

2021

# Reconciliation Action Plan



# Acknowledgement of Country

In the spirit of Reconciliation, Lourdes Hill College acknowledges the Traditional Custodians and Descendants of the land on which we stand and learn, the Turrbal and the Jagera peoples. We recognise the Elders of the Land, past, present and emerging and their deep commitment to continually maintain their sacred traditions to care, love and learn.



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## Our Vision for Reconciliation

Reconciliation is about acknowledging Aboriginal and Torres Strait Islander First Nations Peoples as custodians of the land, and building mutually respectful relationships between First Nations Peoples and communities, and all other Australians. Reconciliation is about the recognition of First Nations Peoples, histories and culture and their contributions to Australian society both in the past and in the present.

Our school culture draws on our College Benedictine values of community, compassion, effective listening, justice and shared stewardship of the land. Our vision for reconciliation aligns deeply with these values and calls us to nurture a school culture which promotes respectful relationships between First Nations Peoples and other Australians and which celebrates Australia's First Nations peoples' heritages and cultures.

As a College, we will continue supporting reconciliation within our school and with the wider community through ongoing practice and reflection. Students learn to integrate the spiritual, emotional, intellectual and practical

dimensions of their knowledge and being through their development of positive mind habits to become critical, creative and reflective thinkers about how they can make a difference to the world, and their understanding of Aboriginal and Torres Strait Islander peoples, histories and perspectives.

In our school and community we:

- Acknowledge and recognise the heritage and cultural values of the First Nations students and staff as an integral part of our College
- Action through real strategies, staffing and resources to meet the cultural and educational needs of First Nations students through our Mirragin Program and Reconciliation Projects
- Envision a place of teaching and learning that is culturally inclusive, where diversity is acknowledged, aspirations for success are fostered, and genuine conversations about creating equal and equitable educational opportunities for Aboriginal and Torres Strait Islander peoples are ongoing

- Commit to respectfully incorporating Aboriginal and Torres Strait Islander perspectives throughout our curriculum and pastoral programs, and support and encourage educational opportunities to consult local First Nations communities, Elders and Traditional Custodians
- Hope to be a community which not only respects the human rights of all people, but also respects and promotes the rights of Aboriginal and Torres Strait Islander peoples as the First Peoples of our Land, not merely one minority among others, but the First Peoples of this Land (Pope Francis, *Evangelii Gaudium*, No. 190; *Laudato Si* No.146)
- Recognise our shared past and commit to working towards a shared future in which all people are treated with dignity, compassion and respect

**Robyn Anderson,**  
**College Principal**

Disclaimer: Throughout this document, when First Nations Peoples are referred to we are speaking directly about the First Nations Peoples of Australia







# RAP Working Team 2021

The 2021 Reconciliation Action Plan Working Team consists of 6 members, who met weekly to create the RAP and plan action for implementation. These members include:

Robyn Anderson	College Principal
Steve Jorgensen	Project Officer - Catholic Identity
Belinda McGleenon	Mirragin Coordinator
Grace Sarra	Mirragin Support Officer
Hilary O'Reilly	Director of Information Services
Karen Davidson	Assistant Principal Religious Education

Our team also included feedback from the following members:

Students	
Erica Accoom	Year 12
Georgia Burke	Year 12
Shaikyla Fairman	Year 12
Temanu O'Brien-Schmidt	Year 12

Other Stakeholders	
Bernadette Thurgate	Mirragin Parent
Tracey Pickwick	Mirragin Parent
Sonja Carmichael	Past Pupil and Mirragin Staff member



# Aunty Joan Hendriks

Aunty Joan Hendriks was a Ngugi woman of one of the three clan groups of the Quandamooka People of Moreton Bay. She was an internationally respected Aboriginal Elder and one of Lourdes Hill College's most treasured alumnae.

Aunty Joan was born in 1936 and raised in Bulimba as the eldest of four children. She attended St's Peter and Paul's Catholic Primary School in Bulimba before commencing at Lourdes Hill College in 1947. As both a student, and as a parent to three daughters who attended Lourdes Hill, Aunty Joan always valued the Good Samaritan ethos that is central to the College culture. As recently as 2019 she again acknowledged her 'deep gratitude' for the 'wonderful' Good Samaritan Nuns for 'bringing light into her life' both during her school days and as a parent during the seventies.

