

Narragunnawali  
Reconciliation in Education

# NAKRA GUNNA WALI

## RECONCILIATION ACTION PLAN

Newman College  
February 2020 to February 2021

# CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



Newman College PK-Y12

## VISION FOR RECONCILIATION

Newman College is committed to strategically and practically building a culture which acknowledges, affirms and celebrates Aboriginal and Torres Strait Islander peoples, cultures and traditions. This Reconciliation Action Plan represents this commitment. As a Marist School we strive to embed our Marist characteristics every day; Family Spirit, In the Way of Mary, Simplicity, Presence and a Love of Hard work. At the core of these characteristics is the developing of relationships that are imbued by our family spirit, united in Christ's love. To this end, we want our staff, students and families to increase their understanding, value and active recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through respectful cultural learning. We strive to create a culturally supportive environment so that Aboriginal and Torres Strait Islander and all Australian families collaboratively build a community of respectful and right relationships.

We want to be school of choice in Western Australia and shall embed this vision through a set of important principles and practical actions to ensure we become a Catholic school of choice for Aboriginal and Torres Strait Islander peoples, and all people. This Reconciliation Action Plan embodies our commitment to reconciliation. This commitment shall be exemplified by engaging and upskilling our staff in professional learning that enables a stronger understanding and appreciation of Aboriginal and Torres Strait Islander peoples, cultures, communities and contributions.. Underpinning this intent is to ensure that our teaching and learning programs are respectfully embedded with Aboriginal perspectives as identified and sequenced in the WA curriculum learning areas.

We are committed to reconciliation through fostering equal and equitable social and economic opportunities for Aboriginal and Torres Strait Islander peoples as part of the implementation of our Reconciliation Action Plan.

Our Reconciliation Action Plan commits us to continuing to promote an understanding of Aboriginal and Torres Strait Islander peoples, communities, cultures, histories, heritage and aspirations.

## ACKNOWLEDGEMENT OF COUNTRY

*'Koort Doodjarak Yewool' (Heart Song), is an original Acknowledgement of Country, written by Newman College music teacher Mrs Nicole Boddy. Newman College will use this sung Acknowledgement of Country at official Newman College functions.*

*Original lyrics and melody written by Nicole Boddy*

*Lyrics translated into Noongar language by Della Rae Morrison,*

*Original music and arrangement / piano accompaniment by Susan Bluck*

*Guitar accompaniment by Kobi Morrison and original didgeridoo composition by James Webb.*

### **Koort Doodjarak Yewool (Heart Song)**

This is our Country, this is our home united together, united as one  
Called to be of service, protectors of our Land  
We acknowledge our Ancestors upon whose Land we stand

Here we stand firmly upon this red earth

Blessed by the spirit, hope for rebirth  
The wind awakens, dancing across the Land  
Together it joins us as we walk, hand in hand  
Lightning strikes a chord in our heart  
Black cockatoo's call into action we start  
With love guiding, called to action  
Help from above our moral sanction

*Babaniny baaminy ngalang koort Karaak warangkiny woolah koorlinywa Moodiup kolbang  
Mardonabiny Maaman Yira barlanginy ba mardongabiny*

Together we create a new song  
A song for a nation in which we all belong  
A song deeply inspired by our Elders bursts free  
As we walk a path forward to a future, we all see

*Nidja ngalang boodja ba mia  
Doojdoonj kenj moort, ba kwobidak koodah  
Yoowarlkoorl doonjdoonj ngalang birdya nijda boodja  
Kooralang ngany moort ngalak kaditj Nidja ngalang yaak*

## RAP WORKING GROUP

<b>Name</b>	<b>Position</b>
David Marshall	Staff (non-teaching)
Katya Anderson	Staff (teaching)
Renae Zelich	Staff (teaching)
Peter Jones	Staff (teaching)
John Finneran	Principal / Director
Simon Martino	Staff (teaching)
Stuart McClorey	Staff (teaching)
Steve Halley-Wright	Staff (non-teaching)
Lisa Fogliani	Staff (teaching)
Henny Mansveldt	Staff (non-teaching)
Jo Dunn	Staff (non-teaching)
Reece Jones	Staff (non-teaching)
Thomas Wagner	Staff (non-teaching)
Rebecca Rose	Staff (teaching)
Helen Leahy	Staff (teaching)
Jenni Brown	Staff (teaching)
Rebecca Bramanto	Staff (teaching)
Maree Grayden	Staff (teaching)
Alan Fitzpatrick	Staff (teaching)
Cath Bagg	Staff (teaching)
Clare Cole-Carter	Staff (teaching)
Lisa McClue	Staff (teaching)
Christine Sindely	RAP Consultant

# RAP SUPPORT NETWORK

<b>Name</b>	<b>Role/Organisation</b>
Sharon Davis	Team Leader, Aboriginal Education Team, CEWA
Daniel Lynch	Director of the Office of the Archbishop of Perth
Stefano Rapanaro	Student
Ella Rose	Student
Elizabeth Adams	Student
Mitchell Duffy	Student
Angella Kinneen	Student
David Bean	Hale School Aboriginal Program Coordinator



