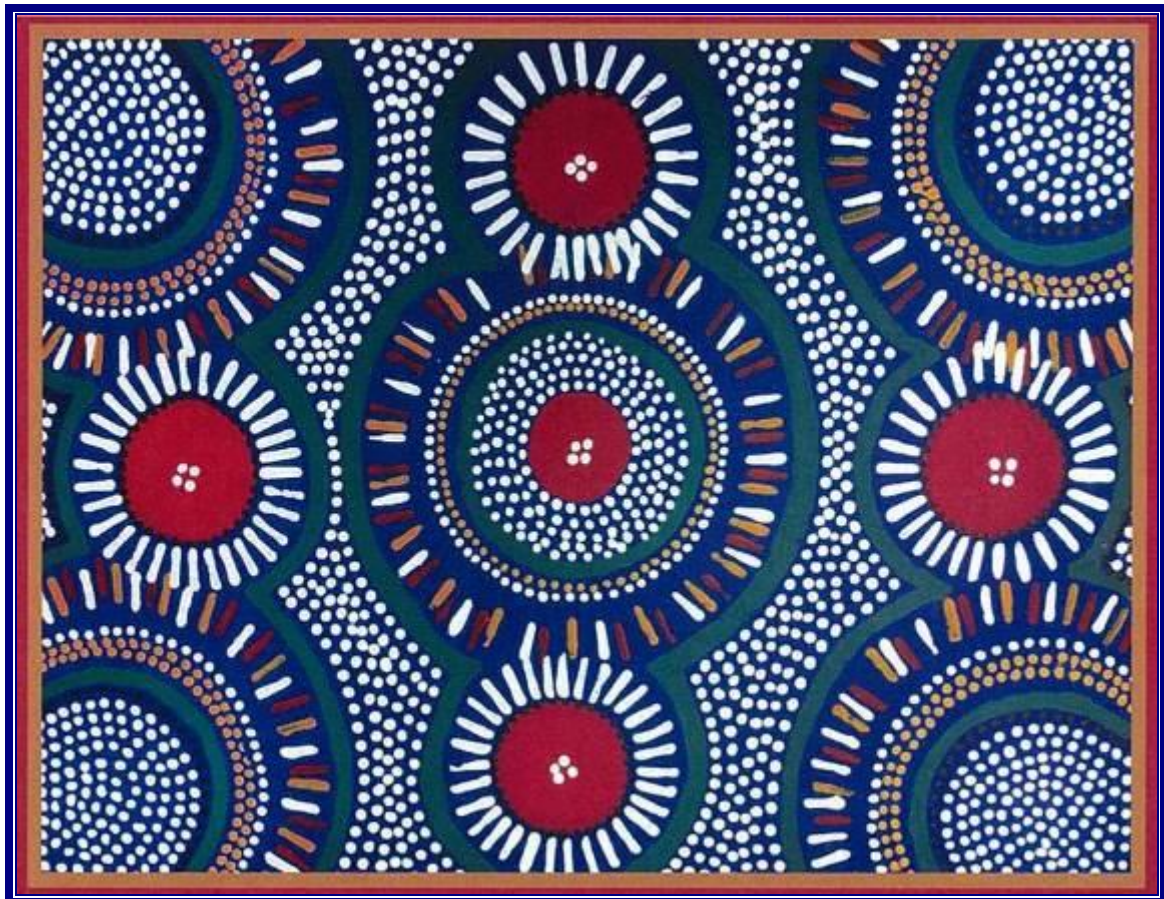




## St Patrick's College, Ballarat - Wadawurrung Country



## Our Vision for Reconciliation

In partnership with Reconciliation Australia, St Patrick's College Ballarat has committed to implement a Reconciliation Action Plan (RAP) to advance the process of reconciliation between Aboriginal and Torres Strait Islander peoples, as Indigenous Australians, and non-Indigenous Australians. St Patrick's College acknowledges that access to, and participation in, education are fundamental to closing the 11-year life expectancy gap between Indigenous and non-Indigenous peoples by providing life and career opportunities through education and employment. St



Patrick's College also recognises that much of the present population of Ballarat is composed of members of the Stolen Generations' survivors and their descendants and that Ballarat has a legacy of involvement in the history of the Stolen Generation. Hence the College acknowledges the hurt and suffering of the Stolen Generations.

## St Patrick's College

St Patrick's College is a Catholic school in the Edmund Rice tradition which since 1893 has served the needs of young men and boys from the full breadth of the socio-economic spectrum. St Patrick's College is a day and boarding school for boys, conducted by Edmund Rice Education Australia. For over a century the College has served the people of Ballarat, Western Victoria and beyond. When the College first opened its doors the initial enrolment was 34, consisting of 24 boarders and 10 day students. Today, the enrolment is 1375, including 68 boarders.

