



St Francis Xavier College Reconciliation Action Plan



Our vision for Reconciliation

Our Vision for Reconciliation is to have a school that nurtures and values respectful relationships between all Australians – especially between Aboriginal and Torres Strait Islander Australians and those who are not.

At St Francis Xavier College the implementation of a RAP is for all students, staff, parents and the wider community. Our aim is:

- to acknowledge and recognise the contributions of Aboriginal and Torres Strait Islander people,*
- to acknowledge and develop a relationship between St Francis Xavier College and the Ngunnawal people,*
- to have an environment where Australian Aboriginal and Torres Strait Islander cultures are experienced and valued by all students,*
- to provide opportunities for Aboriginal and Torres Strait Islander students to celebrate and embrace their heritage.*

Our school

St Francis Xavier College is a Years 7 to 12 coeducational Catholic College with an enrolment of around 1200 students and 150 staff. St Francis Xavier College began on Ngunnawal country, in 1976. We were housed at Braddon Catholic Girls High (now known as Merici College) until the building was completed in 1977 in Florey. It was a Year 7 to 10 Catholic High School and in 1998 a long-time dream was realised when permission was given for the College to enrol students in Years 11 & 12. The first cohort of Year 12 students graduated, with distinction, in 2002. SFX students are mainly from Belconnen and Gungahlin and it also provides a pathway in Years 11 and 12 for students from Mount Carmel at Yass. We offer a strong academic program, a diverse range of electives and pastoral care. We seek for each student to grow emotionally, socially, intellectually, spiritually and physically, supported by the principles of the Catholic Faith. Our mission is:

- LIVING the TRUTH*
- LEADING with COURAGE*
- LEARNING for LIFE*

At St Francis Xavier College We seek to be truthful and courageous people who nurture right relationships, value learning and celebrate Christ's life-giving presence among us. We bring our vision to reality by working together as a community which reflects the courage of Francis Xavier. St Francis Xavier College is an exciting place to be. We strive to be people who see the glass as half full, not half empty. It is also a place where everyone in the community is encouraged to learn, to grow and to work towards a brighter future.

Our RAP

The St Francis Xavier College RAP was started in 2011 and has been evolving since. Significant steps along the way have included:

- *A small initial working committee was formed to commence the process of creating a RAP in 2011,*
- *Whole School Assembly where RAPs and the process were explained to all the students,*
- *An invitation was made to all students to contribute to the RAP with ideas that they may have,*
- *Each student who identified as Aboriginal and/or Torres Strait Islander were consulted in the process as were their parents,*
- *Staff at SFX were asked to complete the Dare to Lead questionnaire and consulted about appropriate actions that the school should be taking,*
- *All quiz responses, ideas, concepts and suggestions were collated and from that a raw list was made of actions,*
- *RA was consulted in regard to the raw list and they made valuable contributions to the list,*
- *The list of actions was sent to the United Ngunnawal Elders Council for perusal and approval,*
- *The School Board ratified the RAP draft in November 2012,*
- *A formal committee was established to monitor and refresh subsequent RAPs.*

1. Relationships

SFX believes good relationships are developed when all students celebrate the heritage and positive experiences of Aboriginal and Torres Strait Islander cultures and histories. By implementing the actions below, we intend to develop a climate of equality and value for all cultures at SFX and to raise the profile of our Aboriginal and Torres Strait Islander Community.

