

# Reconciliation Action Plan

2015 - 2018

Catholic Education Office | ADELAIDE



# ABOUT THE ARTIST

---

Ingrid O'Loughlin is a proud Narungga woman and grandmother of Mt Carmel College students. In 2011 Ingrid accepted a commission to paint a cross inspired by Aboriginal art.

This image is now part of new Catholic Education South Australia (CESA) Aboriginal and Torres Strait Islander Education banners and a team logo that are more representative of the Aboriginal and Torres Strait Islander communities in our midst and their significant contribution.

Delighted with our request, Ingrid used the opportunity to connect with herself and her spirituality. Anyone who has ever held a paint brush would be aware of the deep spiritual connection between an artist and canvas. The words, written on her painting, encapsulate this experience.

---

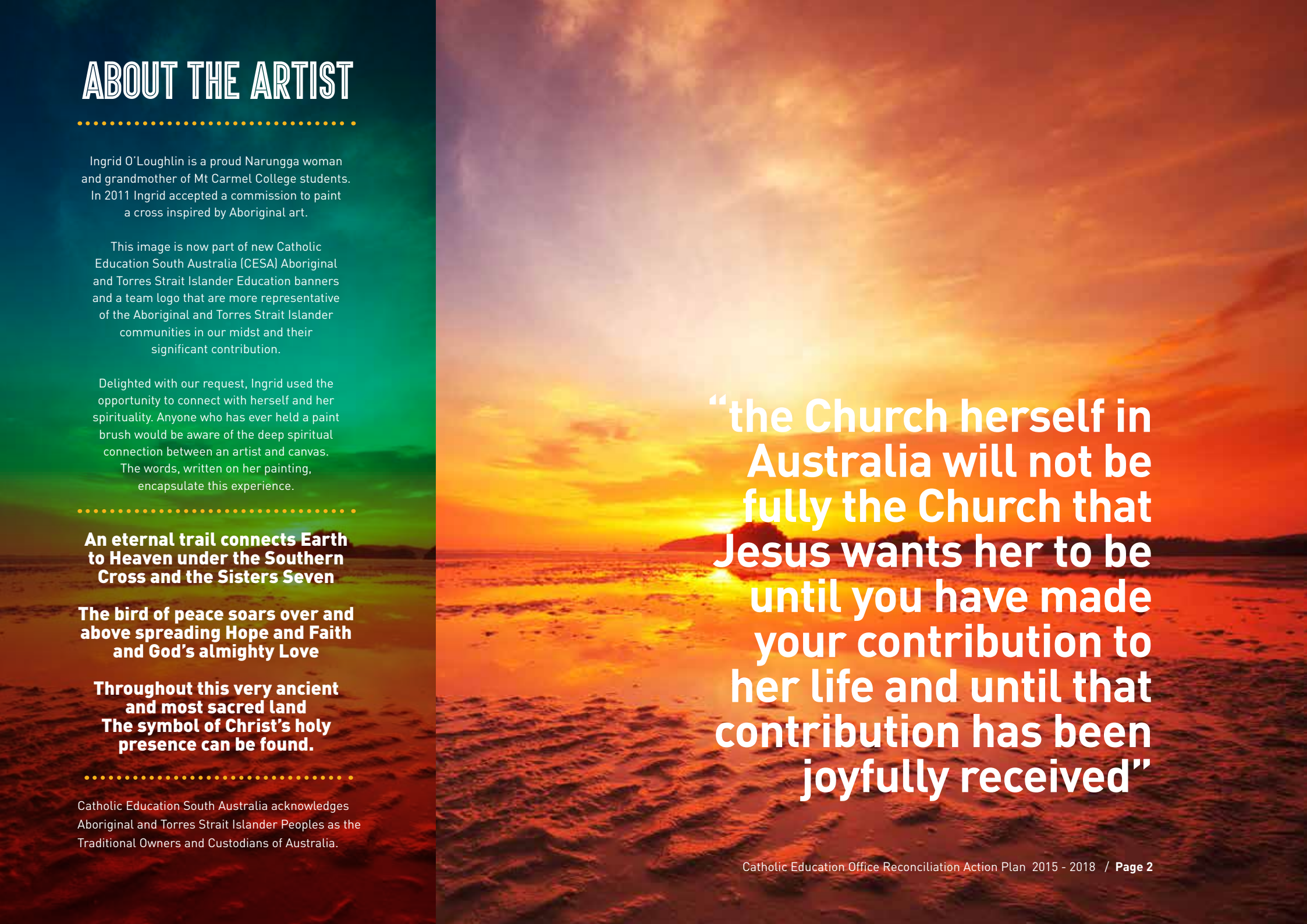
**An eternal trail connects Earth to Heaven under the Southern Cross and the Sisters Seven**

**The bird of peace soars over and above spreading Hope and Faith and God's almighty Love**

**Throughout this very ancient and most sacred land The symbol of Christ's holy presence can be found.**

---

Catholic Education South Australia acknowledges Aboriginal and Torres Strait Islander Peoples as the Traditional Owners and Custodians of Australia.



**“the Church herself in Australia will not be fully the Church that Jesus wants her to be until you have made your contribution to her life and until that contribution has been joyfully received”**

# FOREWORD

.....

“We create an educational environment which matters to students and children and their families and which resonates culturally and deeply for them. In each learning area, across the whole of life of the school, and in partnership with families, each of us discovers in the Spirit, the love of God which is revealed in Jesus Christ, proclaimed by the Church, presented in the scriptures, celebrated in the sacraments and lived by all people of goodwill”. (SACCS Vision Statement)

I am delighted to introduce the inaugural Reconciliation Action Plan for the Catholic Education Office in Adelaide. This is an important step for our community as we walk with Australia’s First Nations’ Peoples towards a more just and reconciled future. It is at this nexus that we encounter Christ in a new way, reconciling diverse cultures and Peoples of our times. Our community is enriched by Aboriginal and Torres Strait Islander Peoples who play an important and integral role.

