

# RECONCILIATION ACTION PLAN

Edmund Rice College Bindoon

May 2020 to May 2021



Edmund Rice College  
Stronger Together

NAKRA  
GUNNA  
WALI



## CONTENTS

Vision for Reconciliation	3
Working Party	4
Committee	4
Reconciliation Action Plan (RAP) Actions	
Relationships	5 - 9
Respect	10 - 13
Opportunities	14 -19



## VISION FOR RECONCILIATION

Our vision for reconciliation is for everyone to walk together for mutual liberation from inequalities, inequities and injustices.

Edmund Rice College strives to support all members of our educational community to build cultural safety across the College, and to respectfully embed Aboriginal and Torres Strait Islander perspectives into our practice.

Our aim is:

- to acknowledge and recognise the contributions of Aboriginal and Torres Strait Islander peoples
- to acknowledge and develop relationships between Edmund Rice College and the communities that our students are connected to
- to have an environment where Aboriginal and Torres Strait Islander cultures are respectfully experienced and valued by our whole community
- to provide opportunities for Aboriginal and Torres Strait Islander students to celebrate and embrace their heritage, and for all students to embrace the continued significance of Aboriginal and Torres Strait Islander histories, cultures and contributions.



## WORKING PARTY

### Position

Aboriginal Teaching Assistants

### Name

Miriam Ifould  
Greg McDonald  
Brett Nelson

Staff

Marie Barton  
Paula Bacchiella  
Anne Brown  
Courtney Clark  
Scott Smith

## COMMITTEE

### Position

Chair/s

### Name

Marie Barton / Paula Bacchiella

Aboriginal Teaching Assistants

Miriam Ifould  
Greg McDonald  
Brett Nelson

Community Members

Jim Maher  
Leonie Mogridge (To be confirmed)  
Reuben Hayden Nelson (To be confirmed)

Staff

Salonee Poongavanon  
Anna Sparks  
House Parent (To be confirmed)

Students

Delena Hall (Year 7)  
Alexis Price (Year 9)  
Uriah Roberts (Year 11)

Support Network

Marie Barton  
Paula Bacchiella  
Anne Brown  
Courtney Clark  
Scott Smith

Thelma Parker (EREA)  
CEWA Aboriginal Education Team



Relationships in the classroom				
Actions	Commitment	Assigned to	Due Date	Measurable targets
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms as guests to work alongside our students and children in learning activities. Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.	Principal and ATA's	Ongoing	<ul style="list-style-type: none"> <li>In each year level there is one cultural experience presented by an Aboriginal and Torres Strait Islander person per semester</li> <li>Include visits from parents/guardians from the various communities our students are from in the classroom (one per semester) to take part in yarning circles or other cultural opportunities</li> </ul>
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 community.	ATA's	Ongoing	<ul style="list-style-type: none"> <li>Annually develop :               <ol style="list-style-type: none"> <li>NAIDOC programme that respect and raises awareness of Aboriginal and Torres Strait Islander culture</li> <li>Reconciliation Week</li> </ol> </li> <li>Raise awareness of the theme for each NAIDOC week and Reconciliation Day by involving them in activities in each class</li> <li>Identify and display Aboriginal and Torres Strait Islander students tribes and language at the start of each term</li> </ul>

## Relationships around the school

Actions	Commitment	Assigned to	Due Date	Measurable targets
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.	Principal	Ongoing	<ul style="list-style-type: none"> <li>• Invitation is issued for Aboriginal and Torres Strait Islander people to become a member of the:               <ol style="list-style-type: none"> <li>i. RAP Committee</li> <li>ii. Student Representative Council</li> <li>iii. College Board</li> </ol> </li> </ul>
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.	Principal	Ongoing	<ul style="list-style-type: none"> <li>• Invite Aboriginal and Torres Strait Islander Traditional Owners and Elders to share cultural experiences at school assemblies or other functions during or near NAIDOC week</li> <li>• Invite local elder to conduct smoking ceremony at the College               <ol style="list-style-type: none"> <li>i. Start of each year in boarding</li> <li>ii. Special events</li> <li>iii. NAIDOC week</li> </ol> </li> </ul>
Cultural Competence for Staff	We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures. We also commit to supporting staff to independently seek out and participate in a variety of cultural awareness experiences that assist them on their own journey of understanding.	Deputy Principal	Ongoing	<ul style="list-style-type: none"> <li>• Provide a waterhole experience for all staff as part of Faith, Story and Witness</li> <li>• Provide an annual cultural experience for all staff</li> </ul>
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.	Principal	Ongoing	<ul style="list-style-type: none"> <li>• Harvest the bushtucker garden regularly. To be packaged and used in the College kitchen and sold to the wider community</li> <li>• Students to design packaging for bushtucker</li> <li>• Continue to develop our yarnning circle and fire pit to provide a safe cultural experience for our College community</li> <li>• Biannually a cultural mural will be created by the students in collaboration with an artist in residence</li> </ul>