She had a passionate concern to deepen First Nations People's knowledge and pride in their own cultural traditions as well as to educate all Australians on reconciliation and First Nations cultures. In her adult years, as a First Nations Elder and educator, Aunty Joan worked in the field of Aboriginal education, reconciliation and justice for First Nations Peoples.

From the 1990s, Aunty Joan delivered lectures in Indigenous Spirituality and Culture Studies at the Australian Catholic University (ACU) for the Diploma in Indigenous Education, Bachelor of Education Primary (Indigenous Studies) and Associate Degree in Business (Indigenous Studies). In May 2012, Aunty Joan was awarded ACU's highest honour, Doctor of the University, for her contributions.

Aunty Joan was appointed Elder in Residence at the College in 2010, and is the patron of Hendriks House. Her love for the College was such that she described it as her "home away from home." Aunty Joan was an inspiration to all and instrumental in laying the foundations of reconciliation at the College. The values of faith, hope and love which she nurtured will continue to guide us as we walk together to continue her journey of reconciliation and educating to make a difference.



Joan Hendriks at Lourdes Hill College, 1950

# Mirragin

Lourdes Hill College is deeply committed to inclusion and diversity, promoting opportunities for all girls to foster a sense of belonging within the College and pride in their cultural heritage.

Mirragin is the program for First Nations students at Lourdes Hill College. In 2021 there are 28 First Nations students from year 7-12 with cultural connections to over 37 communities throughout Australia. The Mirragin unit is led by two core staff members. Mrs Belinda McGleenon, the full-time Mirragin Coordinator and Mirragin Student Support Officer, Ms Grace Sarra (Gooreng Gooreng and Taribelang woman). Very sadly our College Elder, Aunty Joan Hendriks (Ngugi woman) passed away in 2021 but her legacy of education and reconciliation continues to be the core of who we are.

Mirragin offers students opportunities to connect to their cultural identity in authentic and meaningful ways. With a focus on a sense of belonging we offer pastoral care and social activities via our fortnightly lunchtime meetings, as well as academic support to assist the students in achieving their potential.

We feel blessed to be afforded the opportunity to help empower our young First Nations women to explore and embrace their cultural identity. We acknowledge this responsibility as a key component of the reconciliation and healing journey within the College.



*We feel blessed to be afforded the opportunity to help empower our young First Nations women to explore and embrace their cultural identity.*





# RAP actions

## *Relationships in the Classroom*

Action	First Nations Peoples in the Classroom
<b>Commitment</b>	We are committed to welcoming First Nations Peoples into our classrooms as guests to work alongside our students in learning activities. Having a First Nations presence in learning environments is vital when teaching about First Nations histories and cultures.
<b>Goal</b>	Continue to increasingly involve First Nations Peoples in our learning environments to embrace diversity and inclusiveness for all.
<b>Deliverable</b>	<ul style="list-style-type: none"> <li>Continue to involve First Nations Elders and community leaders in our classrooms for invaluable learning experiences when applicable. We recognise the important cultural knowledge and expertise which they hold and how this enhances and authenticates student learning experiences.</li> <li>Invite First Nations guest speakers at functions such as our Annual Reconciliation Assembly.</li> <li>Seek to expand the delivery of cultural awareness workshops within classrooms by our Mirragin Support Officer across several year levels.</li> </ul>

Action	Opportunities for First Nations Students
<b>Commitment</b>	We commit to providing opportunities for our First Nations students to celebrate their cultural identities. These opportunities positively impact the well-being of First Nations students and create shared pride for First Nations cultural practices, contributions, identities and histories in the wider school community.
<b>Goal</b>	Continue to provide opportunities for Mirragin students to celebrate their cultural identities.
<b>Deliverable</b>	<ul style="list-style-type: none"> <li>Provide learning opportunities for Mirragin students that promote a strong sense of identity, belonging, and self-belief; for example, our annual Mirragin cultural immersion and the Deadly Choices program.</li> <li>Continue to provide appropriate literacy and numeracy support that will result in enhanced outcomes for individual Mirragin students.</li> <li>Create a <i>Wall of Stars</i> for Year 12 Mirragin students to acknowledge, identify and celebrate our shared journey of education and Reconciliation.</li> </ul>