This Reconciliation Action Plan signals our commitment to liberating and transforming action and partnerships with Aboriginal and Torres Strait Islander Peoples in our midst. Pope Francis in the encyclical *Laudato Si* beckons us to awaken our hearts, minds, hands and feet towards an “ecological conversion” in which we see the intimate connection between God and all beings, and more readily listen to the “cry of the earth and the cry of the poor” (No. 49). It is in these moments of conversion that much learning can be gained from our Aboriginal and Torres Strait Islander sisters and brothers.

Our message and commitment to Aboriginal and Torres Strait Islander Peoples continues to resonate with that of John Paul II in Alice Springs in 1986:

“You lived your lives in spiritual closeness to the land, with its animals, birds, fishes, water holes, rivers, hills and mountains. Through your closeness to the land, you touched the sacredness of humanity’s relationship with God, for the land was the proof of a power in life greater than yourselves. You did not spoil the land, use it up, exhaust it, and then walk away from it. You realised that your land was related to the source of life...You are part of Australia and Australia is part of you. And the Church herself in Australia will not be fully the Church that Jesus wants her to be until you have made your contribution to her life and until that contribution has been joyfully received”.

**Helen O’Brien**  
Director, Catholic Education SA



# OUR VISION FOR RECONCILIATION

---

The Catholic Education Office acknowledges Aboriginal and Torres Strait Islander Peoples as the traditional custodians of Australia. We respect their cultural heritage, beliefs and relationship with the land and acknowledge the unique contribution to the life of this country made by Aboriginal and Torres Strait Islander Peoples.

The Reconciliation agenda and the work of Aboriginal and Torres Strait Islander Education is at the heart of the Catholic Education Office's vision and mission to provide quality and inclusive education that is:

- framed within the rich tradition of the Catholic Church
- culturally affirming, resonant and meaningful
- sensitive and attuned to the heritage, identities and perspectives of Aboriginal and Torres Strait Islander students and their families/caregivers and communities.

Modelling authentic partnerships between Aboriginal and Torres Strait Islander and non-Torres Strait Islander Peoples, we position transforming leadership as critical to attending to 21st Century Australian Reconciliation agendas. It is our firm belief and hope that we may transcend our broken history, to walk together towards a future where all can realise their fullest potential, underscored by the:

- UN Declaration on the Rights of Aboriginal and Torres Strait Islander Peoples
- National Anti-Racism Strategy
- National Aboriginal & Torres Strait Islander Education Strategy 2015
- National Congress of Australia's First Nations' Peoples Education Policy
- NCEC Education for Justice, Truth and Reconciliation Statement
- SACCS Aboriginal and Torres Strait Islander Education Policy
- CESA's strategic objectives for access, equity and excellence for Aboriginal and Torres Strait Islander students and their families / communities

The Catholic Education Office recognises the:

- importance of meaningful, equitable and respectful partnerships between Aboriginal and Torres Strait Islander and non Aboriginal and Torres Strait Islander Peoples
- diversity of First Nations' Peoples
- significance of cultural reproduction in educational institutions and their impact on Australia's First Nations' Peoples
- critical support required for Aboriginal and Torres Strait Islander students with disabilities
- need for sustainable, long term funding models.

The Catholic Education Office is committed to Reconciliation and improving the learning and life outcomes of Australia's First Nations' Peoples by:


- recognising historic and present injustice suffered by Aboriginal and Torres Strait Islander Peoples and participating actively in the Reconciliation process
- respecting and protecting the cultural rights and practices of Aboriginal and Torres Strait Islander Peoples
- acknowledging the continuing relationship and spiritual connection to the lands and waters in respect to original custodians
- acknowledging that current CESA school communities are located on traditional lands of the original custodians
- actively promoting the enrolment of Aboriginal and Torres Strait Islander students and children
- striving to ensure the learning and life outcomes of Aboriginal and Torres Strait Islander students and children mirror the learning and life outcomes of all Australians

- encouraging full participation of Aboriginal and Torres Strait Islander Peoples within our school communities and their decision-making processes
- having all students and children learn about the histories, cultures and contributions of Aboriginal and Torres Strait Islander Peoples
- Aboriginal and Torres Strait Islander students and children experiencing equitable educational services and outcomes
- recognising the diversity of cultures and aspirations of Aboriginal and Torres Strait Islander Peoples

The Catholic Education Office continues to be enriched by the resonant contribution of parents and carers of Aboriginal and Torres Strait Islander students and local Aboriginal and Torres Strait Islander community members. Aboriginal and Torres Strait Islander students and their families, carers and communities really matter to us.

Together we realise many achievements - primarily through the deep spiritual, authentic and collaborative communities that mark the collective force of our sector.





*An eternal trail connects  
Earth to Heaven  
Under the Southern Cross  
and the Sisters Seven*

*The Bird of Peace  
soars over and above  
spreading Hope and Faith  
and Righteous Love*



# OUR BUSINESS

---

The Catholic Education Office comprises a number of teams each committed to providing a cross section of services ranging from professional services to strategic and practical advice. We support our schools in their growth and always towards continuous improvement.

The Catholic Education Office leads and supports the work of CESA - that is, all Catholic schools in South Australia and their communities. CESA employs over 6,000 staff and has more than 48,000 young people and children in 103 Catholic schools. Currently there are approximately 700 Aboriginal and Torres Strait Islander students in 88 of our school sites.

