children and young people in the City.

“Keep being visible and encouraging youth to participate”

Young person's survey response



Image: Children and young people attend art workshops and Elder story time event

Appendix: Survey and Workshop data

Overview

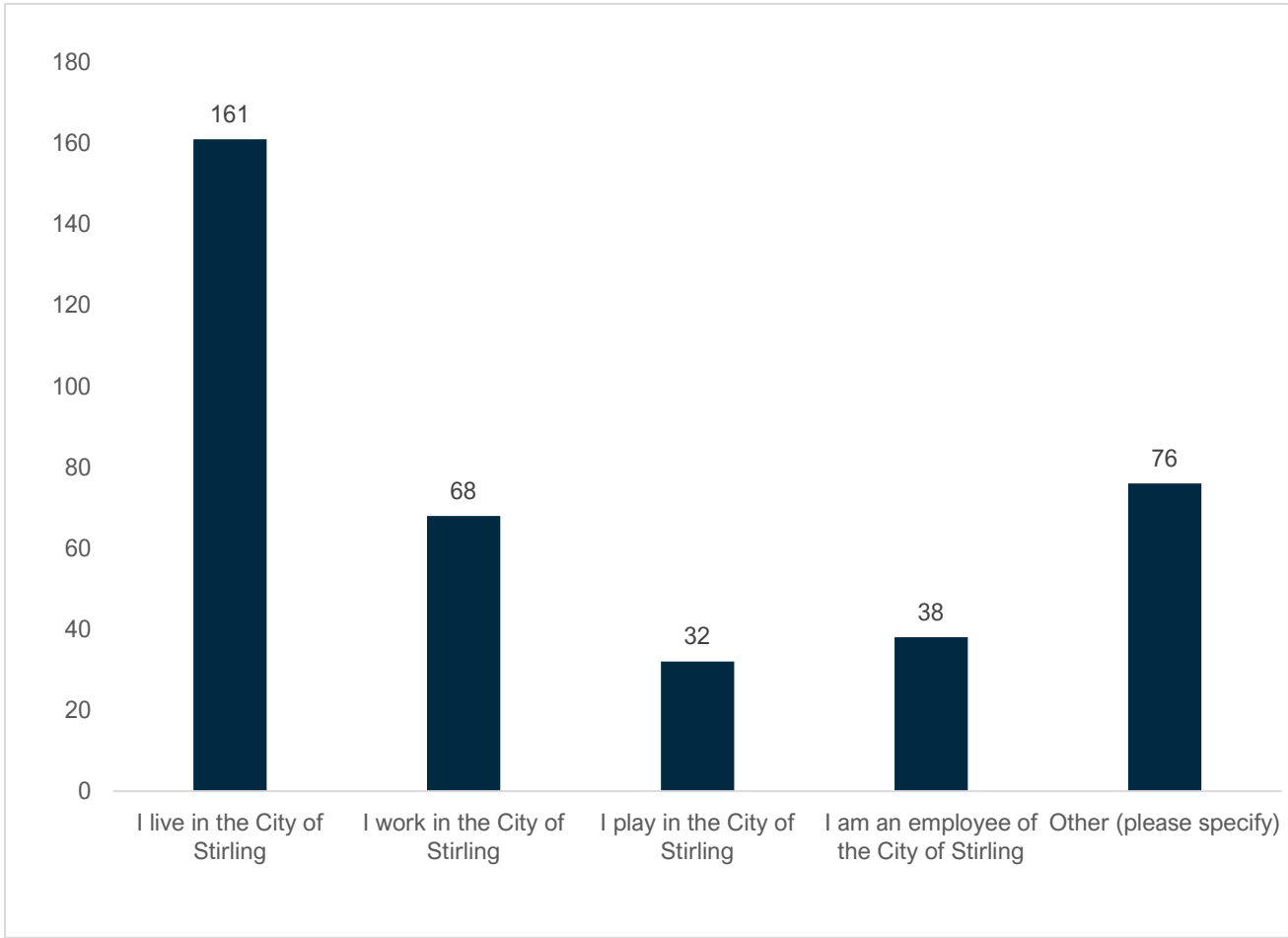
The below sections provide a summary of the data collected through the community survey and various workshops held during the Engagement.

