



**St Leonard's College**  
An education for life.

# Reconciliation Action Plan



Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**



RECONCILIATION  
AUSTRALIA



# Vision for Reconciliation

Our vision for reconciliation is to **understand** and **respect** the history and culture of Australia's First Peoples and to work together to generate better outcomes.

St Leonard's College is located on Bunurong land and acknowledges the people of the Boonwurrung language group. Our vision is to build an understanding and respect of the diverse Aboriginal and Torres Strait Islander communities and the deep connections each has to the land and sea.

We hope to learn and understand the impacts of historical wrongdoings and to acknowledge the strengths of Aboriginal and Torres Strait Islander people in maintaining identity, knowledge and connection to culture.

As we develop meaningful relationships with our local Bunurong community and those further afield we aim to work together towards a shared future. At all levels within the College and its community we commit to embedding practices which will contribute to reconciliation through mutual respect, knowledge and action.

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# Acknowledgement of Country

We acknowledge the Bunurong people of the Kulin Nation as the Traditional Owners and Custodians of the land on which we meet, teach and learn. We pay our respects to their Elders, past, present and emerging and to all Aboriginal and Torres Strait Islander peoples.

The College understands that it is suitable to tailor and adapt acknowledgements in accordance with the nature of events. Students have written individual versions of an acknowledgement to use at year level assemblies. For example:

We would like to acknowledge the traditional owners and protectors of the land on which we gather today. We recognise the effort and practices they have used to protect and sustain the land for over 65,000 years. We acknowledge wrongs of claiming the land without permission and we recognise and understand our responsibility to develop an understanding of and

respect for the land and to pass on the long history of this place.

We recognise that all of us are working towards the same outcomes and that Indigenous knowledge is important in achieving sustainability. We pay our respects to the knowledge and wisdom of all elders, past, present and future and their connection to the land. We respect the ways in which the Bunurong and other First Nations peoples of Australia have looked after the land. We pay our respects to the elders and their stories recognising that those ancient stories carry knowledge and wisdom we need for the future.

# Reconciliation Action Plan Working Group

Name	Title
Jane Cuttler	Warruwi Partnership Coordinator
Judith Watkins	College Chaplain
Pat Kenny	Head of Middle School (Acting Principal 2022)
Lucinda Malgas	Director of Wellbeing and Social Action
Marietta Sansom-Gower	Teacher - English
Megan Fallon	Teacher - Psychology and Science
Tanya Singleton	College Parent Community Events Coordinator
Emily Trenchard	Head of Early Learning Centre
Anna McCarthy	Director of Marketing and Communications
Oliver Woollett	Teacher - Junior School
Lydia Holmes	Teacher and Head of Library





## Relationships in The Classroom

RAP Action	Commitment
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms 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.
Early Years Learning Framework - Early Learning Specific	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.

## Relationships around The College

RAP Action	Commitment
Elders and Traditional Owners Share Histories and Cultures	<p>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.</p> <p>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.</p>
Cultural Competence for Staff	<p>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.</p> <p>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.</p>





## Relationships in The Classroom

RAP Action	Commitment
Welcome to Country	Where appropriate, significant events at our College 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.
Celebrate National Reconciliation Week	Our College 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 College, 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.
Create Stakeholder List	We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.
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.

## Respect in The Classroom

RAP Action	Commitment
Teach about Reconciliation	Our College 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 College's RAP by positioning it within the broader story of reconciliation in Australia.
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 College.





# Respect around The College

RAP Action	Commitment
Acknowledgement of Country	<p>Our College recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow.</p> <p>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.</p>

# Respect with The Community

RAP Action	Commitment
Aboriginal and Torres Strait Islander Flags	Our College flies and 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 and displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.
Cultural Competence for Staff	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 College.