Thirteen people who identify as Aboriginal and/or Torres Strait Islander, are employed by CESA in a range of roles across the sector, including teaching. Three are located at the Catholic Education Office. CESA is committed to increasing Aboriginal and Torres Strait Islander student enrolment and the employment of Aboriginal and Torres Strait Islander Peoples.

As an organisation the Catholic Education Office is committed to being an equal opportunity employer and participates in the Ant-Racism Strategy facilitated by the Australian Human Rights Commission. We work actively and constructively with Reconciliation South Australia and Reconciliation Australia. Our formal partnership with the South Australian Aboriginal Education and Training Consultative Council (SAAETCC) is underscored by strong and mutually respectful relationships.

We are dedicated to providing excellence for every child whose learning and education is entrusted to our care. Our learning experiences are grounded in Catholic values and beliefs. We want every student to experience success according to their unique characteristics and talent. Our approach is to work in partnership with families and communities to create opportunities for students and children

to encounter life to the full – in all its personal, intellectual, religious, social and cultural richness.

The Catholic Education Office works in partnership with all Catholic school communities and parents/carers to set directions, to allocate resources and to develop systems, policies and guidelines supporting effective, ethical and safe practices. Staff at the Catholic Education Office are committed to Reconciliation and improving the learning and life outcomes of all young people and children, ensuring that:

- Aboriginal and Torres Strait Islander students have access to cultural, spiritual and leadership programs
- Advocacy is available to all Aboriginal and Torres Strait Islander families if required
- The cultural rights, practices, high expectations, hopes and dreams of parents and carers of Aboriginal and Torres Strait Islander students and children are protected and not compromised.

CESA's Aboriginal and Torres Strait Islander Education Policy outlines how as a broader community we are committed to Reconciliation and improving the learning and life outcomes of Australia's First Nations' Peoples, ensuring that:

- All school communities are committed to Reconciliation, cultural safety, respect and responsiveness, and transforming leadership
- Reconciliation and respectful relations between all Australians are based on principles of justice, equity, consultation, democracy, and respect for human rights, non-discrimination and anti-racism.

# WHAT WE DO AND WHAT WORKS

Our centrally based, developmental, culturally safe and respectful professional learning programs are rigorous, underpinned by critical race theories and co-facilitated by leading local and national Aboriginal and Torres Strait Islander educators, academics and practitioners. Participation by leaders, educators and students continues to thrive. These programs are informed and strongly supported by Aboriginal and Torres Strait Islander local and national elders and community members.

The Catholic Education Office's Aboriginal and Torres Strait Islander Education Team provides key leadership for the development of Reconciliation, cultural safety and respect, curriculum and Aboriginal student support services throughout Catholic education in South Australia.

The Catholic Education Office works to its utmost to ensure effective educational programs that promote positive educational and life outcomes for Aboriginal and Torres Strait Islander students. We move beyond interventionist models based on deficit constructs of Aboriginal and Torres Strait Islander Peoples. We work with school communities to establish positive, constructive, creative and sustainable practices that:

- enhance leadership capacity to achieve school transformation
- lift the profile of Aboriginal and Torres Strait Islander Education Focus Teachers/Teams
- provide advocacy for students and families/carers
- promote the self-determination of Aboriginal and Torres Strait Islander Peoples and their involvement in partnership, in all levels of the school experience, including decision-making
- develop Aboriginal and Torres Strait Islander students' skills to engage with and appreciate their cultural heritages and identities
- foster the employment of First Nations' Peoples as leaders, educators and staff

- provide access to innovative, rigorous and quality education systems
- honour and prioritise Aboriginal and Torres Strait Islander voices, knowledges, languages and cultures
- advance genuine and authentic relationships, connection, interdependence
- encompass whole of life, communities within communities initiatives
- challenge assumptions about
  - o school and dominant societal cultures
  - o Australia's colonial history
  - o positioning of Aboriginal and Torres Strait Islander students and communities
  - o pedagogies of practice.

Evidence shows that educational communities that value students' individuality and maximise students' social and cultural habitus and their 'funds of knowledge' can provide a context where schooling is culturally safe, sensitive, relevant, engaging and where students are able to achieve success as learners. Our programs:

- build the capacity of leaders and Aboriginal and Torres Strait Islander Education Focus Teachers/Teams to be culturally responsive and sensitive and to be change agents through access to grants to release teachers and educational staff to undertake these complex roles
- strengthen integrated systems and practices to increase the enrolment of Aboriginal and Torres Strait Islander students and the employment of Aboriginal and Torres Strait Islander Peoples in the sector
- target funding and support for expert and accomplished educational staff in CESA schools to implement sophisticated and evidence-based case management and tracking systems and work in partnership with external agencies, specialists and



allied health providers to accommodate the specific needs (learning, social and well-being) of Aboriginal and Torres Strait Islander students at risk of disengagement and/or with complex needs

- specialise support of Year 6-12 Aboriginal and Torres Strait Islander students to foster retention, effective transitions within the sector and post-school pathways
- provide access to widely recognised cutting edge, rigorous, academic and research-based professional learning programs for leaders and teachers in Catholic school and early learning sites, as relevant
- foster the creation of Aboriginal and Torres Strait Islander language resources, in partnership with local Aboriginal and Torres Strait Islander communities, supporting Aboriginal and Torres Strait Islander languages maintenance, learning, restoration and revival
- create innovative partnerships with employers, tertiary education, industry and training providers, thereby attracting additional external funding to complement initiatives
- re-imagine boarding schools' structures with aims to optimise increased enrolments, improve educational success, post-school transitions and the life chances of Aboriginal and Torres Strait Islander students from remote areas.