1. Survey Responses: data summary

316 total responses were received, of which 269 were completed.

Question: What is your connection to the City of Stirling?

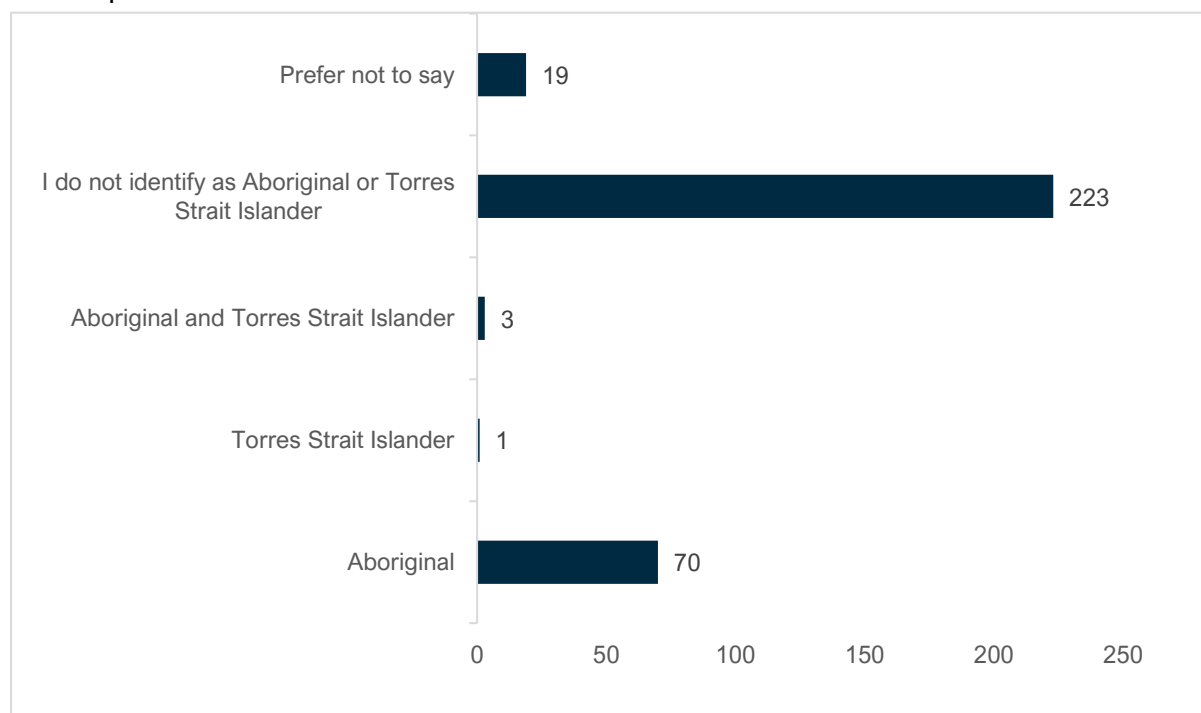
316 responses. NB: More than one answer allowed per response⁵.



⁵ “Other” responses primarily related to visiting family, attending the City as part of work commitments, attending events in the City or having a connection to the City through previously living there.

