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| **Our vision for reconciliation:**  We recognise Brisbane Catholic Education’s long held commitment to reconciliation through education and we acknowledge that reconciliation must  be gained through education of both staff and students within our school.  St Bernardine’s has a long standing commitment to reconciliation with Aboriginal and Torres Strait Islander people.  Our vision is the development of Aboriginal and Torres Strait Islander study units as well as a development and implementation of indigenous perspectives across the learning areas of the curriculum from Prep through to Primary years.  We acknowledge and recognise the cultural value of the Brisbane Catholic Education run Aboriginal Cultural Centre, ‘Ngutana Lui’.  We strongly believe that reconciliation calls for respect and understanding of the Aboriginal and Torres Strait Islander peoples of our country.  Our aim is to empower both students and staff to recognize the importance of reconciliation with our Indigenous Australians through continued  learning and teaching. |
| **Our school:**  St. Bernardine’s Catholic School is under the direction of Brisbane Catholic Education and the Archdiocese of Brisbane. It is located in the Logan City  suburb of Regents Park, south-west of the Brisbane CBD. St Bernardine's is a co-educational school from Prep to Year 6 with an approximate  enrolment of 660 students.  We are committed to providing strong spiritual, academic, sporting and cultural diversity of curriculum. Students are supported within a pastoral care network system. Along with the staff and students our community also places a strong emphasis on the partnership between the school and home. This is highlighted by the number of opportunities our parents have to assist their son/daughter in the mission of education.  We strive to create a stimulating learning environment as we respond to our motto of 'To Serve, To Challenge'.  Our school community is represented by many different nationalities and cultures including Aboriginal and Torres Strait students. The core Gospel values underpin our teaching of respect for one another and acceptance of each other as equals. |
| **Our RAP:**  Our School RAP was initiated by the Assistant Principal Religious Education. It was coordinated by 2 classroom teachers collaboratively with school administration, staff, students and the wider school and parish community. A community and parish survey was completed to assist with activities and strategies to be undertaken and to develop a stronger understanding of our commitment to the Aboriginal and Torres Strait cultures. |

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| 1. **Relationships:**   We believe that if we are going to grow together as a community, we need to work collaboratively with the Aboriginal and Torres Strait Islander people to create a society that is equitable and just. In doing so these personal relationships will leave a lasting imprint in the minds of our students and staff. | | | |
| **Action** | **Responsibility** | **Timeline** | **Measurable Target** |
| Establish a committee to develop, monitor, review and refresh the RAP. This committee should include:   * The school assistant principal (APRE) * Teachers/staff from across stages and/or departments * Aboriginal and Torres Strait Islander community members | *Deputy Principal* | *Term 3*  *2010*  *(Reviewed & Refreshed 2015)* | * RAP Committee established. * Four RAP Committee meetings held each year. * Minutes and ‘action items’ recorded for all meetings. * The RAP is reviewed and refreshed annually using Reconciliation Australia’s Tracking and Reporting tool. |
| Build relationships with our school’s local Aboriginal and Torres Strait Islander community. | Committee members | Term 4 2010  *(Reviewed & Refreshed 2015)* | * Contact and research the traditional owners of the land to find out about the culture and background of the people from this area. * *Year 4 studies include an in-depth study of traditional and contemporary aboriginal life and as part of this study the children visit Ngutana\_Lui to get first hand experience of this way of life.* * *The A&TSI team from Brisbane Catholic Ed. will be involved on an ongoing basis for research and support.*   **Optional targets:**   * Local Aboriginal and Torres Strait Islander community events published in the school newsletter and on the school website. |