## Relationships with the community

Actions	Commitment	Assigned to	Due Date	Measurable targets
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 their Land.	ATA's	Ongoing	<ul style="list-style-type: none"> <li>• Acknowledgement of Country to be done at:               <ol style="list-style-type: none"> <li>i. Formal assembly</li> <li>ii. PCG</li> <li>iii. Presentation night</li> <li>iv. Liturgies</li> <li>v. Important occasions</li> <li>vi. Formal staff meetings</li> <li>vii. College Board meetings</li> </ol> </li> </ul>
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.	ATA's	27/05/2020 - 03/06/2020	<ul style="list-style-type: none"> <li>• Incorporate into Pastoral Care Group (PCG) programme</li> <li>• Celebrate liturgy during National Reconciliation Week</li> <li>• Teachers to incorporate National Reconciliation Week activities into their teaching programmes</li> </ul>
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.	Deputy Principal	Ongoing	<ul style="list-style-type: none"> <li>• Students to visit Northam Cultural Centre annually</li> <li>• Students to participate in wider community events such as:               <ol style="list-style-type: none"> <li>i. Sorry Day</li> <li>ii. Indigenous Memorial Service at Kings Park</li> <li>iii. Multicultural Netball competition</li> <li>iv. Nicky Winmar Cup</li> <li>v. Girls Football</li> </ol> </li> </ul>
Cultural Competence for Students and Children	We will develop our everyday program to ensure it provides children and students with explicit opportunities to build their knowledge and understanding of Aboriginal and Torres Strait Islander cultures, within and beyond the classroom. This commitment extends to the inclusion of cultural competence principles, fostered in teachers and educators, in the ethos of our classrooms and across our school.	Principal	Ongoing	<ul style="list-style-type: none"> <li>• Incorporate cultural ideas presented at Academic Council meetings into classroom programmes</li> <li>• Teachers to include cultural competencies into the programmes</li> </ul>

Respect in the classroom				
Actions	Commitment	Assigned to	Due Date	Measurable targets
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.	Deputy Principal	Ongoing	<ul style="list-style-type: none"> <li>• Provide resources that represent Reconciliation</li> <li>• Include Inclusive Community Touchstone</li> <li>• All classes deliver lessons on Reconciliation with guidance from ATA's</li> </ul>
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.	Deputy Principal	Ongoing	<ul style="list-style-type: none"> <li>• Explore current affairs and issues relevant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation in the classroom through HASS, English and Religious Education programmes annually</li> </ul>





## Respect around the school

Actions	Commitment	Assigned to	Due Date	Measurable targets
Acknowledge 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.	ATA's	Ongoing	<ul style="list-style-type: none"> <li>• Acknowledgement of Country to be done at:               <ol style="list-style-type: none"> <li>i. Formal assembly</li> <li>ii. PCG</li> <li>iii. Presentation night</li> <li>iv. Liturgies</li> <li>v. Important occasions</li> <li>vi. Formal staff meetings</li> <li>vii. College Board meetings</li> </ol> </li> </ul>
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and culture 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 towards reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.	Principal	Ongoing	<ul style="list-style-type: none"> <li>• Plaques</li> <li>• Country map</li> <li>• Yarning mats</li> <li>• Indigenous animals</li> <li>• Flags</li> <li>• Liturgical seasons</li> <li>• Touchstone tiles</li> <li>• Aboriginal Stations of the Cross</li> </ul>
Care for Country	We commit to actively connecting with and caring for, the Country/place on which our school stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.	Principal	Ongoing	<ul style="list-style-type: none"> <li>• Embed in Outdoor Education and Cadet programmes 'leave no trace' principles annually</li> <li>• Staff to participate annually in Professional Development around Care for Country</li> <li>• Inform visitors to College of the medicinal uses of herbs grown in bush tucker garden</li> <li>• Each term students are to be involved in clean up of College environment</li> <li>• Continue to develop yarning circles in conjunction with Care for Country principles</li> </ul>