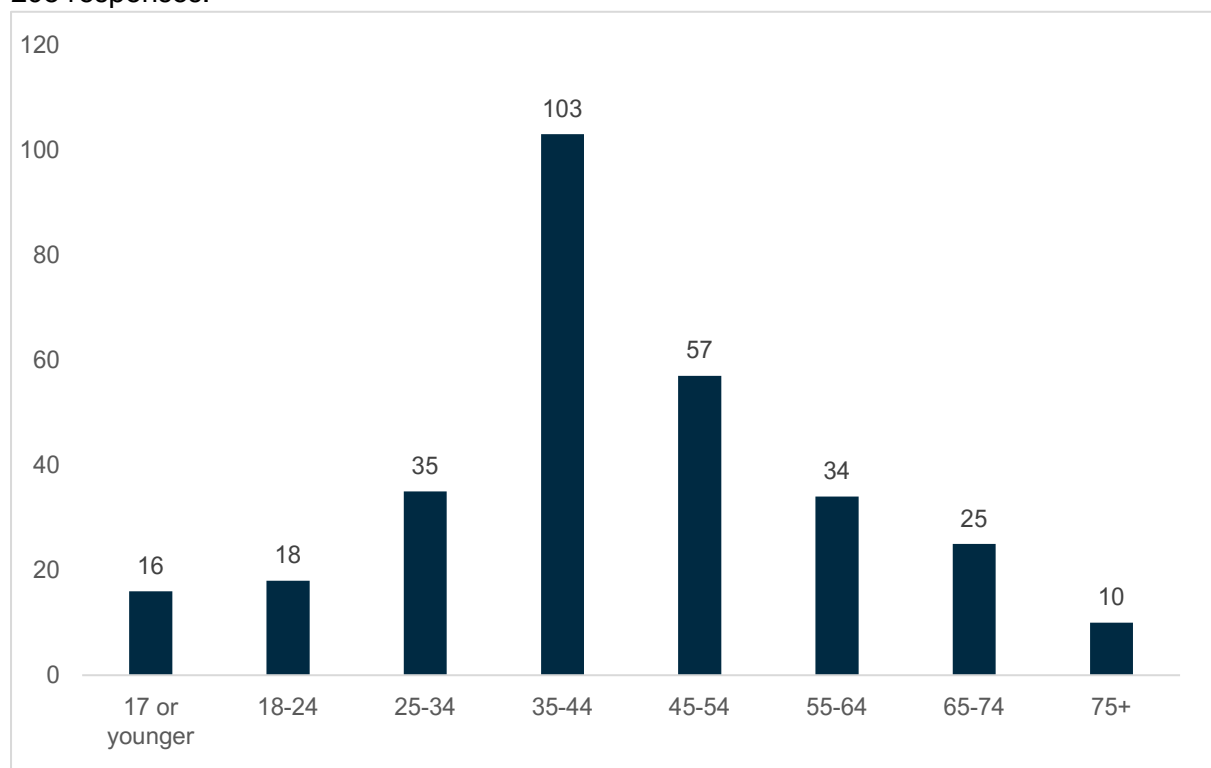
Question: Do you identify as Aboriginal or Torres Strait Islander?

316 responses.