# RAP actions

## *Relationships Around the School*

Action	Cultural Competence
<b>Commitment</b>	<p>We will reflect on our current level of cultural competence and provide staff with a range of opportunities to learn, build and extend their knowledge and understanding of First Nations cultures. We also commit to supporting staff to independently seek out and participate in a variety of cultural awareness experiences that assist them in their own journey of understanding.</p> <p>Lourdes Hill College places importance on the creation of a diverse and inclusive workforce. We will continue to develop a respectful, honest and open understanding of First Nations Peoples and customs and the contribution they make to the LHC community.</p>
<b>Goal</b>	To provide staff with opportunities to enhance their knowledge of First Nations histories, culture and understanding of people in order to strengthen relationships with the First Nations community.
<b>Deliverable</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for cultural competence training and ongoing professional development, for example before and after immersions to Mt Isa and Santa Teresa</li> <li>• Provide cultural competence training as part of the new staff induction</li> <li>• Develop a whole school guide to using respectful and inclusive language and terminology</li> <li>• Encourage staff participation in self-reflection on their own individual cultural competence and as part of the GARP process</li> <li>• Link selected staff reflections to First Nations histories and events to develop further cultural awareness</li> </ul>

Action	Reconciliation Projects
<b>Commitment</b>	Our school will collaborate on projects that visibly and authentically embed First Nations histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school and within the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.
<b>Goal</b>	Collaborate across the school and with members of the community on projects that visibly and authentically embed First Nations histories and cultures in the school community and the physical environment.
<b>Deliverable</b>	<ul style="list-style-type: none"> <li>• Engage with First Nations artists in collaborative cultural workshops to build upon the visible cultural characteristics of our Reconciliation Garden.</li> <li>• Continue to create and engage in annual reconciliation projects such as the Sea of Hands for Sorry Day and our NAIDOC gallery of student stories.</li> </ul>

# RAP actions

## *Relationships Within the Community*

Action	Build Relationships with Community
Commitment	We commit to building relationships with our local First Nations community that are built on mutual respect, trust and inclusiveness. We value these relationships and their role in helping to create opportunities for First Nations and other Australian staff, students and community members.
Goal	Continue to build and maintain strong community links with First Nations community members and organisations based on mutual respect, trust and inclusiveness.
Deliverable	<ul style="list-style-type: none"> <li>Seek opportunities to assist and promote our First Nations communities and organisations by increasing involvement in events such as Sorry Day services, QATSIF celebrations and the Aboriginal ANZAC's service.</li> <li>Enhance our partnership with Mirragin parents to allow a greater contribution to decision making processes. For example, conduct an annual parent feedback survey.</li> <li>Continue to foster and encourage meaningful relationships with outside groups such as Iona College, QATSIF Winnam Aboriginal and Torres Strait Islander Corporation, BCE, RSL (ANZACS), CSIRO, our Mirragin parents, Ngutana Lui and Mirragin past pupils.</li> </ul>

Action	Welcome to Country
Commitment	Where appropriate, significant events at our school commence with a Welcome to / Acknowledgement of Country. Protocols for welcoming visitors to Country have been a part of First Nations cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise First Nations Peoples as the First Australians and Custodians of their Land.
Goal	Respect the Traditional Custodians of the country on which our school is situated; the Turrbal and Jagera peoples.
Deliverable	<ul style="list-style-type: none"> <li>Conduct a 'Welcome to Country' at school events. When a 'Welcome to Country' cannot be arranged, an 'Acknowledgement of Country' will take place.</li> </ul>

# RAP actions

## *Relationships Within the Community cont.*

Action	Celebrate National Reconciliation Week and NAIDOC Week
Commitment	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 through 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 movement. NAIDOC week falls in the July school holidays and we celebrate as a community in term 3.
Goal	Celebrate National Reconciliation Week and NAIDOC Week annually.
Deliverable	<ul style="list-style-type: none"> <li>• Host an annual Reconciliation Assembly, and invite special guests and families from our First Nations community.</li> <li>• Host a range of student-based activities to promote and raise awareness of reconciliation through the week.</li> <li>• Create an annual display to celebrate the NAIDOC week theme.</li> <li>• Increase community promotion of reconciliation and NAIDOC activities across social media platforms.</li> <li>• Deepen the connection to Reconciliation Week and NAIDOC week by adopting a whole school planned response to annual themes through classroom activities, leadership development, library, tuckshop, staff prayer, social media promotion etc.</li> </ul>