The College Mission Statement reads, in part, "True to Catholic tradition the College attempts to promote the development of the whole person through the integration of religious faith with living ... we seek to bring about the vision of an authentic Catholic community". The vision, mission and values of the College are the foundation for all policies, curriculum and programmes and are reflected in the endeavours of all at the College. In the spirit of Edmund Rice we wish to develop young men who will serve the College and shape society with compassion and justice. The College reaches out to all boys and families who will respect the Catholic philosophy of the College.

- *We work with, and for the marginalised locally, nationally and internationally.*
- *We recognise and celebrate our Indigenous brothers and sisters as the first inhabitants of this land and commit to walking with them to close the gap that currently exists between Indigenous and non-Indigenous Australians.*

The College's teaching and learning provides a holistic and engaging education that is accessible to all boys. Through our teaching and learning we provide curriculum that is challenging and relevant to the needs of each learner using appropriate technology and engaging methodologies informed by good pedagogy. Although we recognise the family as the primary educators of our students and collaborate with parents and community for the development of their sons, our staff



members are highly accomplished and professionally skilled. This enables the College to foster a personal responsibility for learning as a lifetime's work. In 2010 specialist programmes such as the National Accelerated Literacy Programme (NALP) and Quicksmart Numeracy were introduced to better meet the needs of Indigenous learners at the College. Since this time a number of addition programs have been introduced to suit individual needs.

St Patrick's College has had a long standing commitment to reconciliation through the provision of educational and employment opportunities for Indigenous people. This provision has included:

- the establishment of an educationally and vocationally focused Indigenous Education Programme in 2008;
- appointment of an Indigenous man to the role of Indigenous Education Manager to mentor boys in the Indigenous Education Programme;
- displaying of Aboriginal and Torres Strait Island colours and Indigenous art around the College;
- development of the College Indigenous space;
- college representation (Education Manager) in the Local Aboriginal Education Consultative Group;
- college representation (Education Manager) in the Victorian Indigenous Education Network;
- offering scholarships and bursaries for Indigenous students – in the spirit of reconciliation Indigenous students do not pay tuition fees at the College;
- annual staging of liturgies and ceremony for Reconciliation Week and Sorry Day;
- an acknowledgement to Country precedes all College events and student assemblies;
- the inclusion of Indigenous perspectives in a number of core and elective subjects;
- partnership with The Smith Family Foundation, a provider to IYLP scholarships;
- partnership with AIME programme, which assist students in tutoring and mentoring programmes;
- strong relationships with, Catholic Education Office of Ballarat and Melbourne to ensure all students are actively involved in extra activities of significance;
- development of mentoring programmes with corporate partners to further raise the profile and experiences of our students and to further reinforce the College's commitment to reconciliation;
- strong relationships with the Ballarat Aboriginal Co-Operative which provides medical, health and wellbeing education, social and counselling services for Indigenous students;
- the inclusion of an annual excursion to Framlingham Aboriginal Community as a core component of the Year 10 curriculum; and
- the partnership with Rostrevor College, an Adelaide Christian Brothers' school that also boasts an extensive Indigenous Education Programme.



## Our Reconciliation Action Plan

St Patrick's College's Reconciliation Action Plan (RAP) has been developed in consultation with staff, students and community members as part of the Reconciliation Action Plan Working Party. This group was established jointly by members of the College's Indigenous Education Programme, the Director of Community, and the Indigenous Support Officer (Programmes) to oversee the development of the RAP and the Revision of the Statement on Reconciliation. Membership includes representatives of the Ballarat Local Aboriginal Education Consultative Group, the Director of Community, the Indigenous Education Manager, a representative from the College Mission Team, the Indigenous Support Officer (Programmes) and several Aboriginal and Torres Strait Islander students. The Working Party will continue to meet following the promulgation to monitor its implementation and the achievement of targets.

## Relationships

As an Edmund Rice school, social justice and equality are central to St Patrick's College's mission in creating two-way relationships and partnerships. The College already boasts outstanding relationships and partnerships with a number of Aboriginal and Torres Strait Islander people and numerous communities from various parts of Australia. Without the trust, respect, and support of Aboriginal and Torres Strait Islander people and their communities the College would not have the support, expertise and spirit to sustain an Indigenous Education Programme (IEP). The number of referrals and commendations the Indigenous Education Programme has received from members of community is testament to the quality of the programme and the College's commitment to reconciliation.



To ensure the integrity and long-term success of St Patrick's College's Indigenous Education Programme and its vision for reconciliation, it is important that the College works closely with a range of partners including: Community elders and Principals from schools in communities;



- Ballarat and District Aboriginal Co-operative;
- Abstudy – Ms Susan Routledge, Ms Tracy Holtman-Moore and Ms Jenny Sutherland (Perth Centrelink Office);
- Indigenous Education Agencies –, Indigenous Youth Leadership Program, Smith Family (Mrs Leanne Smith) and the Opening the Doors Foundation (Vicki Clark);
- Federation University Indigenous Education Centre – Indigenous Education Mentors; and
- School Networks – EREA, Local Aboriginal Education Consultative Group, Victorian Indigenous Education Network, CEO (Ballarat and Melbourne).

