

Narragunnawali  
Reconciliation in Education

# NAKRA GUNNA WALI





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The Aboriginal and Torres Strait Islander Touchstone carpet can be found in the St Joseph's Chapel at Edmund Rice Campus and Mary's Chapel at the Year 9 Westcourt Campus. The design, by artist Vicki Clarke, represents the four EREA touchstones.

## VISION FOR RECONCILIATION

Our vision for reconciliation is for everyone to walk together for mutual liberation. St Joseph's College is committed to the achievement of authentic reconciliation, justice, equity, equality and healing through active acknowledgement of Aboriginal and Torres Strait Islander peoples, histories and cultures. We commit to ensuring that our Aboriginal and Torres Strait Islander students are given the opportunity to experience First Nations education and strengthen their cultural connections to Country. Through the lenses of Respect, Relationships and Opportunities, St Joseph's College strives to support all students and staff members to build cultural safety across the organisation, and to respectfully embed Aboriginal and Torres Strait Islander perspectives into our daily practice. It is the goal of the St Joseph's College Reconciliation Action Plan to determine actions to be carried out by the College and to promote and engage with reconciliation through the Narragunnawali RAP implementation process. Our vision is to continue to create a culturally safe community to build capacity for our First Nations students to receive a liberating education to achieve positive educational outcomes.



## RAP WORKING GROUP

<b>Name</b>	<b>Position</b>
Mary Malone	Director Identity
Susan Collins	Staff (Indigenous Education Worker)
Ben McDowall	Staff (teaching) First nations Coordinator
Mark Kennedy	Deputy Principal Wellbeing
Tony Paatsch	Principal
Lauren Hall	Staff (teaching)
Andrew Dowd	Staff (non-teaching) Business Manager
Charles Purdy	Staff (teaching) RE CAL





## RAP ACTIONS

## COMMITMENT

Aboriginal and Torres Strait Islander People in the Classroom

We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.



Opportunities for  
Aboriginal and  
Torres Strait Islander  
Students and Children

We commit to providing opportunities for our Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school or early learning service community.



# RELATIONSHIPS



## AROUND THE SCHOOL

### RAP ACTIONS

### COMMITMENT

Elders and  
Traditional Owners  
Share Histories and  
Cultures

We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that our local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.



## RELATIONSHIPS

### Cultural Responsiveness for Staff

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

### Reconciliation Projects

Our school or early learning service will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school or early learning service and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.



## RELATIONSHIPS



## WITH THE COMMUNITY

### RAP ACTIONS

### COMMITMENT

#### Welcome to Country

Where appropriate, significant events at our school or early learning service commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of their Land.



## RELATIONSHIPS

### Celebrate National Reconciliation Week

Our school or early learning service community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.

### Build Relationships with Community

We commit to building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.



# RELATIONSHIPS



## WITH THE COMMUNITY

### RAP ACTIONS

Cultural  
Responsiveness for  
Students and  
Children

### COMMITMENT

Our everyday program will have ways for children and students to learn about Aboriginal and Torres Strait Islander perspectives, contributions and cultures, in and outside the classroom. We will include cultural responsiveness principles our students and children have learned in the ethos of our classrooms and across our school or early learning service.





RESPECT IN  THE CLASSROOM

RAP ACTIONS

COMMITMENT





## Teach about Reconciliation

Our school or early learning service community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our school or early learning service's RAP by positioning it within the broader story of reconciliation in Australia.

## Teach about Days of National Significance

We commit to incorporating nationally significant days for Aboriginal and Torres Strait Islander peoples and reconciliation into our curriculum to increase knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We also commit to including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January (Australia Day) and ANZAC Day.

## Explore Current Affairs and Issues

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

RESPECT



AROUND THE SCHOOL

RAP ACTIONS

COMMITMENT





## Acknowledgement of Country

Our school or early learning service recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.

## Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures

We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school or early learning service. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.

## Recognise and Respect Rights

We are committed to recognising and respecting Aboriginal and Torres Strait Islander peoples' rights under the United Nations Universal Declaration of Human Rights and the Declaration on the Rights of Indigenous Peoples. We acknowledge that working within the frameworks of both declarations is important to reducing discrimination and promoting equality and equity in the educational and wider community.

RESPECT



WITH THE COMMUNITY

RAP ACTIONS

COMMITMENT





Aboriginal and  
Torres Strait  
Islander Flags

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

RAP Launch

Our school or early learning service is proud to launch our RAP at an event that recognises the efforts of the working group and celebrates our school or service's commitment to reconciliation. We will use our RAP launch event to inform the wider community about our RAP and the many different ways they can get involved and take action toward reconciliation.

Take Action  
Against Racism

Racism can have serious negative consequences for the people who experience it, for those who witness it, and for wider society. When racism is properly understood it is easier to overcome. We commit to building awareness of what racism is, the impacts of racism and how to respond effectively when it occurs through an anti-racism strategy tailored to the needs of our school or early learning service.