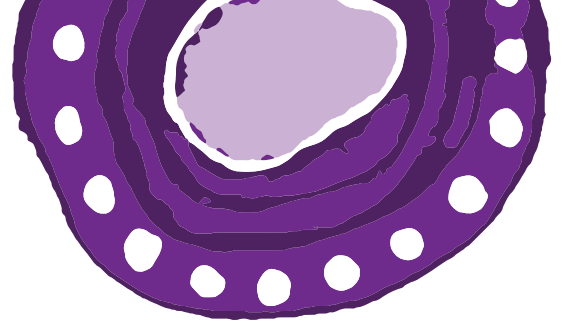


# RAP actions

## *Respect in the Classroom*

Action	Teach about Reconciliation
Commitment	Our school community is committed to positive and influential learning about reconciliation in Australia. To have 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.
Goal	Continue to educate for action in our journey towards reconciliation.
Deliverable	<ul style="list-style-type: none"><li>• Provide students with more opportunities to engage with and promote the notion of reconciliation.</li></ul>

Action	Explore Current Affairs and Issues
Commitment	We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to First Nations 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.
Goal	Continue to raise awareness of current affairs and issues in the public domain that are of particular significance to First Nations Peoples that help students and staff to better understand and empathise with First Nations Peoples and the process of reconciliation.
Deliverable	<ul style="list-style-type: none"><li>• Encourage staff and students to explore and build a media portfolio which includes resources that discuss First Nations histories and cultures, which can be utilised by staff and students.</li><li>• Continue to take part in local and national community events and celebrations; where appropriate, actively celebrate or commemorate events that are significant to First Nations community members and to reconciliation more generally.</li><li>• Encourage staff and students to explore and discuss relevant First Nations current affairs and issues.</li></ul>



# RAP actions

## *Respect Around the School*

Action	Acknowledgement of Country
Commitment	Our school recognises the continuing spiritual and cultural connection of First Nations 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.
Goal	Pay respect to the Traditional Custodians on which we are situated, the Turrbal and Jagera peoples.
Deliverable	<ul style="list-style-type: none"><li>• Conduct an Acknowledgement of Country at every large gathering, when a Welcome to Country cannot be arranged.</li><li>• Include an Acknowledgement of Country in the student diary.</li></ul>

Action	Visibly Demonstrate Respect for First Nations Cultures
Commitment	We commit to demonstrating our respect for First Nations histories and cultures in the physical and digital 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.
Goal	Visibly reinforce our work towards reconciliation through displays of meaningful, relevant and culturally appropriate texts, art, artefacts and symbols.
Deliverable	<ul style="list-style-type: none"><li>• Continue to physically and visibly display First Nations artwork, artefacts and symbols in public areas around the school. For example, Santa Teresa crosses in the chapel, classrooms and main foyer. Continue to incorporate First Nations designs on building facades.</li><li>• Create a visible Acknowledgement of Country plaque at the entrance of the school, as a physical acknowledgement to the Traditional Owners of the Land the school is built upon – the Turrbal and Jagera peoples.</li></ul>



# RAP actions

## *Respect Within the Community*

Action	First Nations Flags
Commitment	Our school flies or displays the First Nations 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.
Goal	Fly the First Nations flags on school campus.
Deliverable	<ul style="list-style-type: none"> <li>Continue to fly First Nations flags together in the school courtyard.</li> <li>Install another flag pole in Tugulawa so that both the Aboriginal and Torres Strait Islander flags can be flown.</li> </ul>

Action	RAP Launch
Commitment	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 people can get involved and take action toward reconciliation.
Goal	Publicise our RAP program so that the school and wider community can learn about the actions which Lourdes Hill College has committed to implementing.
Deliverable	<ul style="list-style-type: none"> <li>Celebrate the implementation of our RAP through a staff launch.</li> <li>Feature the RAP on the College website and social media.</li> </ul>