## Respect with the community

Actions	Commitment	Assigned to	Due Date	Measurable targets
Aboriginal and Torres Strait Islander Flags	Our school flies or displays the Aboriginal and Torres Strait Islander flag 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.	ATA's	Ongoing	<ul style="list-style-type: none"> <li>Flying the flag daily</li> </ul>
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.	Deputy Principal	Ongoing	<ul style="list-style-type: none"> <li>Anti-racism objectives are included within our ERC policies and procedures</li> <li>Engage students with the HASS programme that highlights/teaches about racism</li> <li>Ongoing educative opportunities will be utilised as racism issues arise</li> </ul>











Opportunities in the classroom				
Actions	Commitment	Assigned to	Due Date	Measurable targets
Embed Cross-Curriculum Priority - School Specific	All staff from across the school are supported to understand and embed the Australian Curriculum cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures in the curriculum. The cross-curriculum priority is considered in the development of units, lesson plans and resources in all learning areas and across all year levels.	ATA's	Ongoing	<ul style="list-style-type: none"> <li>• Include a running agenda item and Aboriginal and Torres Strait Islander histories and cultures to allow for sharing of resources and robust conversation</li> <li>• Mapping of cross-curriculum priorities and develop scope and sequence</li> </ul>
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.	Deputy Principal	Ongoing	<ul style="list-style-type: none"> <li>• Identify current Aboriginal and Torres Strait Islander themes that will be highlighted during HASS</li> <li>• Time is allocated once a semester for a year group to present a theme they have been researching in class</li> </ul>
Australian Professional Standards for Teachers - School Specific	All teachers are supported to understand and meaningfully engage with the Australian Professional Standards for Teachers, specifically Focus Area 2.4: 'Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians'.	ATA's	Ongoing	<ul style="list-style-type: none"> <li>• Include a running agenda item and Aboriginal and Torres Strait Islander histories and cultures to allow for sharing of resources and robust conversation</li> </ul>







Opportunities around the school				
Actions	Commitment	Assigned to	Due Date	Measurable targets
Inclusive Policies	All staff in our school 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 people and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.	Principal	Ongoing	<ul style="list-style-type: none"> <li>Review policies to ensure they remain current</li> <li>Staff are to be included in review of policies</li> </ul>
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 Committee.	Principal and Deputy Principal	Ongoing	<ul style="list-style-type: none"> <li>Professional Development annually raising awareness of the RAP</li> <li>Launch the RAP with an introduction to members of the committee and discussion on the implementation of the RAP</li> </ul>











## Opportunities with the community

Actions	Commitment	Assigned to	Due Date	Measurable targets
Employment Strategy	We commit to the development and implementation of an Aboriginal and Torres Strait Islander employment strategy. This will assist in attracting Aboriginal and Torres Strait Islander candidates to vacancies, as well as supporting current Aboriginal and Torres Strait Islander employees.	Principal and Deputy Principal	Ongoing	<ul style="list-style-type: none"> <li>• Develop an Aboriginal and Torres Strait Islander employment strategy</li> <li>• Aboriginal and Torres Strait Islander people are encouraged to apply in our advertisements for school positions</li> </ul>
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.	Principal and Deputy Principal	Ongoing	<ul style="list-style-type: none"> <li>• Each NAIDOC celebration will highlight an area from the RAP in consultation with the RAP Committee</li> <li>• During RAP Committee meetings track progress of measurable targets</li> </ul>
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, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.	ATA's	Ongoing	<ul style="list-style-type: none"> <li>• Investigate Aboriginal and Torres Strait Islander business/suppliers who are able to provide goods and services to the College</li> </ul>
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.	ATA's and Teachers	Ongoing	<ul style="list-style-type: none"> <li>• Cultural map – tribes and language – to be displayed in classrooms</li> <li>• Each class to display Uncle Ernie's Cultural Framework</li> <li>• Creating and displaying posters that focus on various languages of the students attending the College</li> <li>• Develop charts/posters of the common phrases used by students in their own language for display in classrooms</li> <li>• Investigate teaching of an Aboriginal and Torres Strait Islander language with students and make recommendation to the Senior Leadership Team</li> </ul>



Locked Bag 1 BINDOON WA 6502  
Telephone: (08) 9576 5500  
Facsimile: (08) 9576 1146  
Web: [www.erc.wa.edu.au](http://www.erc.wa.edu.au)

**Edmund Rice College is a Catholic School in the Edmund Rice Tradition.**