Action	Responsibility	Timeline	Measurable Target
Establish a committee to develop, monitor, review and refresh the RAP. This committee should include: <ul style="list-style-type: none"> ▪ The Assistant School principal ▪ Teachers/staff from across stages and/or departments ▪ Students (Aboriginal and Torres Strait Islander and non-Indigenous) ▪ Aboriginal and Torres Strait Islander community members (where possible) ▪ Name the committee 	<i>Contact Teacher</i>	Term 1	<ul style="list-style-type: none"> • RAP Committee established. • Four RAP Committee meetings held each year – one per term. • Minutes and ‘action items’ recorded for all meetings. • The RAP is reviewed and refreshed annually using Reconciliation Australia’s Tracking and Reporting tool. • The committee to have a name in Ngunnawal language
Invite Aboriginal and Torres Strait Islander representatives to sit on existing school committees. Include parents, teachers, students and community leaders. This applies only where such committees exist	Principal and Contact Teacher	Term 1	Aboriginal and Torres Strait Islander appointments to and/or designated Aboriginal and Torres Strait Islander positions on the: <ul style="list-style-type: none"> • Board members • Student representative council • Social Justice captains • School Chaplain
Build relationships with our school’s local Aboriginal and Torres Strait Islander community.	Committee	Term 3	<ul style="list-style-type: none"> • Local Aboriginal and Torres Strait Islander Traditional Owners or Elders speak about local history and culture for the area where the school is located at school assemblies or other functions.

		Term 3	<ul style="list-style-type: none"> • Invite Ngunnawal elders to do a “Welcome to Country” at an assembly throughout the year.
		Term 2, Term 3	<ul style="list-style-type: none"> • Build relationships with Aboriginal Torres Strait Islanders agencies such as Tjabal, Ngunnawal Centre, CIT
		Term 2, Term 3	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander and non-Indigenous students visit local Aboriginal and Torres Strait Islander sites or events of cultural significance, such as traditional lands, communities, exhibitions, festivals. We have organized a cultural immersion - Warralong WA.
		2014	<ul style="list-style-type: none"> • Students volunteer at local Aboriginal and Torres Strait Islander services/organisations.²
Develop a mutually beneficial relationship with a ‘sister school’ that has a high Aboriginal and Torres Strait Islander student population. ²	Committee	Term 3	<ul style="list-style-type: none"> • Establish links with a “sister school” • Students participate in a pen pal exchange with Aboriginal and Torres Strait Islander students at the sister school.
	Contact Teacher	2014	<ul style="list-style-type: none"> • Student and parent visit scheme and exchange activities established between sister schools. This may include sports, cultural, learning or skills sharing excursions and activities.
	Year 10 Coordinator	Term 2	<ul style="list-style-type: none"> • Maintain our special link with ‘little SFX’ – Saint Francis Xavier Primary School Lake Cargelligo. Continue reciprocal annual visits.

2. Respect

Reconciliation cannot occur without mutual respect. We intend to build respect of Aboriginal and Torres Strait Islander peoples, cultures, and histories through the integration of key symbols and actions into our rituals and ceremonies.

Action	Responsibility	Timeline	Measurable target
Publicly display our school's respect for, and knowledge of, Aboriginal and Torres Strait Islander Peoples, cultures and histories.	Contact Teacher/ Bursar	Term 2 (Flags)	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander flags flown or hung all year round. Plaque at front of school acknowledging Ngunnawal country
	AP Welfare	Terms 1,2,3,4	<ul style="list-style-type: none"> Acknowledgement of Country takes place at significant school assemblies. Traditional Owners/ Elders perform Welcomes to Country at significant school events, e.g. the opening of a new building.
	Committee	Term 1 (March)	<ul style="list-style-type: none"> Acknowledge "Close the Gap" day by: <ul style="list-style-type: none"> <i>Raising awareness in Assembly with students</i> <i>Providing details of website to show support</i> <i>Wearing orange accessories on 22/3 for gold coin donation which will go to Project Compassion (Week 5 actually has an Australian story Focus)</i> <i>Registered as having a morning tea</i> <i>Morning tea focus with Prayer</i>
		Term 3	<ul style="list-style-type: none"> Support Indigenous Literacy in Book Week: <ul style="list-style-type: none"> <i>Book Swap</i> <i>Donation to Aboriginal Literacy Foundation</i>

<p>Include Aboriginal and Torres Strait Islander Peoples perspectives in a range of curriculum areas.</p>	<p>Studies Co /Aboriginal Liaison Officer (Peter O'Callaghan)</p>	<p>Terms 1,2,3,4</p> <p>Term 3 – Audit</p>	<ul style="list-style-type: none"> 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.
		<p>Terms 2, 4</p>	<ul style="list-style-type: none"> All students taught by/addressed by/worked with an Aboriginal or Torres Strait Islander professional, or role model, at least annually.
	<p>Green Team</p>	<p>2014</p>	<ul style="list-style-type: none"> Bush Tucker garden to be established. Bern Bradley has done the research and consultation. The school's "Green Team" will be responsible for establishing and maintaining the garden.