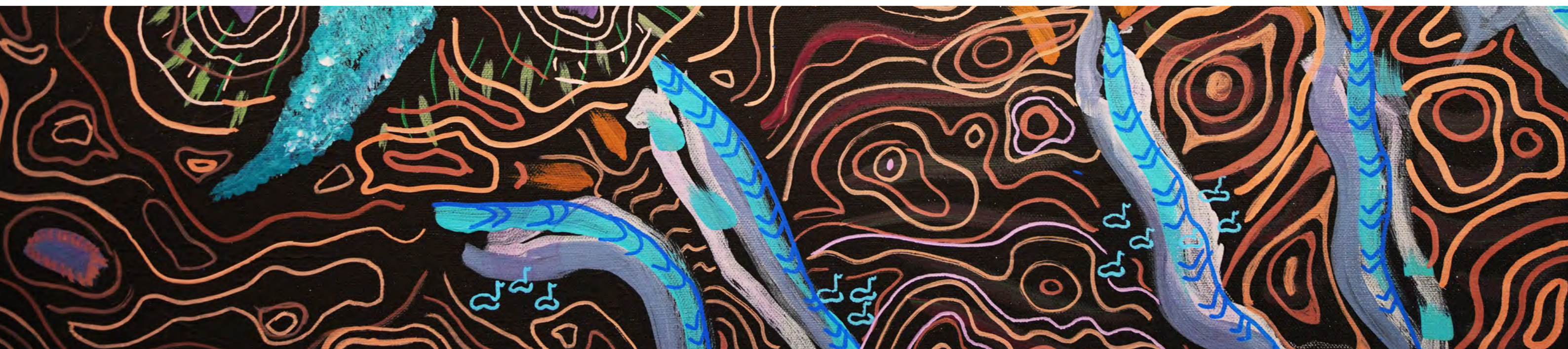


## Opportunities in The Classroom

RAP Action	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 will continue to 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.

## Opportunities around The College

RAP Action	Commitment
Inclusive Policies	All staff in our College 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.





## Our Reconciliation Action Plan Artwork



Adam Magennis

St Leonard's College has developed a relationship with proud Bunorong man, Adam Magennis, a Foundational Director of Baluk Arts and Art Director of Kaptify. Adam has over 30 years' experience as a visual artist. He is an active board member of Working Heritage Incorporated, a qualified archaeologist and master bricklayer. He is also a casual lecturer at La Trobe University in the Masters in Archaeology course and a casual youth mentor at Bunjilwarra Healing Service. Adam has conducted the Welcome to Country for significant St Leonard's College occasions such as the Community Day Fair, and has given presentations at important events such as our Reconciliation Week 'Having a Yarn' Breakfast. He has worked on a variety of projects with our students and staff, imparting his highly-valued wisdom and knowledge.

### *Cultural Ecology Map – Cultural Connections and Collaborations*

The artwork featured throughout our Reconciliation Action Plan is the creative output of a three-day Artist in Residence program with Adam that was conducted at the College in March 2023. Years 9 to 12 Art students participated in this collaborative project that involved constructing a *Cultural Ecology Map* in the form of a large-scale artwork. This involved learning about the skill of cartography and creating a map

that showcases the *Localised Biosphere of Bunorong Sea Country*. Geological and terrestrial boundaries and water catchments were defined by mark-making with lines and the composition evolved based on the students' interpretation and understanding of the local area through conversations with Adam. The completed *Cultural Ecology Map* presents symbolic references to coastal and land-based flora and fauna depicting cultural meaning and historical contexts. A broad range of painting techniques were integrated using stencils, acrylic paint, posca pen and spray paint. *The Cultural Ecology Map* is influenced by a method and approach to mapping where a biosphere is mapped first, and then secondly, social and cultural infrastructure is integrated into the mapped biosphere. It is a way of mapping Country where humanity is interwoven within the environment, rather than on top, as seen in representations such as Google maps where an overlay is presented on the environment as portrayed in a post industrialisation view of the land.

We would like to acknowledge and pay our deepest respect to Adam, for all that he has brought to our College community. We remain steadfast in our commitment to continued learning and understanding of our First Nations peoples. We thank Adam for his continued support of St Leonard's College and for his incredible contribution to this magnificent artwork.





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