

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

St Patrick's College

November 2023 to November 2024



CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



VISION FOR RECONCILIATION

St Patrick's College vision for reconciliation aims to foster and strengthen relationships with Aboriginal and Torres Strait Islander peoples, in line with our commitment to nurture and challenge each student to be authentic and relational people who stand together in solidarity by deepening staff and student cultural responsiveness.

We are committed to ensuring that everyone in our school community is empowered to critical reflection and offering all students access to high quality learning.

We will strive to ensure equity in education for Aboriginal and Torres Strait Islander students and all students to reach their full learning potential. As a beacon for boys' education, our RAP aims to enable all of our students to grow as faithful and inclusive men in a dynamic world.

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditions Custodians of this Land on which St Patrick's College stands, the Wangal Clan of the Darug People, who hold a deep respect for this Country, and pay our respects to their Elders, past, present and emerging.



RAP WORKING GROUP

| Name | Position |
|---------------------|----------------------|
| Adrian Byrne | Staff (teaching) |
| Jamey Poyaoan | Parent/carer |
| Rhys Hannaford | Staff (teaching) |
| Adam Leslie | Staff (teaching) |
| Marea Soulos | Staff (teaching) |
| Hannah Smith | Staff (teaching) |
| Jordan Bottalico | Staff (teaching) |
| Alex Fox | Staff (teaching) |
| Jonny Menck | Staff (teaching) |
| Gina Karagiorgas | Parent/carer |
| Martine Massih | Parent/carer |
| Hayes Van der Meer | Staff (teaching) |
| Felicity Warsop | Staff (teaching) |
| Maria Garigliano | Parent/carer |
| Matt Truscott | Parent/carer |
| Rachael Colreavy | Parent/carer |
| Danielle Abraham | Parent/carer |
| Monica O'Brien | Parent/carer |
| Stephen Cooper | Staff (teaching) |
| Michaela Lee | Staff (teaching) |
| Constance Apostolou | Staff (teaching) |
| Matthew Herro | Staff (teaching) |
| Vittoria Lavorato | Principal / Director |
| Gillian Daley | Staff (teaching) |

CONTRIBUTORS

St Patrick's College would like to acknowledge the following contributors to the development of this RAP.

| Name | Role/Organisation |
|-----------------|-------------------|
| Yalbalinga Unit | ACU Strahfield |



| 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 early learning service community. |



| RAP ACTIONS | COMMITMENT |
|-----------------------------------|--|
| 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. |





| RAP ACTIONS | COMMITMENT |
|--|---|
| Welcome to Country | Where appropriate, significant events at our 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 the Land. |
| Celebrate National Reconciliation Week | Our 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. |



| RAP ACTIONS | COMMITMENT |
|---|--|
| Teach about Reconciliation | Our 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 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 early learning service. |



| RAP ACTIONS | COMMITMENT |
|--|--|
| Acknowledgement of Country | Our 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 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. |