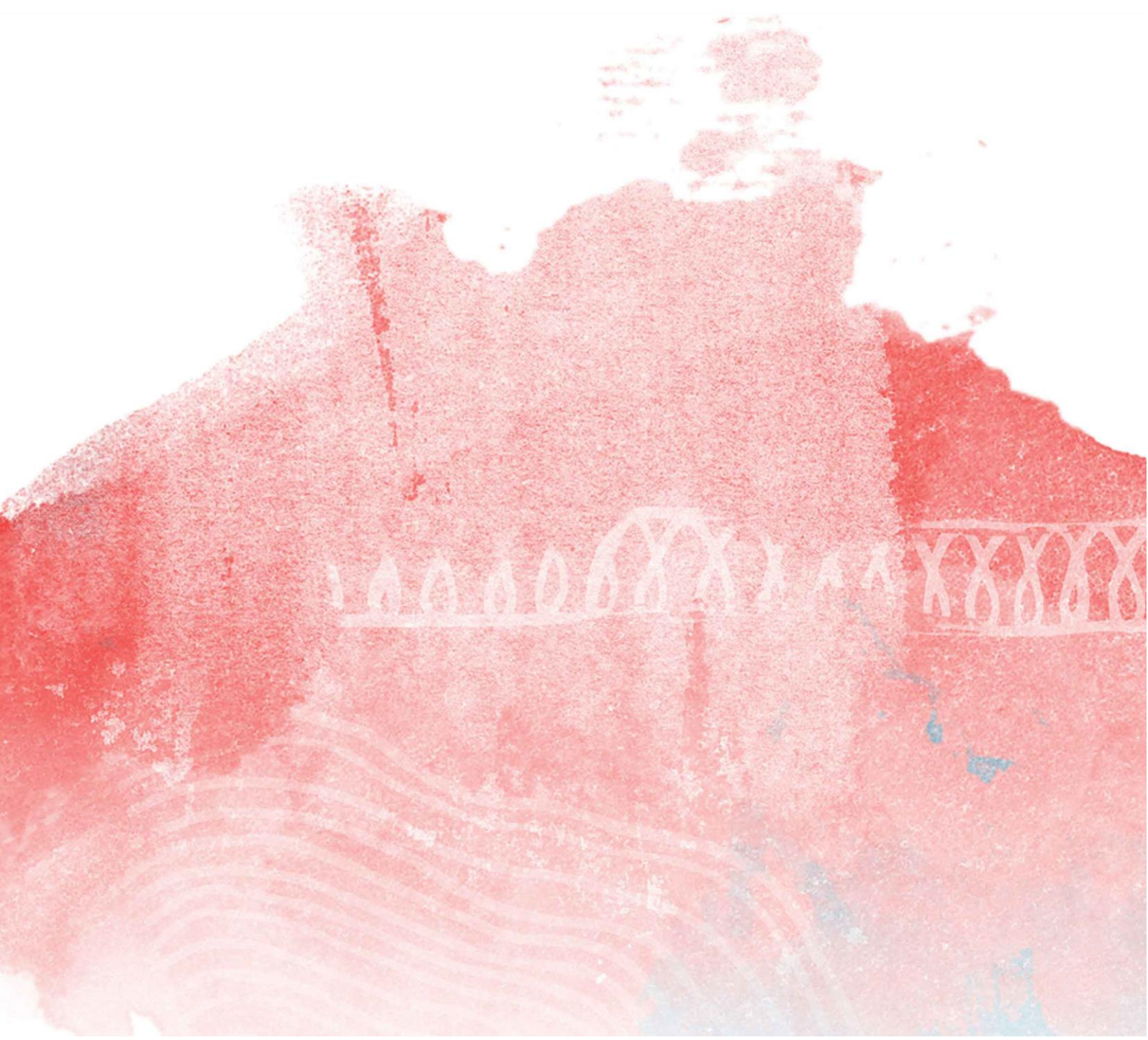


RAP ACTIONS

COMMITMENT

Embed Cross curriculum Priority

All staff from across the school are supported to understand and embed Aboriginal and Torres Strait Islander Histories and Cultures in the curriculum. Teachers will consider the cross-curriculum priority when developing units, lesson plans and resources in all learning areas and across all year levels.





## Curriculum Planning

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

## Australian Professional Standards for Teachers

We support all teachers to know about and engage with the Australian Professional Standards for Teachers' focus on reconciliation, in particular Focus Area 2.4. As a result, teachers understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation.

OPPORTUNITIES



AROUND THE SCHOOL

RAP ACTIONS

COMMITMENT





## Inclusive Policies

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

## Staff Engagement with RAP

Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.

## RAP Budget Allocation

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



## OPPORTUNITIES WITH THE COMMUNITY

### RAP ACTIONS

Local Sites,  
Events and  
Excursions

### COMMITMENT

We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.





## Celebrate RAP Progress

We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school or early learning service. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.

## Support Aboriginal and Torres Strait Islander Owned Businesses

We promote supplier diversity and support Aboriginal and Torres Strait Islander owned businesses and their employees through the procurement of goods and services related to our RAP, as well as our general business. We maintain a list of local, regional, statebased and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.