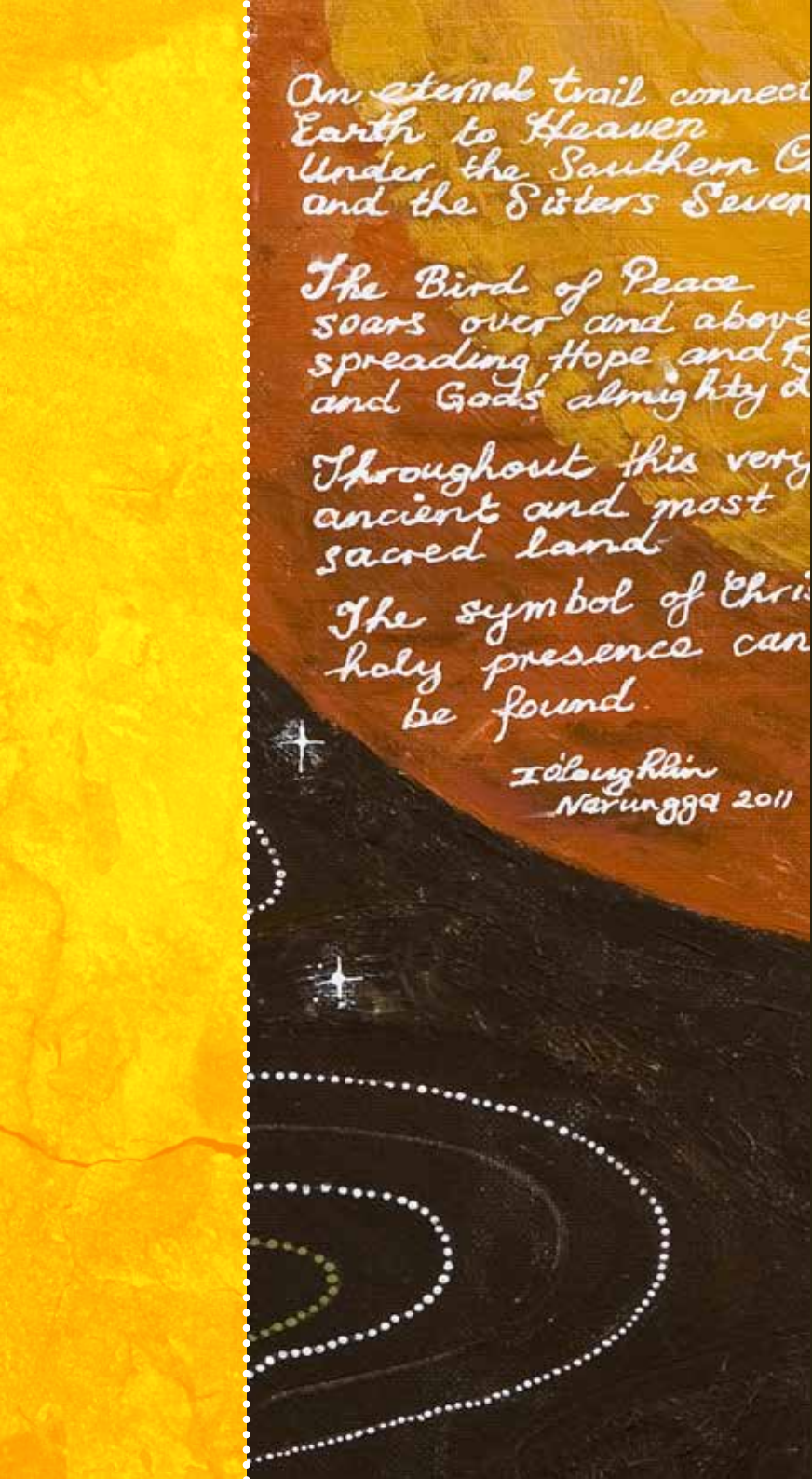
We encourage school communities to have positive and high expectations of Aboriginal and Torres Strait Islander students and to scrutinise practices and beliefs about what students can achieve. Underachievement is not acceptable in the pursuit of solutions to complex scenarios. We aim to promote long-term sustainable change and adequate funding support for access to expert and qualified practitioners both within and beyond school contexts.

We support Catholic schools to develop Community Plans for Aboriginal and Torres Strait Islander Education based on five key leadership reform priorities:

- cultural safety, respect and sustainability
- effective teaching and learning
- wellbeing and resilience
- personalised learning
- community engagement and connection.

A significant event is the Aboriginal and Torres Strait Islander student and families' annual celebration, Taikurri Koma Butto (Kaurna for 'in company together'). For a Year 12 student this evening provided a chance for him to reflect on the impact of CESA's services. 'I am a Wirangu mob boy and extremely proud to be Aboriginal and Torres Strait Islander. The support that is available, particularly the Aboriginal and Torres Strait Islander programs available for students, has been invaluable. I learnt Aboriginal and Torres Strait Islander dancing, painting and basket weaving and had the privilege of meeting many other Aboriginal and Torres Strait Islander students and people who helped me understand so much about my ancestors and their way of life.'

Ngunyawayiti Ngadluku Ngartu-itya (Kaurna for 'Children's Celebration'), a cultural expressive arts day for primary students facilitated in partnership with SAAETCC and Yellakka Yellarkarri, (Kaurna for 'Today, Tomorrow'), a five-day leadership program for Year 8-12 students, are some of the offerings CESA Aboriginal and Torres Strait Islander students can access.