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| 1. **Respect:**   St Bernardine’s School has a responsibility to grow and nurture effective, responsive and respectful citizens of Australia. We recognise that respecting the experiences and perspectives of Aboriginal and Torres Strait Islander peoples and giving the children the opportunities to study their culture and traditions will enhance our responsiveness and inclusivity and strengthen community understanding. | | | |
| **Action** | **Responsibility** | **Timeline** | **Measurable Target** |
| Publicly display our school’s respect for, and knowledge of, Aboriginal and Torres Strait Islander Peoples, cultures and histories. | Admin, Staff Members | Term 1 2011  *(Reviewed & Refreshed 2015)* | * Aboriginal and Torres Strait Islander flags flown or hung all year round. * Acknowledgement of Country takes place at all school assemblies and specifies the tribal name. * Traditional Owners/ Elders perform Welcomes to Country at significant school events, e.g. the opening of a new building. * NAIDOC and National Reconciliation Weeks celebrated. * National Sorry Day is acknowledged each year (Series 1 of My Place features Kevin Rudd’s address on the first National Sorry Day).   **Optional targets:**   * Investigate the possibility of painting a mural along the highway fences depicting the indigenous culture. * Traditional owners acknowledged on the school website and publications, such as newsletters/bulletins. * Display Indigenous art in school foyers etc. * Name buildings, facilities and grounds after significant Aboriginal and Torres Strait Islander community members. * Paint rear wall of Hall with Indigenous mural – to be painted by indigenous artist if possible. * Native bush walk landscaping around the new hall. Plaques depicting names of plants and usage in real life. * Employing Aboriginal performers to educate staff and students about Australia’s cultural background. |
| Ensure all staff at our school are culturally educated, aware and respectful. | Committee Members | Term 4 2010  *(Reviewed & Refreshed 2015)* | * *Each staff member receives an Acknowledgement card to be used in staff meetings, assemblies, class prayer etc.* * *BCE Indigenous Consultants to provide PD for teachers.* |

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| Include Aboriginal and Torres Strait Islander Peoples perspectives in a range of curriculum areas. | Staff Members | Term 1 2011  *(Reviewed & Refreshed 2015)* | * Aboriginal and Torres Strait Islander Peoples perspectives/content included in the teaching of a range of curriculum areas across every grade. * Aboriginal and Torres Strait Islander Peoples resources section, including books by Aboriginal and Torres Strait Islander authors and DVDs on Aboriginal and Torres Strait Islander issues, established in the school library. |

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| **3. Opportunities:**  St Bernardine’s School will provide practical measures to address the disadvantages experienced by Indigenous Australian people. We will   * Provide opportunities to help both Indigenous and Non-indigenous students to reach their full potential. * Promote awareness of Indigenous people, culture and history across the school.   We hope our experiences will light the way for others and help contribute for a positive future for Indigenous Australians*.* Reconciliation is an important process in the wider community. Harmonious and civilized societies have reconciled the past wrongs and have embraced the best of both cultures into a united society – a progressive society, a compassionate society, a productive society. | | | |
| **Action** | **Responsibility** | **Timeline** | **Measurable Target** |
| Support Aboriginal and Torres Strait Islander students to reach their full potential. | Administration | Term 1 2011  *(Reviewed & Refreshed 2015)* | * Anti-racism objectives or statements are included within our policies. * The needs of Aboriginal and Torres Strait Islander students are reflected in our school’s strategic plan and budget. * Our school supports Aboriginal and Torres Strait Islander students to access scholarships, financial support, career advice and mentoring. * All our teachers have resources to teach Aboriginal and Torres Strait Islander students, such as *What Works* and *Dare to Lead* resources. * School Officer works with identified Aboriginal and Torres Strait Islander students. |

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| Employ or consult Aboriginal and Torres Strait Islander Peoples at our school. | Administration | Term 1 2011  *(Reviewed & Refreshed 2015)* | **Optional targets:**   * Performers * Regularly consult with Indigenous support staff from Cath. Ed. |

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| **4. Tracking progress and reporting** | | | |
| **Action** | **Responsibility** | **Timeline** | **Measurable Target** |
| Develop our Reconciliation Action Plan. | APRE, Staff. | Term 4 2010  *(Reviewed & Refreshed 2015)* | * Our Reconciliation Action Plan has been developed by our RAP Committee. * The reviewed Plan will be presented to a Staff meeting for comment and feedback early in Term 3. * Once the Plan is finalized, it will be given to each Staff member to act upon. * The completed Reconciliation will be sent to Reconciliation Australia for publication on their website. * Our Reconciliation Action Plan will be reported on and refreshed at the start of each school year. |