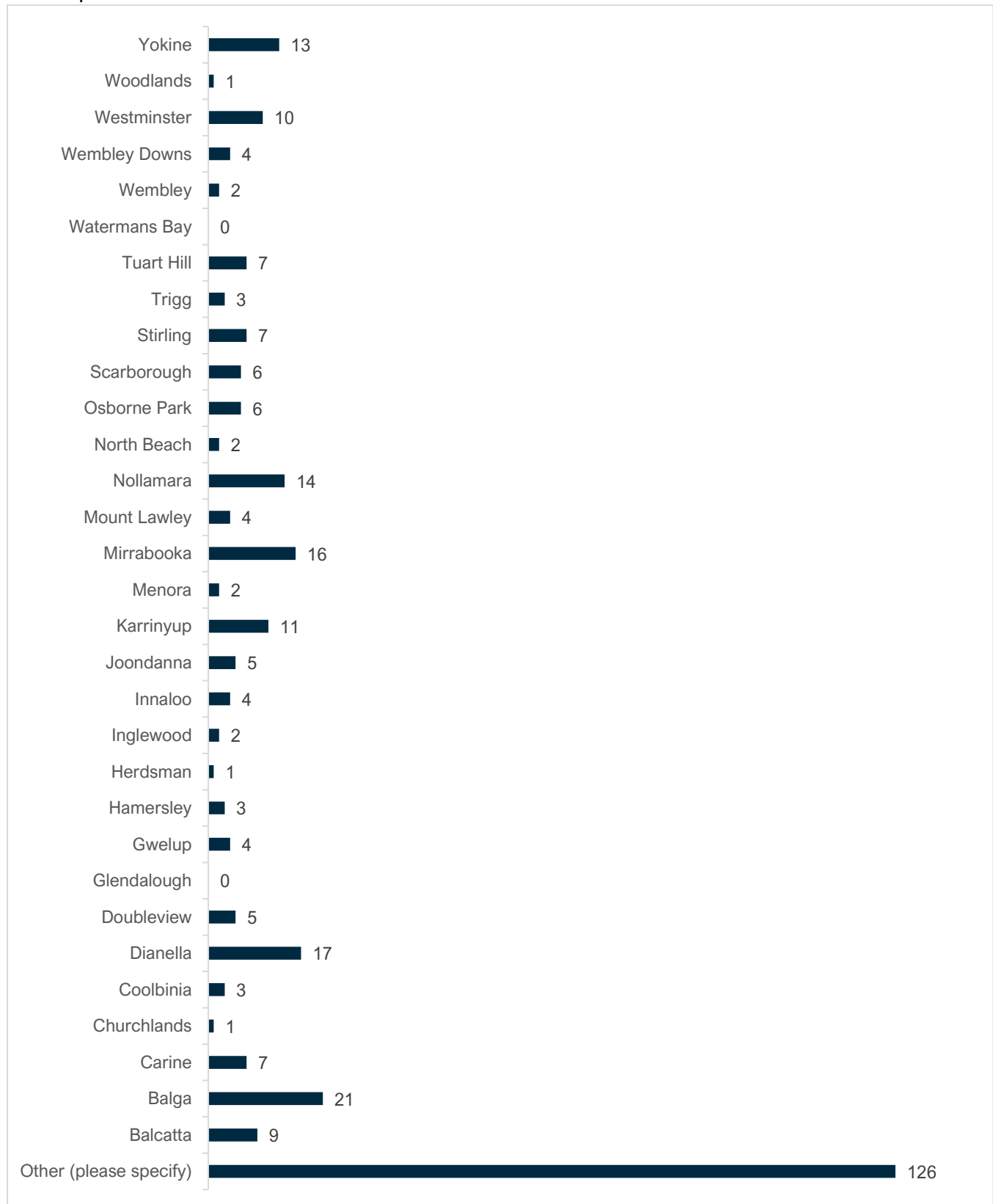
Question: What is your age?

298 responses.



Question: Which suburb do you live in?

316 responses⁶.



⁶ NB: "Other" responses primarily from nearby suburbs (EG Ellenbrook (7 responses), Girrawheen (6), Banksia Grove (5), Koondoola (5), Beechboro (4), Ballajura (4), Joondalup and Maddington (3 each).

Question: What is a great example of something you have seen, heard or experienced that represents reconciliation?