An eternal trail connects  
Earth to Heaven  
Under the Southern Cross  
and the Sisters Seven

The Bird of Peace  
soars over and above  
spreading Hope and Faith  
and God's almighty love

Throughout this very  
ancient and most  
sacred land

The symbol of Christ's  
holy presence can  
be found

Irloughlin  
Nerungga 2011

**“We create an educational environment which matters to students and children and their families and which resonates culturally and deeply for them”**

# OUR RAP JOURNEY

---

Our Reconciliation Action Plan framework is underpinned by the Catholic Education Office Mission and Vision Statements:

*“Animated by our Catholic faith and in partnership with families, our schools are communities which create opportunities for encountering life to the full - in all its personal, religious, political and cultural richness... We create an educational environment which matters to students and children and their families and which resonates culturally and deeply for them...”*

Our RAP journey began during Reconciliation Week in 2014: “Let’s Walk the Talk”. Catholic Education Office staff members were invited to become actively involved in a range of special events planned by the Aboriginal and Torres Strait Islander Education Team. The Catholic Education Office Reconciliation Action Plan (RAP) process was officially launched via a Message Stick Songline which enabled all teams to contribute their ideas for positive actions to promote Reconciliation. Over the week, the Message Stick travelled around the Catholic Education Office along a set route (Songline) collecting the RAP ideas.

Under the leadership of the Director of Catholic Education, the RAP working group is made up of a cross section of staff, both Aboriginal and non-Aboriginal representatives from all sections of the Catholic Education Office. Consultation occurred with the Catholic Education Office Leadership Team and the Aboriginal and

Torres Strait Islander Education Team. External consultation included Aboriginal members of the CESA Aboriginal and Torres Strait Islander Education Advisory Committee (ATSIEAC). Through the Director, the Assistant Director Religious Leadership and Learning ensures the continuing implementation of the RAP and associated activities.

Staff at the Catholic Education Office contributed to the development of the Narragunnawali Reconciliation in Schools and Early Learning program and we continue to actively support and promote Narragunnawali throughout the sector. Currently over 25% of CESA schools have a RAP that is endorsed or under construction.

The Catholic Education Office’s RAP will assist our organisation to continue to value:

- openness to God’s spirit at work in our midst
- the Recognition and contribution of Aboriginal and Torres Strait Islander Peoples to our history, our present and our future
- all creation’s interconnectedness
- respect for the dignity of each person
- commitment to processes of learning that are formative, challenging, engaging, life-long and life-wide
- inclusivity of those at the edges
- sensitivity, justice and compassion.

