Narragunnawali
Reconciliation in Education

NARRA GUNNA WALI

RECONCILIATION ACTION PLAN

St Mary's College

DRAFT

ST MARY'S COLLEGE
EST. 1869

RECONCILIATION AUSTRALIA

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VISION FOR RECONCILIATION

As a community grounded in Veritas, we hold relationships at the heart of all we do and live our identity most fully in the relationships we form. We are committed to nurturing our relationships with Aboriginal and Torres Strait Islander peoples. We are grounded in histories and place, acknowledging and respecting the First Nations peoples and their ongoing spiritual connection and one-ness with this Land.

The community of St Mary's College recognises the significance of reconciliation with First Nations peoples through seeking truth and justice. We understand that reconciliation is a deeply relational, ongoing, and reflective journey that requires our community to engage in respectful dialogue.

We continue to be shaped by the people and values that formed us, including First Nations histories, cultures, and perspectives within our community. As such, we will be a community that:

Creates a culture supporting and valuing diversity, belonging, and learning.

Is outwardly focused for a more just and compassionate world.

Lives out our Catholic Dominican identity through truth and justice, acknowledging and responding to the harm of the past.

Encourages all non-Indigenous people and all First Nations peoples to find agency and voice and their unique way of being in the world to empower them to challenge the ongoing injustices experienced by Aboriginal and Torres Strait Islander peoples' experience.

Bravely grows in our understanding and appreciation of Aboriginal and Torres Strait Islander perspectives, seeking opportunities to respectfully build this into learning within and beyond the classroom.

ACKNOWLEDGEMENT OF COUNTRY

As a community grounded in Veritas, we acknowledge and honour the Kaurna People, who have lived and walked and experienced one-ness with this Land our school is formed upon. We remember all Kaurna Ancestors, and we honour their wisdom and spirituality, that has been passed down and kept alive through their sacred stories for tens of thousands of years. We want to express our deep appreciation for, and recognition of, the stewardship and connection the Kaurna People demonstrate to this Country. We respond to this gift with the promise to cherish and protect this space in which we are blessed to safely learn and grow. We will care about this Land with humble and grateful hearts and through a continued community practicing prayer for, service to and study of Kaurna Country.

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RAP WORKING GROUP

The Working Group members listed below have confirmed their participation and therefore will be published in the RAP.

Name	Position
Madeleine Samson	Social worker
Eileen McCabe	Staff (non-teaching)
Pat Litchfield	Staff (teaching)
Bronwyn Ridley	Principal / Director
Matt Pastro	Staff (teaching)
Brendan Dunks	Staff (teaching)
Karina Baker	Staff (teaching)
Olivia Angel-Keys	Staff (teaching)
Lizzy Dunn	Staff (teaching)
John Absolon	Staff (teaching)
Heidi Senior	Principal

CONTRIBUTORS

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

Name	Role/Organisation
David Booth	Aboriginal Consultant

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RELATIONSHIPS IN THE CLASSROOM

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 all 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 community.



RELATIONSHIPS AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Representation on Committees	We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our school's committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.
Cultural Responsiveness for Staff	We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.
Reconciliation Projects	Our school 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 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 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 school 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 forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community.



RESPECT IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our school 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's RAP by positioning it within the broader story of reconciliation in Australia.
Explore Current Affairs and Issues	We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our school operates.



RESPECT AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our school 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. 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.



RESPECT WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Celebrate Days of National Significance	We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day.
Aboriginal and Torres Strait Islander Flags	Our school flies/displays the Aboriginal and Torres Strait Islander flag to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.
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 school.



OPPORTUNITIES IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
Curriculum Planning	Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.



OPPORTUNITIES AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Inclusive Policies	All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.
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.

OPPORTUNITIES WITH THE COMMUNITY

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 school. 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.
Aboriginal and Torres Strait Islander Languages	We commit to providing students and children with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about Aboriginal and Torres Strait Islander languages. We acknowledge the importance of language maintenance and revitalisation efforts and will provide students and children with opportunities to learn – or learn about – the First Language of their local area.