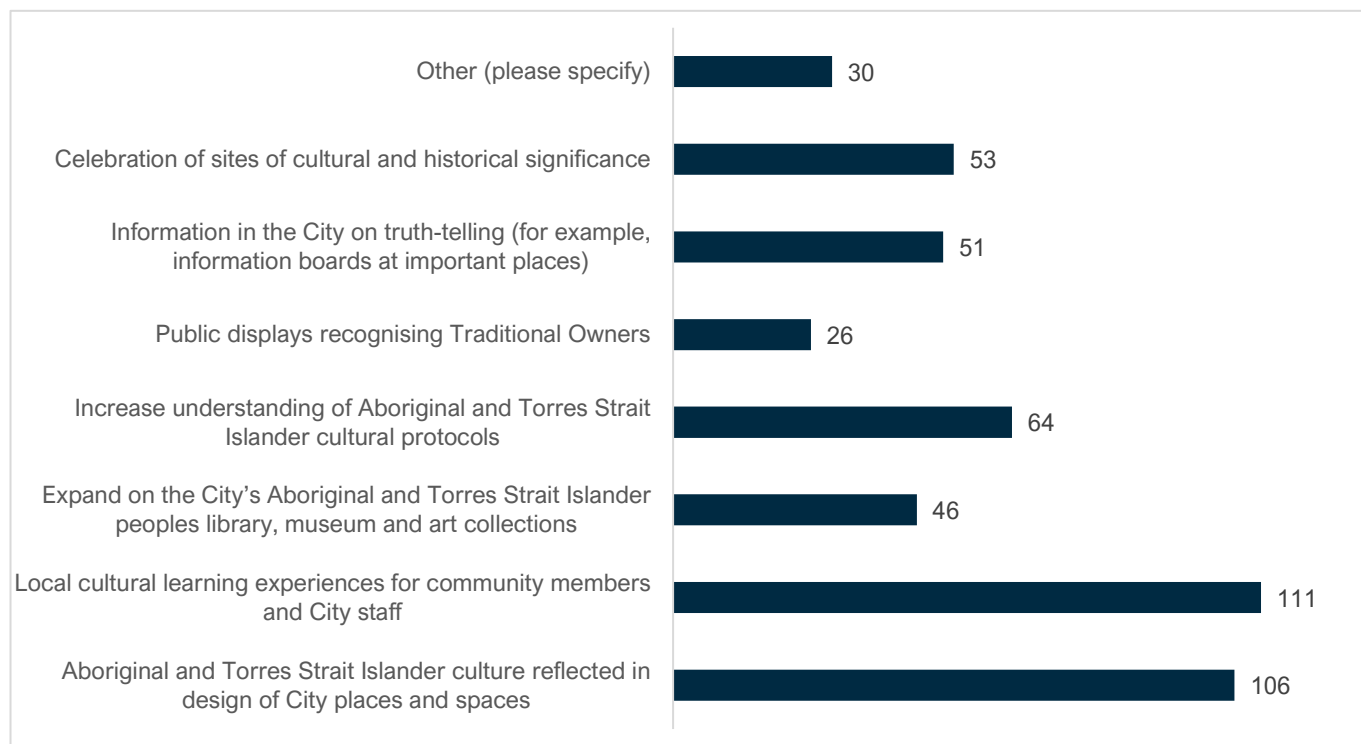
For example, this could be a landmark, an artwork, an event you've attended, or an idea.
269 responses.



Image: Word Cloud: Top responses by key word.

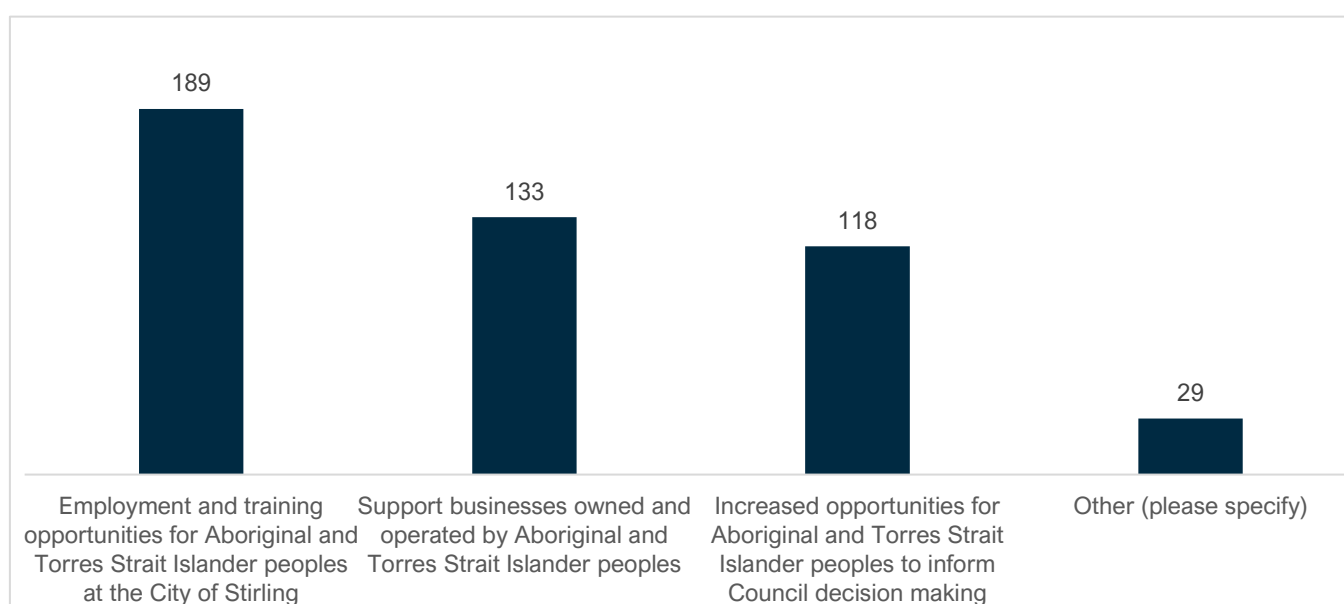
Question: What are the most important things the City can do to strengthen respect for, and promote awareness of, Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights? (Select up to two)