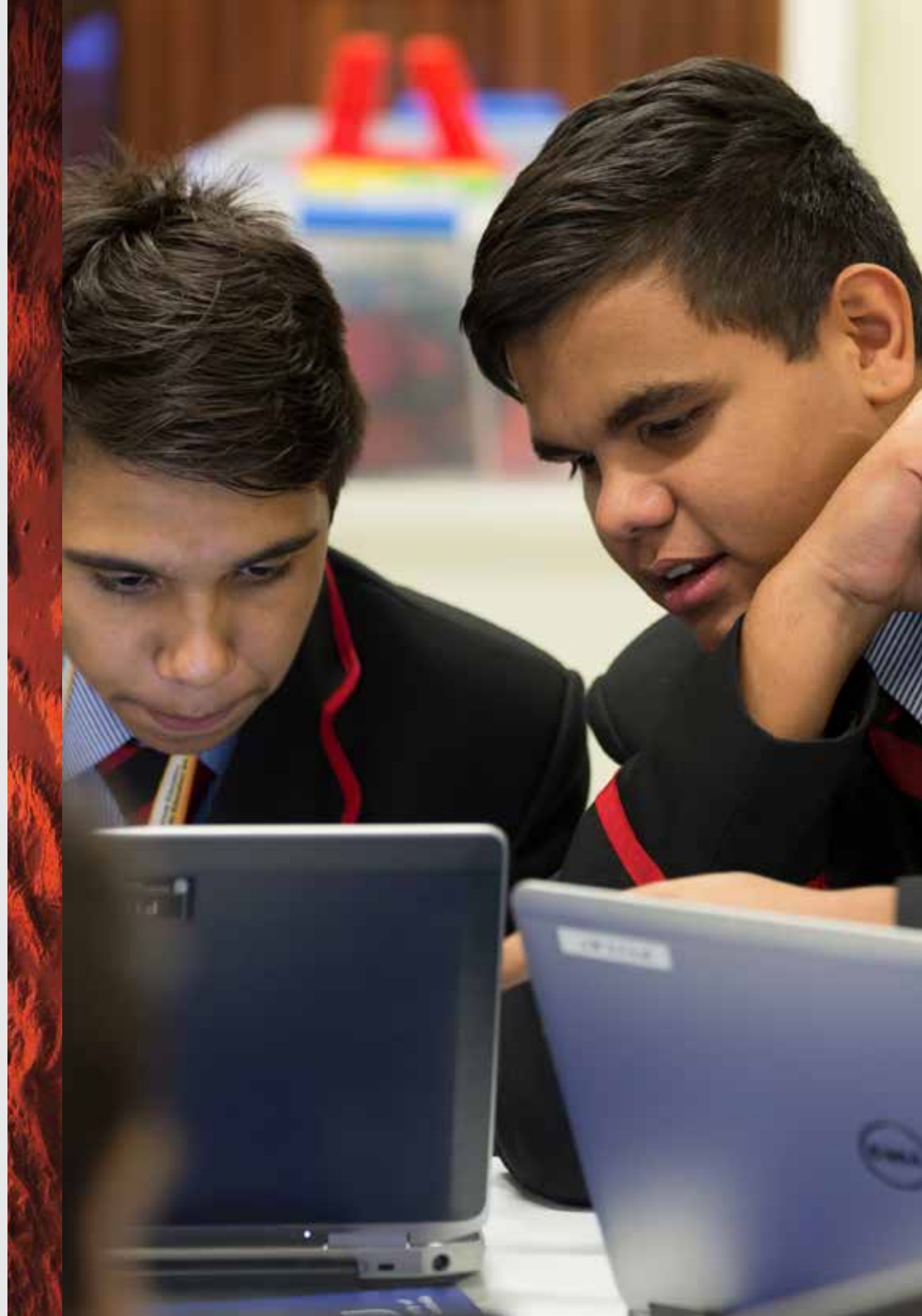


**Respectful relationships  
are life-giving, enhance  
wellbeing and promote  
understandings about  
reconciliation and  
restorative practices.**



# RELATIONSHIPS

A priority of our Catholic schools is to build strong partnerships that are welcoming, inclusive and collaborative with families, parish, government and non-government agencies, community groups, businesses and other educational providers. Respectful relationships are characterised by mutual respect, unity, common understandings, and an acceptance of diversity whilst acknowledging at the same time the right of all Peoples to be different, to consider themselves different and to be represented as such. Respectful relationships are life-giving, enhance wellbeing and promote understandings about reconciliation and restorative practices. Culturally respectful relationships, authentic partnerships and holistic approaches are inclusive of families and local communities.



<b>ACTION</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>TARGET</b>
Identified RAP Ambassadors function as the RAP Working Group and oversee the implementation, monitoring and the development of future RAPs	Director: Catholic Education	April annually	Identify RAP Ambassadors representative of the various sections of the Catholic Education Office
	RAP Ambassadors: Catholic Education Office	April, September annually	RAP Ambassadors to report to Directors twice a year to oversee progress for the implementation of the RAP
		April 2016	Endorsed Catholic Education Office RAP featured on Reconciliation Australia and CESA website
Celebrate the Anniversary of the Apology and National Reconciliation Week to increase the awareness of the significance of Reconciliation	Senior Adviser: Aboriginal and Torres Strait Islander Education	February, May annually	Catholic Education Office staff and CESA staff attend the annual SA Apology and Reconciliation breakfasts
Use National Reconciliation Week (NRW) and other significant Reconciliation events throughout the year to raise awareness of the importance of building respectful relationships	Director: Catholic Education	27 <sup>th</sup> May - 3 <sup>rd</sup> June, annually	Catholic Education Office RAP Ambassadors to lead and co-ordinate an annual program of internal activities promoting National Reconciliation Week so that all Catholic Education Office staff can actively participate, building on previous NRW celebrations at the Catholic Education Office with identified budget and organisational responsibility taken by the RAP Ambassadors
	Assistant Director: Human Resources		
	Assistant Directors: Religious Identity, Leadership and Learning Team	May annually	Yellakka Yellarkarri (Today, Tomorrow) Leadership program for Aboriginal and Torres Strait Islander secondary students (5 day program) facilitated annually through the Aboriginal and Torres Strait Islander Education Team in partnership with key Aboriginal and Torres Strait Islander practitioners
	RAP Ambassadors: Catholic Education Office	October annually	Ngunyawayiti Ngadluku Ngartu-Itya (Children's Celebration) cultural, spiritual and language programs for Aboriginal primary students facilitated annually through the Aboriginal and Torres Strait Islander Education Team in partnership with SAAETCC
	Religious Education, Marketing and Communication, Aboriginal and Torres Strait Islander Education Teams		

Connect, collaborate and consult with Aboriginal and Torres Strait Islander Peoples to enrich our educational support services to ensure that the knowledge and expertise, full participation and decision-making of Aboriginal and Torres Strait Islander Peoples are included in the Catholic Education Office and throughout CESA	Director: Catholic Education	February annually	MOU with SAAETCC reviewed and renewed annually, ensuring CESA active representation
	Senior Adviser: Aboriginal and Torres Strait Islander Education	February annually	Identify and strengthen relationships with Aboriginal and Torres Strait Islander organisations that have a similar purpose and vision to the Catholic Education Office, with a view to developing formal partnerships
	Chair: ATSIEAC	February annually	Recruitment of Aboriginal and Torres Strait Islander Peoples' representation on ATSIEAC to be at least 50%
		November annually	Annual review of the implementation of Aboriginal and Torres Strait Education Policy and Procedure documents including Aboriginal and Torres Strait Islander community consultation
Continue to ensure our database captures First Nations' Peoples' organisations and other organisations that prioritise work with Aboriginal and Torres Strait Islander Peoples, to build internal awareness of the breadth of our work with First Nations' Peoples	Director: Catholic Education	September annually	Increase connections and partnerships between Aboriginal and Torres Strait Islander communities, organisations and stakeholders and our organisation by 10% annually
	Senior Adviser: Aboriginal and Torres Strait Islander Education		
	Chair: ATSIEAC		

## RELATIONSHIPS



---

Develop and review programs designed to foster increased engagement of Aboriginal and Torres Strait Islander Peoples in all levels at the Catholic Education Office and throughout CESA

Director: Catholic Education

December 2016

10% increase annually of Aboriginal and Torres Strait Islander Peoples' engagement with Catholic Education Office and CESA programs

Assistant Director:  
Human Resources

Senior Adviser:  
Aboriginal and  
Torres Strait Islander  
Education

Chair: ATSIEAC

---

Foster and support the work of campaigns and organisations such as Recognise, Reconciliation SA and Reconciliation Australia

Director, Catholic Education

January annually

Ensure representation by relevant Catholic Education Office staff.