Action	Take Action Against Racism
Commitment	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.
Goal	Commit to increasing professional development for all (staff and students) in their awareness of diverse representations and experiences of racism. Consider developing and implementing a formal anti-racism strategy at Lourdes Hill College.
Deliverable	<ul style="list-style-type: none"> <li>Formalise a system as part of the behaviour management process to guide students and staff in cultural awareness.</li> <li>Create an addition to the student Code of Conduct in the school diary that relates to culturally appropriate behaviours.</li> </ul>

# RAP actions

## *Opportunities in the Classroom*

Action	Curriculum Planning
Commitment	Embedding First Nations 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 be audited to identify the extent to which First Nations histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.
Goal	Conduct a curriculum audit to identify where First Nations histories, cultures and contributions are included in the school curriculum.
Deliverable	<ul style="list-style-type: none"> <li>Conduct a curriculum audit to evaluate the extent of which First Nations histories, cultures and contributions have been effectively embedded across all subject areas.</li> <li>Curriculum leaders and their teams respond to this audit and seek further opportunities to provide a more culturally inclusive curriculum.</li> </ul>





# RAP actions

## *Opportunities Around the School*

Action	Inclusive Policies
<b>Commitment</b>	All staff in our school are aware of policies that refer specifically to improving educational outcomes for First Nations Peoples and increasing knowledge of, and respect for, First Nations 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 First Nations Peoples and increase knowledge of First Nations histories and cultures in Australia.
<b>Goal</b>	Ensure that the staff of Lourdes Hill College comply with the policies set out in this RAP.
<b>Deliverable</b>	<ul style="list-style-type: none"> <li>• Explore the possibilities of staff accountability of policies set out from this RAP.</li> <li>• Review Staff Code of Conduct to incorporate reference to reconciliation and RAP.</li> </ul>

Action	Staff Engagement with RAP
<b>Commitment</b>	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.
<b>Goal</b>	Seek involvement from staff members to create an achievable Reconciliation Action Plan.
<b>Deliverable</b>	<ul style="list-style-type: none"> <li>• Staff members will contribute to the RAP creation process annually.</li> <li>• Establish a permanent RAP Committee and establish terms of reference and set strategic priorities to bring to life the RAP.</li> </ul>

# RAP actions

## *Opportunities Within the Community*

Action	Celebrate RAP Progress
<b>Commitment</b>	We are committed to reflecting on the progress made in the growth of knowledge and pride in First Nations 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.
<b>Goal</b>	Celebrate and acknowledge our Reconciliation Action Plan and its implementation in our community.
<b>Deliverable</b>	<ul style="list-style-type: none"> <li>• Announce and celebrate the launch of our RAP at assembly and staff meetings.</li> <li>• Inform parents and families of the successful creation of our RAP via school tours, the school website and social media.</li> <li>• On a cyclical basis the RAP committee will complete the Narragunnawali reflection survey to provide evidence of the school's development and progress in line with our RAP.</li> <li>• Establish a permanent RAP Committee to meet every term with the following suggested membership:               <ul style="list-style-type: none"> <li>- A member of the College Board</li> <li>- A member of the Leadership Team</li> <li>- Staff member representative</li> <li>- Mirragin staff</li> <li>- Parent representative</li> <li>- First Nations student representative and/or Reconciliation Captain.</li> </ul> </li> </ul>

Action	Support First Nations Owned Businesses
<b>Commitment</b>	We promote supplier diversity and support First Nations 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 First Nations owned businesses to accompany procurement policies and procedures.
<b>Goal</b>	Seek opportunities to engage First Nations owned business to support school activities
<b>Deliverable</b>	<ul style="list-style-type: none"> <li>• Where possible, purchase from First Nations suppliers for resources and specific events such as Reconciliation Week and Mirragin events.</li> <li>• Review, existing procurement policies and procedures. During our review, ensure to address opportunities to strengthen First Nations supplier diversity within our school, using the 'Aboriginal and Torres Strait Islander Business Directory'.</li> <li>• Support traineeship opportunities: provide students with the option of completing their traineeship with a First Nations owned business.</li> </ul>



This document has been developed through  
Reconciliation Australia's Narragunnawali:  
Reconciliation in Education program.



**LOURDES HILL COLLEGE**  
*A School of Good Samaritan Education*

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