269 responses.



Question: What are the most important opportunities for Aboriginal and Torres Strait Islander peoples, organisations and communities that the City can implement to build on our reconciliation journey? (Select up to two)

269 responses.



Question: What do you feel is the number one priority for the City of Stirling to advance reconciliation?

269 responses.



Image: Word Cloud: Top responses by key word.

Question: What is your suggestion to encourage Dandjoo Wangkiny (Together Talking) about reconciliation?



Image: Word Cloud: Top responses by key word.

2. Elders Yarning Circle: Summary and priorities

At the Elders Yarning Circle, 9 Elders and City staff helped to identify key priorities for the City under its next RAP. These actions were under the overarching themes of Respect, Relationships, Opportunities and Conversations. At the end of the workshop, Elders and staff members were asked to list their number one priority in one word on wooden coasters.

The following priorities were identified:

- Love
- Listen
- Connection
- Learning
- Belonging
- Self-determination
- Inspirational
- Commitment
- Truth
- Journeys
- Yeyi (the present)
- Authentic
- Knowledge
- Family
- Moort (family)
- Community



Image: Wooden coasters depicting Elder and staff priorities.

3. Community Workshop: Summary and priorities

At the Community Workshop, community members and Councillors helped to identify potential priority actions for the City under its next RAP. These actions were under the overarching themes of Respect, Relationships, Opportunities and Conversations.

Participants then voted for their favourite action under each of these four themes. The top actions identified were:

Theme	Top actions as identified by community members (number of votes)
What are the actions the City can take to promote Respect?	<ol style="list-style-type: none"> 1. Understanding / history (4) 2. Spending time together (1), Collaborate with stakeholders like Murdoch University and Edith Cowan University for two-way learning opportunities (1), Engage school staff in City of Stirling in Aboriginal Education professional learning (1), Determine purpose of RAP as a point of reference to guide work (1), Truth telling (culturally safe) (1), Forum – New migrants on Aboriginal history and whole community (1), Change in council – positive and genuine performance – Not a business (1), Two-way authentic learning – All community involved (1), Language + Culture “go hand in hand” (1), Elders in Residence (1)
What are the actions the City can take to improve relationships?	<ol style="list-style-type: none"> 1. More cultural learning opportunities (child education workshops, cultural tours each season, Noongar language workshops) (7) 2. Share / Celebrate cultural events (3)
What are the actions the City can take to promote Conversations?	<ol style="list-style-type: none"> 1. Mandatory training for Councillors on cultural awareness training (3) 2. Stirling’s Role to bring more people together to talk (2)
What are the top opportunities for the City to promote Reconciliation?	<ol style="list-style-type: none"> 1. Community classes to learn more about Language, Arts and Culture, Pride (need to know more), Online course, Learning on Country (food / flowers, nature, stories, truth, history) (3) 2. School RAP network (1 staff member from each school – Not Aboriginal staff, 1 workshop per term.) (2) 3. Video or project EOI for employment – not always written (2) 4. History of First Nations People - Should be introduced to more places in the City, Need to engage with Elders to capture stories – Local stories in the library – Elders stories have been captured. Put it in parts, Do: Place mapping: - Language, culture and stories (Food, Music, Art) – Use it as an Education tool, Events for the “6 Seasons” – 1 per season (2)