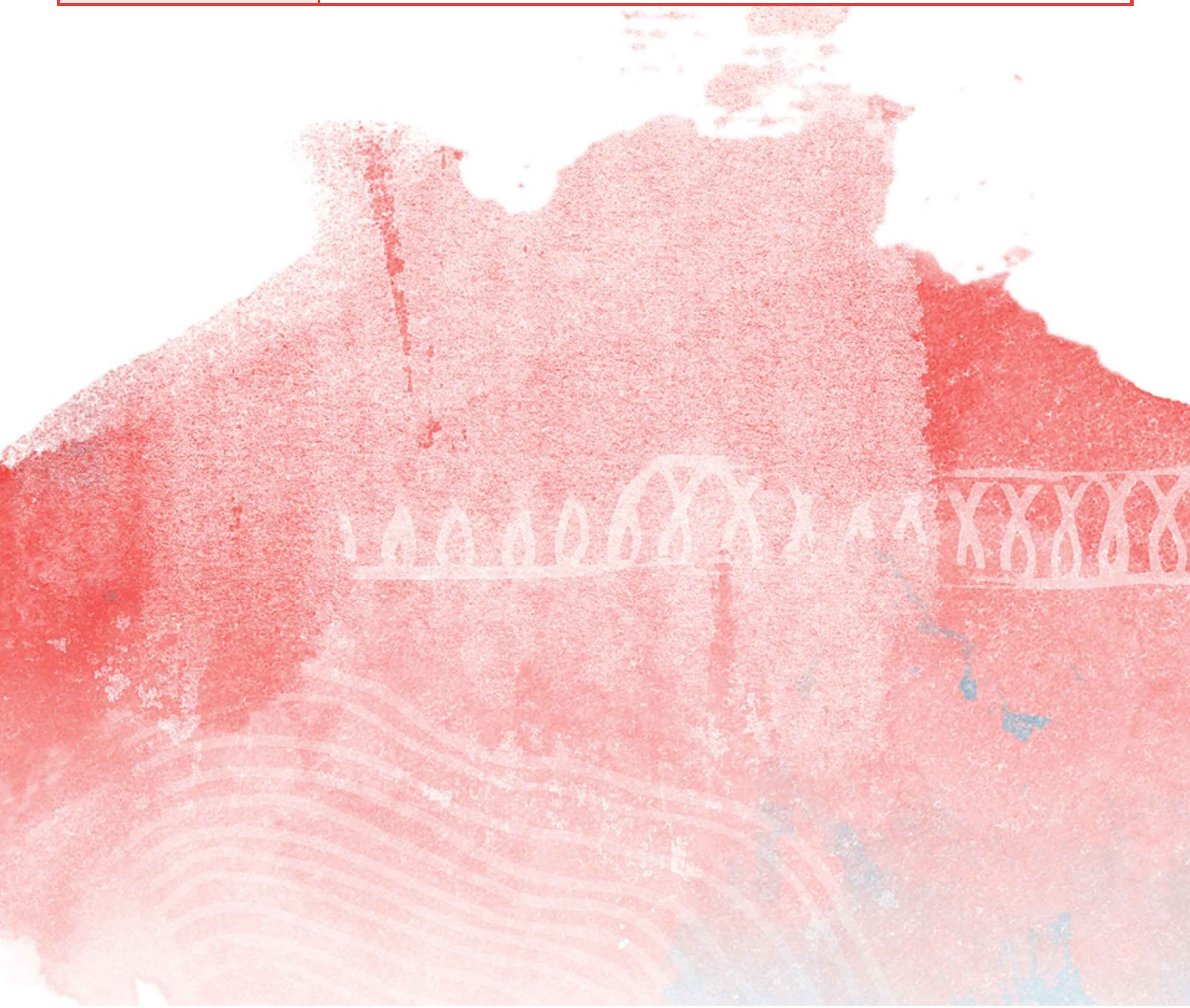




| RAP ACTIONS | COMMITMENT |
|---|---|
| Aboriginal and Torres Strait Islander Flags | Our early learning service flies or displays the Aboriginal and Torres Strait Islander flags as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation. |
| Physical Acknowledgement of Country | Our early learning service proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our early learning service is located. |
| Take Action Against Racism | We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our early learning service. |

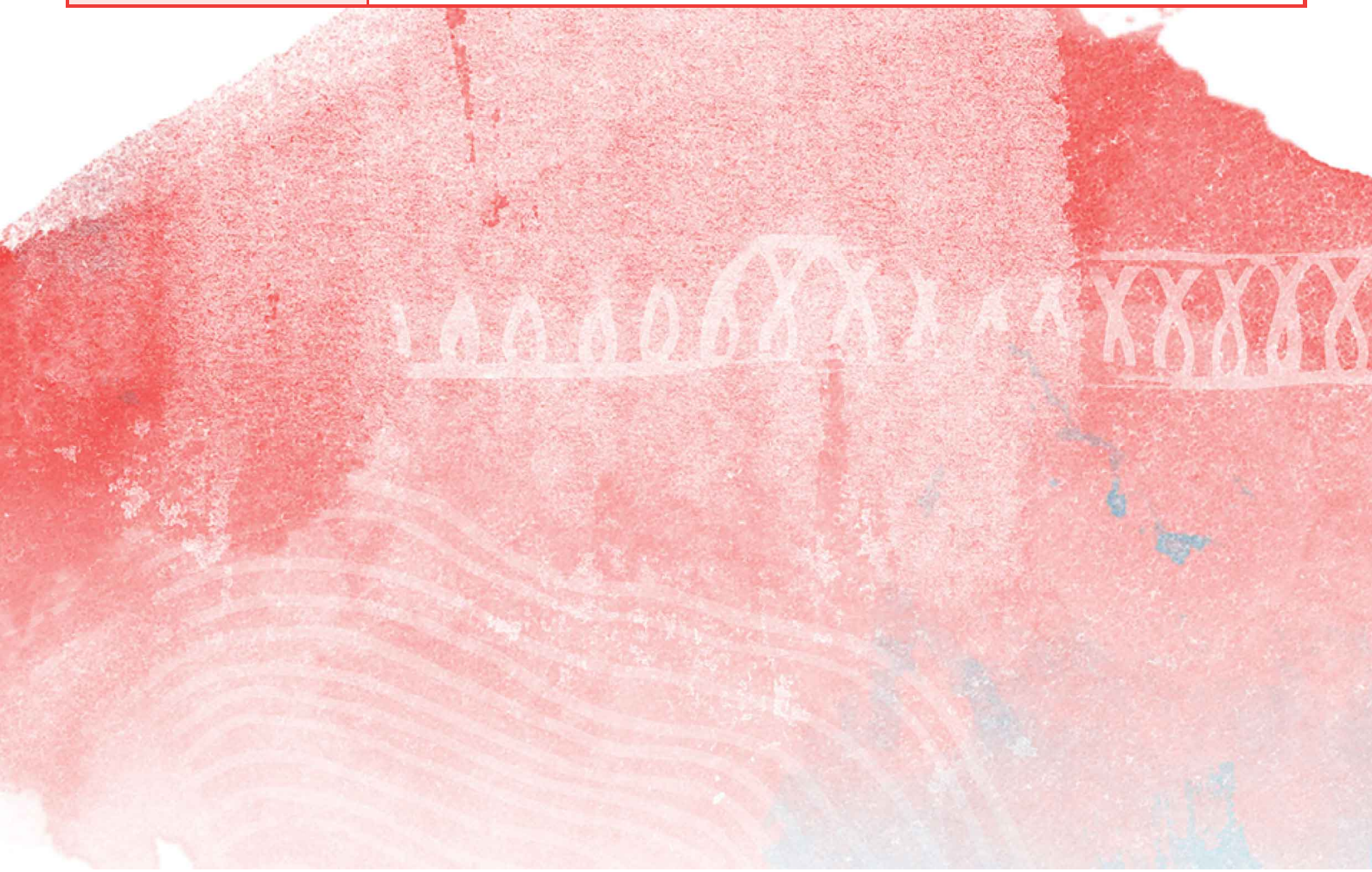


| RAP ACTIONS | COMMITMENT |
|--|--|
| Curriculum Planning | Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will 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. |





| RAP ACTIONS | COMMITMENT |
|---------------------------|--|
| Inclusive Policies | All staff in our 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. |





| RAP ACTIONS | COMMITMENT |
|------------------------------------|---|
| Local Sites, Events and Excursions | 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 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. |