---

## RELATIONSHIPS

# RESPECT

Cultural safety, respect and responsiveness is about a shared respect for cultural diversity and is achieved when all Aboriginal and Torres Strait Islander young people and families in Catholic education are able to flourish in culturally safe environments where cultural differences are understood, appreciated and respected and where the cultural dominance and marginalisation of groups and institutions are acknowledged.



ACTION	RESPONSIBILITY	TIMELINE	TARGET
Advocate for continuous improvement through programs that are underpinned by Decolonisation pedagogies, critical race theories and the recognition of Aboriginal and Torres Strait Islander Peoples	<p>Director: Catholic Education</p> <p>Assistant Directors: Religious Identity, Learning and Leadership</p> <p>Senior Adviser: Aboriginal and Torres Strait Islander Education</p> <p>Chair: ATSIEAC</p>	<p>April annually</p> <p>July annually</p> <p>September annually</p> <p>December annually</p>	Quarterly review of systems and programs to ensure 10% increase annually of CESA leaders, teachers and students accessing rigorous pedagogical initiatives
Celebrate NAIDOC Week to provide opportunities for Catholic Education Office staff to engage with Aboriginal and Torres Strait Islander cultures and communities	<p>Director: Catholic Education</p> <p>RAP Ambassadors: Catholic Education Office</p> <p>Assistant Director: Human Resources</p> <p>Senior Adviser: Aboriginal and Torres Strait Islander Education</p>	<p>July annually</p> <p>July 2016</p>	<p>Work collaboratively with Aboriginal Catholic Ministries, Adelaide Diocesan Church Office and CESA schools to co-ordinate the Archdiocesan NAIDOC Week Mass, so to increase by 10% annually, the active participation of students and families at the celebration</p> <p>Review of HR policies and procedures at the Catholic Education Office to encourage Catholic Education Office staff through paid leave provisions, to actively participate in NAIDOC Week events</p>
Support the National Anti-Racism Strategy	<p>Director: Catholic Education</p> <p>Assistant Director: Human Resources</p> <p>Senior Adviser: Aboriginal and Torres Strait Islander Education</p>	<p>June annually</p> <p>November annually</p>	<p>Catholic Education Office to renew its commitment annually (or whenever approached by the Human Rights Commission) to the National Anti-Racism Strategy</p> <p>Annual review of anti-discrimination organisational policies</p>

Create a Reconciliation garden in the Catholic Education Office grounds to permanently acknowledge Kaurua people's as the Traditional Custodians of the land, and their ongoing physical, spiritual and cultural connection with and relationship to Country	Director: Catholic Education	January 2016	Approve the design and allocate resources
	RAP Ambassadors: Catholic Education Office	March 2016	Construction begins
	Senior Adviser: Aboriginal and Torres Strait Islander Education	May 2016	Flag pole to be established in a prominent position within the garden to fly the Aboriginal Flag
		July 2016	Garden completed and launched
		December 2016	Education processes and resources developed
Raise awareness, understanding and exposure to the meaning and significance of Aboriginal and Torres Strait Islander protocols such as Welcome to Country, Acknowledgement of Country and smoking ceremonies	Director: Catholic Education	May 2016	Implement as standard protocols across the Catholic Education Office the consistent practice of Welcome to and/or Acknowledgement of Country at formal meetings
	RAP Ambassadors: Catholic Education Office	February annually	Identify at least one significant event annually at which a Traditional Owner will deliver a Welcome to Country address and/or smoking ceremony
	Senior Adviser: Aboriginal and Torres Strait Islander Education		
Catholic Education Office staff to actively engage in ongoing Aboriginal and Torres Strait Islander cultural respect and safety professional learning	Director: Catholic Education Assistant Director: Human Resources Senior Adviser: Aboriginal and Torres Strait Islander Education	August annually	Progressive and developmental Cultural Safety and Respect program for all Catholic Education Office staff (at least 6 hours annually) developed in conjunction with key Aboriginal and Torres Strait Islander practitioners, modelling genuine and authentic relationships between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander Peoples

<p>Aboriginal and Torres Strait Islander Education consultants work in partnership with school leadership to support schools in developing culturally inclusive practices, recognising historic and present injustice suffered by Aboriginal and Torres Strait Islander Peoples and participating actively in the Reconciliation agenda</p>	<p>Senior Adviser: Aboriginal and Torres Strait Islander Education</p>	<p>December 2016</p>	<p>100% Catholic schools with strategic plans for Aboriginal and Torres Strait Islander Education underpinned by the SACCS Aboriginal and Torres Strait Islander Education Policy and supporting documentation</p>
	<p>Consultants: Aboriginal and Torres Strait Islander Education</p>	<p>December annually</p>	<p>10% increase of schools on an annual basis supported to develop and implement rigorous curriculum that embeds Aboriginal and Torres Strait Islander perspectives, cultures, languages and histories</p>
<p>Increased participation of member schools and early learning services in Narragunnawali: Reconciliation in Schools and Early Learning, including the development of a RAP</p>	<p>Director: Catholic Education</p>	<p>January annually</p>	<p>Relevant Catholic Education Office staff appointed to:</p> <ul style="list-style-type: none"> <li>• promote and encourage Narragunnawali: Reconciliation in schools and early learning centres so there is an increase of 10% schools annually with endorsed RAPs</li> <li>• disseminate information to member schools and early learning services about Narragunnawali: Reconciliation in schools and early learning centres every term</li> <li>• promote and facilitate where relevant, committees/ workshops/ forums/ networking events in South Australia every term</li> <li>• support relevant schools and early learning settings to meet the targets contained in their RAPs</li> <li>• Review progress at least quarterly</li> </ul>
	<p>Senior Adviser: Aboriginal and Torres Strait Islander Education</p> <p>Project Officer: Aboriginal and Torres Strait Islander Education Team</p>	<p>April annually, July annually, September annually, December annually.</p>	