Workshop Summary: graphic artwork

During the workshop, graphic artworks capturing the conversation were created by Budimia Yamatji Noongar artist Rhys Paddick.

5th October 2024

SCRIBED BY YOUR BROTHERBOY RHY'S PADDICK XOXO



Image: Graphic Artwork representing community workshop. Artwork by Rhys Paddick.

4. Staff Workshops: Summary and priorities

At the two City of Stirling staff workshops, 66 staff members helped to identify potential priority actions for the City under its next RAP. These actions were placed under the overarching themes of Respect, Relationships, Opportunities and Examples of Reconciliation. At the end of the workshops, each staff member voted for their favourite action.

The top 5 actions identified by staff per theme were:

Theme	Top 5 Actions identified by staff (number of votes)
What is a great example of reconciliation?	<ol style="list-style-type: none"> 1. Immersion tour to Pinjarra (5) 2. = Employment and traineeship programs (4), Sharing stories – personal, real, understanding, honest (4), Embedding voice of people with lived experience (4) 3. = First Nations led co-design (3), Leadership – Elders and Councillors – regular meetings (3)
What are the actions the City can take to improve relationships?	<ol style="list-style-type: none"> 1. Senior leaders and elected members engage directly in Elders and RAPWG (7) 2. =Diversity Champions/Allyship (6), Embed RAP in the City's 'values' (6) 3. Cultural ambassador (5) 4. Truth telling (yarning) (4)
What are the actions the City can take to promote Respect?	<ol style="list-style-type: none"> 1. Truth telling histories / good and bad / accurate (11) 2. = QR codes for plaques and paintings to tell stories behind the art (5), Increase opportunities to learn with community, spread through year (5) 3. Cultural awareness training – mandatory (4) 4. Cultural awareness training publicly available (3)
What are the top opportunities for the City to promote Reconciliation?	<ol style="list-style-type: none"> 1. Consulting Elders on best ways to increase employment of Aboriginal and Torres Strait Islander people (9) 2. Proactive approach to host Aboriginal students for practical work placements (8) 3. Aboriginal ranger program to look after conservation areas. Potentially with Wanneroo/Joondalup (6) 4. Acknowledge history, past mistakes, be open to truth telling EG Captain Stirling's story – good and bad) (5) 5. Employment – looking regional as well as local and promoting City opportunities (4)

5. High School Workshop: Artwork and conversation

Students attended an art workshop at Dianella Secondary school facilitated by local Nyoongar, Yamatji and Wangktha artist Rubeun Yorkshire and City Staff. As part of the workshop, City staff asked the young people for their perspectives and ideas on reconciliation. The student's responses are included below.

Question	Answers
What does reconciliation mean to you?	<ul style="list-style-type: none"> — People coming together after problems. — Understanding each other's history. — Fixing things that were wrong. — Apologising and making peace. — Giving everyone a fair chance. — Building friendship between cultures. — Working together for a better future. — Bringing people closer. — Forgiving past mistakes. — Learning from each other. — Peace. — Having friend and family. — Connecting with people and bringing them together. — Friendships
What are some great examples of reconciliation you have seen? What would you like to see more of?	<ul style="list-style-type: none"> — Celebrating NAIDOC Week at school. — Aboriginal artwork in the community. — Learning about Aboriginal history in class. — More Aboriginal flags in schools and parks. — Respecting Aboriginal culture during assemblies. — People talking about their cultures. — Schools having special days to learn about other cultures. — More Aboriginal stories in books. — More events with Aboriginal dance and music. — See more art (painting, drawing, dance) around the City. — Celebrating Aboriginal culture more than at NAIDOC day/week — Statues of Aboriginal art around the City. — More Aboriginal names used for places. — Primary school doing events and assemblies celebrating Aboriginal and Torres Strait Islander cultures. — Celebrating and showcasing culture. — Connecting people. — Teaching and sharing other cultures.
How do we build friendships with Aboriginal and Torres Strait Islander peoples and the wider community?	<ul style="list-style-type: none"> — Talking and sharing stories. — Start connecting people and bringing them together. — Connecting Elders and community members. — Communication. — Talking about daily life. — Sharing what you love and like to do. — Play together; games, sports, music, art.
What is something you have learnt about	<ul style="list-style-type: none"> — Language. — Meaning of different symbols.