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Aboriginal and Torres Strait Islander People in the Classroom</p>	<p>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.</p>	<p>Lisa M, Clare C, Cath B, Alan F, Maree G, Rebecca B, Jenni B, Helen L, Rebecca R, Stuart M, Simon M, Lisa F, Peter J, Renae Z, Katya A</p>	<p>Ongoing</p>
<p>Early Years Learning Framework - Early Learning Specific</p>	<p>We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices and outcomes of the Early Years Learning Framework. Establishing a strong relationship between the two will ensure reconciliation is meaningfully embedded in everyday early learning environments.</p>	<p>Lisa M, Clare C, Maree G, Jenni B, Rebecca R, Simon M, Katya A</p>	<p>Ongoing</p>
<p>My Time, Our Place (School Age Care)</p>	<p>We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices and outcomes of the My Time, Our Place Framework. We commit to establishing a strong relationship between the two in order to ensure reconciliation is meaningfully embedded in everyday early learning environments.</p>	<p>Lisa M, Clare C, Maree G, Jenni B, Rebecca R, Lisa F, Simon M, Katya A</p>	<p>Ongoing</p>

# RELATIONSHIPS AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Thomas W, Lisa F, John F	Ongoing
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.	Thomas W, Lisa M, Clare C, Cath B, Alan F, Maree G, Rebecca B, Jenni B, Helen L, Rebecca R, Reece J, Lisa F, Stuart M, Simon M, Peter J, Renae Z, Katya A	Ongoing
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.	Lisa M, Alan F, Lisa F, Stuart M, Thomas W, John F	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Lisa M, Alan F, Stuart M	26/05/2020 - 03/07/2020



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Thomas W, Lisa M, Alan F, Lisa F, Stuart M, Simon M, John F, Peter J	Ongoing
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.	Thomas W, Lisa M, Alan F, Maree G, Stuart M, Clare C, Cath B, Rebecca B, Jenni B, Helen L, Rebecca R, Lisa F, Simon M, Jo D, John F, Peter J, Renae Z, Katya A	27/05/2020 - 03/06/2020
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.	Thomas W, Lisa M, Clare C, Cath B, Alan F, Maree G, Rebecca B, Jenni B, Rebecca R, Stuart M, Simon M	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Cultural Competence for Students and Children</p>	<p>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.</p>	<p>Lisa M, Clare C, Cath B, Alan F, Maree G, Rebecca B, Jenni B, Helen L, Rebecca R, Stuart M, Lisa F, Simon M, Peter J, Renae Z, Katya A</p>	<p>Ongoing</p>



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Lisa M, Alan F, Stuart M, Simon M, Lisa F, Peter J, Renae Z, Katya A	03/06/2020
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.	Thomas W, Lisa M, Clare C, Cath B, Alan F, Maree G, Rebecca B, Jenni B, Helen L, Rebecca R, Jo D, Lisa F, Stuart M, Simon M, John F, Peter J, Renae Z, Katya A	Ongoing
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.	Thomas W, Clare C, Cath B, Alan F, Rebecca B, Helen L, Jo D, Simon M, John F, Peter J, Renae Z, Katya A	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Thomas W, Lisa M, Clare C, Cath B, Alan F, Maree G, Rebecca B, Jenni B, Helen L, Rebecca R, David M, Reece J, Jo D, Henny M, Lisa F, Steve H, Stuart M, Simon M, John F, Peter J, Renae Z, Katya A	Ongoing
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.	Thomas W, Lisa M, Alan F, Reece J, Stuart M, Simon M, John F	Ongoing
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	Thomas W, Lisa M, Alan F, Stuart M	Ongoing

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
	<p>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.</p>		





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Thomas W, Lisa M, Alan F, David M, Reece J, Stuart M	Ongoing
Physical Acknowledgement of Country	Our school 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 school is located.	Thomas W, John F	06/04/2020 - 27/11/2020
RAP Launch	Our school 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.	Thomas W, Jo D, Lisa F, John F	28/02/2020 - 31/03/2020