# RESPECT



**We respect the cultural heritage, beliefs and relationship with the land and acknowledge the unique contribution to the life of this country made by Aboriginal and Torres Strait Islander Peoples.**

# OPPORTUNITIES

The Catholic Education Office is committed to identifying and implementing initiatives that will actively promote and increase the employment and the student enrolment of Aboriginal and Torres Strait Islander Peoples. This is reflected in CESA's Mission and Vision Statements, the Aboriginal and Torres Strait Islander Education Policy and the Continuous Improvement Framework for Catholic Schools.

Staff at the Catholic Education Office strive to ensure the learning and life outcomes of Aboriginal and Torres Strait Islander students and children mirror the learning and life outcomes of all Australians. They also aim to encourage the full participation of Aboriginal and Torres Strait Islander Peoples within our school communities and their decision-making processes.





Action	Responsibility	Timeline	Target
Increase recruitment, employment and retention of Aboriginal and Torres Strait Islander Peoples in the Catholic Education Office and in CESA	Director: Catholic Education	February annually	Pilot different approaches to increasing Aboriginal and Torres Strait Islander employment within the organisation which may include training pathways, apprenticeships, internships, cadetships, work experience
	Assistant Director: Human Resources		
	Assistant Director: Leadership Development	January annually	Ensure Catholic Education Office and CESA advertisements for vacancies include a statement encouraging Aboriginal and Torres Strait Islander Peoples to apply
			Advertise all vacancies in Aboriginal and Torres Strait Islander media
			Review HR procedures and policies to ensure barriers to Aboriginal and Torres Strait Islander employment are addressed
	Senior Adviser: Aboriginal and Torres Strait Islander Education	November annually	10% increase of Aboriginal and Torres Strait Islander employees annually with goals to reach the minimum of parity with general population percentages
Increase recruitment, employment and retention of Aboriginal and Torres Strait Islander Peoples as leaders in the Catholic Education Office and in CESA	Director: Catholic Education	November annually	10% increase of Aboriginal and Torres Strait Islander employees appointed to leadership positions annually with goals to reach the minimum of parity with general population percentages
	Assistant Director: Human Resources		
	Assistant Director: Leadership Development		

## OPPORTUNITIES

---

Capture data on Aboriginal and Torres Strait Islander employees and student enrolments to inform and prioritise future strategic directions of Catholic Education Office services to strengthen relationships between Aboriginal and Torres Strait Islander Peoples and non-Aboriginal and Torres Strait Islander Peoples in order to improve the learning and life outcomes of Australia's First Nations' Peoples

Director: Catholic Education  
Senior Adviser:  
Aboriginal and Torres Strait  
Islander Education

April annually  
July annually  
September annually  
December annually

Collaboration with IT services to apply more sophisticated data tracking systems and analysis in order to support schools to monitor, coach, mentor and case manage (where relevant) Aboriginal and Torres Strait Islander students and employees, leading to 10% increases annually in:

- Aboriginal and Torres Strait Islander student enrolment
- Attendance and retention rates
- SACE completion
- Successful post-school transitions
- Employment in CESA.

Review progress at least quarterly

---

Investigate opportunities to increase supplier diversity within Catholic Education Office and CESA

Director: Catholic Education  
Assistant Director: Human  
Resources  
Senior Adviser: Aboriginal  
and Torres Strait Islander  
Education  
Project Officer: Aboriginal  
and/or Torres Strait Islander  
person

December annually.

Active contribution to state-wide Government strategies

Annual review of procurement policies so barriers to Aboriginal and Torres Strait Islander businesses are able to be addressed

Educate staff about using Aboriginal and Torres Strait Islander businesses and develop database

Investigate becoming a member of Supply Nation

Develop at least one new commercial relationship with an Aboriginal and Torres Strait Islander business each year

---

## OPPORTUNITIES

# TRACKING PROGRESS AND REPORTING

CESA is committed to evidence based self-reflection about current practices to improve quality and build improvement capacity into the future. Improvement and accountability aspects of performance are reflected in the Continuous Improvement Framework with the effective use of data, administration and resourcing.

ACTION	RESPONSIBILITY	TIMELINE	TARGET
RAP developed, and publicly celebrated and promoted across the sector and within schools	Director: Catholic Education	May 2016, then annually	Approved by Reconciliation Australia
Report achievements, challenges and learnings to Reconciliation Australia for inclusion in the Annual Impact Measurement Report	RAP Ambassadors: Catholic Education Office  Senior Adviser: Aboriginal and Torres Strait Islander Education	September annually	Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually

## CONTACT DETAILS

**Dr Roma Aloisi**

Senior Adviser: Aboriginal and Torres Strait Islander Education,  
Senior Secondary Education

[Roma.Aloisi@cesa.catholic.edu.au](mailto:Roma.Aloisi@cesa.catholic.edu.au)

**(08) 8301 6892**



The terms "Aboriginal and Torres Strait Islander Peoples" and "First Nations' Peoples" are used throughout the document as recommended through the SACCs Aboriginal and Torres Strait Islander Education Policy review process and the national community consultation that was undertaken in 2014.

Photography by Smith & Collins