Aboriginal and Torres Strait Islander cultures?

- How important and old Aboriginal and Torres Strait Islander cultures are.
- Diversity in food.
- Dreamtime Stories.
- Animals and how important they are.
- How to look after the land and plants.

What does respect mean or look like to you?

- Listening when someone is speaking.
- Treating everyone the same, no matter where they're from.
- Not making fun of other cultures.
- Helping others when they need it.
- Saying thank you and please.
- Letting people share their opinions.
- Being polite to teachers and students.
- Standing up for others when they are treated badly.
- Sharing and being fair.
- Taking care of the environment and community.

What does the land/area we lie on mean to you? What do you see when you look at the land around you?

- A place we need to protect.
- It's where we all live together.
- A home for everyone, including animals.
- Beautiful parks and trees to enjoy.
- A place that has history for Aboriginal people.
- A place for all cultures to feel welcome.
- Green spaces where we play and relax.
- A land full of nature that helps us live.
- It's where people work, study and have fun.
- I see homes, schools, and places we care for.

Students helped to create a stretched canvas artwork, sharing their perspectives on reconciliation and contributed ideas for building a more inclusive community as demonstrated in the completed artwork below.



Image: Students from Dianella Secondary College and artist Rubeun Yorkshire showcase their Reconciliation artwork with Aboriginal Education Coordinator Karalee Blake

6. Primary School Workshop: Artwork and conversation

During the primary school workshop, City staff asked Westminster Primary school children some questions about what reconciliation meant to them, what is something they had seen or learnt about Aboriginal and Torres Strait Islander Cultures, and what was something they would like to see more of or learn about Aboriginal and Torres Strait Islander cultures. The children provided the following responses:

Question	Answers
What does reconciliation mean to you?	<ul style="list-style-type: none"> — Being nice — Celebrating our culture
What is something you have seen or learnt about Aboriginal and Torres Strait Islander cultures?	<ul style="list-style-type: none"> — School morning bell is the Wandjoo song — Edmund Rice and Clontarf visit the school and teach Aboriginal students about their culture — We have learnt a few Nyoongar words at school — Saw a didgeridoo and Aboriginal people playing it — NAIDOC celebration – week at school where we learnt about traditional Nyoongar culture, food preparation, hunting etc. — Traditional dancing classes outside of school — School assembly — Events
What is something you would like to see more of or learn about Aboriginal and Torres Strait Islander cultures?	<ul style="list-style-type: none"> — More signage with Nyoongar signs and symbols and their meanings — Learn more about traditional music, including opportunities to see performances — Learn more about dot painting and other Aboriginal and Torres Strait Islander painting styles — Demonstrate a story about local places as a mural/artwork on a wall — Learn more about traditional foods — More artworks and opportunities to learn art — Local museum — Learn more local language — More celebrations like NAIDOC — More art — Learn more about traditional dancing

The workshop was facilitated by local Nyoongar artist and designer Kylie Graham and City staff. The children from Westminster Primary School carved foam pieces to create designs, which they painted and pressed onto a canvas (see below), offering their interpretations of reconciliation.



Image: Children from Westminster Primary School and artist Kylie Graham showcase their Reconciliation artwork with City of Stirling Councillor Andrea Creado.

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