3. Opportunities

SFX is committed to creating opportunities for Aboriginal and Torres Strait Islander children, families and communities to participate in and contribute to the high-quality education we offer.

We are also creating opportunities for all students to experience Indigenous Australian culture and giving opportunity to Aboriginal and Torres Strait Islander students to celebrate their heritage, to highlight positive experiences and acknowledge the past.

Action	Responsibility	Timeline	Measurable target
<p>Support Aboriginal and Torres Strait Islander students to reach their full potential.</p> <p><i>Nb. If your school has no identifying Aboriginal and Torres Strait Islander students, this section may not be relevant. Students may however identify as a result of your RAP.</i></p>	<p>Executive</p> <p>Careers Adviser/Contact teacher</p> <p>Studies Coordinators</p> <p>Exec/Contact teacher</p> <p>Contact Teacher</p>	<p>Terms 1,2,3,4</p> <p>Term 4</p> <p>As required (with a focus especially in Terms 3 and 4)</p> <p>Term 4</p> <p>2014</p> <p>2 hours weekly in</p>	<ul style="list-style-type: none"> • 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 <i>What Works</i> and <i>Dare to Lead</i> resources. • In Aboriginal /Torres Strait Islander students' "space" be established. This Space will be a place where students can do work, have lunch, engage in mentoring/ tutoring, or just a place to "be". It will have local artwork or their artwork and they will be consulted in what they need for their Space. • Assist classes with Aboriginal and Torres Strait Islander students as required and in consultation with students, parents and teachers.

	<p>Contact Teacher / AP Welfare</p>	<p>Terms 3,4 Annually in Reconciliation Week and NAIDOC week.</p>	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander performers through PIE Entertainment. Generally we hire people who are good at engaging students, telling stories, display and explain artifacts. PIE provide the details of performers who are available for Reconciliation and NAIDOC Week and will often recommend particular performers. We have sought permission from UNEC for performers from outside Ngunnawal country to perform. This is not exclusive though – we will use local performers at other times of the year for opening ceremonies (eg Hub), for dance classes
	<p>Contact teacher</p>	<p>Term 2</p>	<ul style="list-style-type: none"> Mentor Programs – Aboriginal and Torres Strait islander students from Primary school will be invited for a cultural day with students from SFX with the help from Ritchie Allen (AEW with the CEO)
	<p>Contact teacher</p>	<p>Reviewed Terms 1,2,3,4</p>	<ul style="list-style-type: none"> PLP’s – plan, create, implement and evaluate Personal Learning Plans

Employ or consult Aboriginal and Torres Strait Islander Peoples at our school. ²	Principal	2013 Job Advertisements	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander People are encouraged to apply in our advertisements for school positions. Aboriginal and Torres Strait Islander Peoples are employed as: <ul style="list-style-type: none"> Teachers and support staff Management and ancillary staff Contractors, consultants and advisers
	Assistant Principal - Staffing	Terms 1,2,3,4	<ul style="list-style-type: none"> All Aboriginal and Torres Strait Islander staff are provided with training and support. Aboriginal and Torres Strait Islander staff numbers are monitored. Specific aim to increase the number of Aboriginal and Torres Strait Islander staff at SFX by liaising with the Ngunnawal Centre and teaching faculty at UC. Encouraging pre-service teachers to complete their placement here and seeking feedback into ways of making SFX a better school/employer

4. Tracking progress and reporting

Action	Responsibility	Timeline	Measurable target
Monitor and refresh our Reconciliation Action Plan.	Committee	Term 4	<ul style="list-style-type: none"> Our Reconciliation Action Plan is monitored by our RAP Committee. Our Reconciliation Action Plan is reported on and refreshed at the start of each school year.