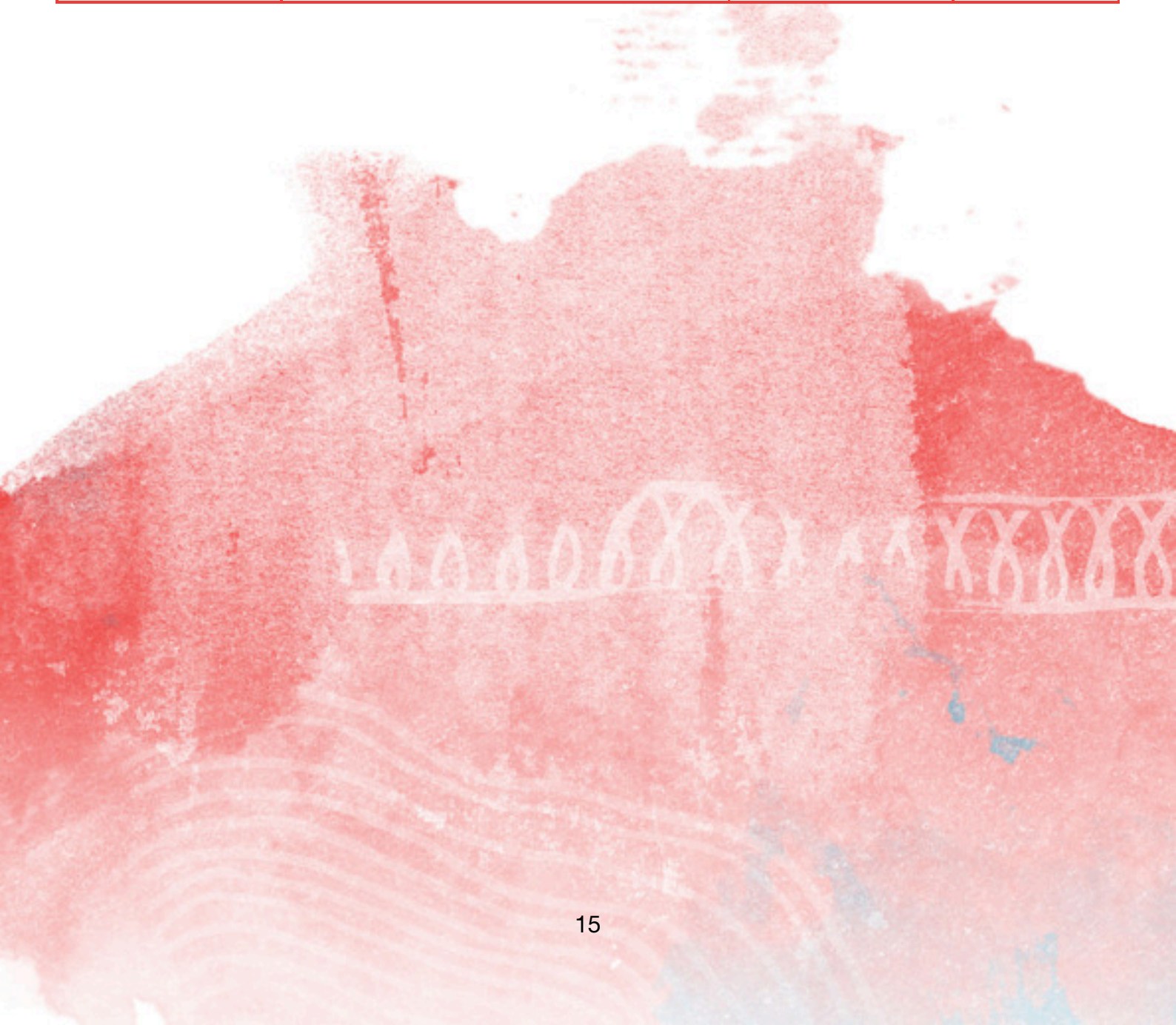


RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Take Action Against Racism	Racism can have serious negative consequences for the people who experience it, for those who witness it, and for wider society. When racism is properly understood it is easier to overcome. We commit to building awareness of what 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.	Thomas W, Lisa M, Clare C, Cath B, Alan F, Maree G, Rebecca B, Jenni B, Helen L, Rebecca R, David M, Reece J, Jo D, Henny M, Lisa F, Steve H, Stuart M, Simon M, John F, Peter J, Renae Z, Katya A	Ongoing



# OPPORTUNITIES IN THE CLASSROOM

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Lisa M, Alan F, Lisa F, Stuart M, Simon M, John F, Peter J, Renae Z, Katya A	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Thomas W, John F, Lisa F	Ongoing
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.	Thomas W, Jo D, Lisa F, John F	28/02/2020 - 29/01/2021
Reconciliation Awards	We commit to creating opportunities to acknowledge students, children, staff and community members who are making an outstanding contribution to progressing reconciliation in our school.	Thomas W, Lisa F, Jo D, Lisa M, Alan F, Stuart M, Simon M, John F	Ongoing

# OPPORTUNITIES



# WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Lisa M, Alan F, Stuart M, Simon M, Lisa F, Peter J, Renae Z, Katya A	Ongoing
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.	Thomas W, Henny M, Lisa F, John F	Ongoing
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.	Thomas W, Jo D, John F	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Thomas W, Lisa F, David M, Reece J, Jo D	Ongoing
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.	Thomas W, Lisa M, Clare C, Alan F, Maree G, Lisa F, Stuart M, Simon M, Cath B, Rebecca B, Jenni B, Helen L, Rebecca R, John F, Peter J, Renae Z, Katya A	Ongoing