<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measurable Target</b>
<p>Establish a committee to develop, monitor, review and refresh the RAP. This committee should include:</p> <ul style="list-style-type: none"> <li>▪ Headmaster Dr Peter Casey</li> <li>▪ Teachers/staff from across stages and/or departments</li> <li>▪ Students (Aboriginal and Torres Strait Islander and non-Indigenous)</li> <li>▪ Aboriginal and Torres Strait Islander community members (where possible)</li> </ul>	<p><u>Indigenous Support Officer (ISO)</u></p> <p><u>Indigenous Education Manager (IEM)</u></p> <p><u>Director of Community (DC)</u></p>	<p><u>January/2016</u></p> <p><u>February, May, August, November, 2016</u></p> <p><u>September/2016</u></p> <p><u>September/2016</u></p>	<ul style="list-style-type: none"> <li>• RAP Committee established.</li> <li>• Four RAP Committee meetings held each year. Minutes and 'action items' recorded for all meetings.</li> <li>• The RAP is reviewed and refreshed annually using Reconciliation Australia's Tracking and Reporting tool.</li> <li>• Triennial review with Reconciliation Australia.</li> <li>• Publicise work of committee via school and community channels.</li> </ul>
<p>Invite Aboriginal and Torres Strait Islander representatives to sit on existing College committees. Include parents, teachers, students and community leaders. This applies only where such committees exist</p>	<p><u>Headmaster DC</u></p>	<p><u>December 2015</u></p>	<p>Aboriginal and Torres Strait Islander appointments to</p> <ul style="list-style-type: none"> <li>• Friends of St Patrick's – Local Aboriginal Education Consultative Group members.</li> <li>• Student representative council – <i>Daniel Briggs 2014</i>.</li> <li>• Membership of the College Board – Larry Kanoa was the last representative.</li> <li>• Membership of Education Committee of the Board.</li> </ul>
<p>Build relationships with the College's local Aboriginal and Torres Strait Islander community.</p>	<p><u>IEM</u></p> <p><u>ISO</u></p> <p><u>DC</u></p> <p><u>Headmaster</u></p>	<p><u>2015 Ongoing</u></p> <p><u>2016</u></p> <p><u>Ongoing</u></p>	<ul style="list-style-type: none"> <li>• Local Aboriginal and Torres Strait Islander Traditional Owners or Elders such as Uncle Murray to speak about local history and culture during classes and formal gatherings.</li> <li>• Local Elders, to provide acknowledge to country at significant College events.</li> <li>• 20% of all Aboriginal and Torres Strait Islander and non-Indigenous students visit local Aboriginal and Torres Strait Islander sites or events of cultural significance - <i>Year 10s go to Framlingham, 1<sup>st</sup> XVIII Darwin trip, Jindi Worabak Day, Immersion trip to Adelaide, NT communities in future.</i></li> <li>• College waives tuition fees for Indigenous day students</li> </ul>

Action	Responsibility	Timeline	Measurable Target
Develop a mutually beneficial relationship with a 'sister school' that has a high Aboriginal and Torres Strait Islander student population.	<u>IEM</u>	<u>November/2011 - Ongoing</u>	<ul style="list-style-type: none"> <li>• Annual visit to, and from, Rostrevor College Adelaide</li> <li>• Our school engages in 'virtual contact' with feeder schools at Alice Springs, Darwin and surrounds: video conferencing, online chatting for example.</li> <li>• Student and parent visit scheme and exchange activities established between sister schools.</li> <li>• Send clothing items such as jumpers and sport shoes to Indigenous communities such as Timber Creek, Elliott and Bathurst Island.</li> <li>• Regularly assist elders from remote communities to attend the College twice each year to meet with teachers and students.</li> </ul>

## Respect



St Patrick's College Ballarat respects the special contributions that Aboriginal and Torres Strait Islander people make across numerous and various fields in Australia. The College demonstrates its respect and desire for reconciliation through numerous pursuits, most notably through the inception and continual development of the Indigenous Education Programme. In addition to the Indigenous Education Programme there are many other inclusions to the school curriculum and events that are embraced by the College such as Indigenous art exhibitions, excursions to Aboriginal communities, Indigenous elective units, the construction of an Indigenous space on the College grounds, and appropriate and respectful celebrations of Aboriginal and Torres Strait Islander peoples and their cultures.

Acknowledgement and celebration of Aboriginal and Torres Strait Islander culture includes special events such as NAIDOC Week, National Sorry Day and National Reconciliation Week, all of which are major events on the College's calendar. St Patrick's will continue

to celebrate these important events on the Australian calendar as we strive for equality in life

opportunities between Indigenous and non-Indigenous people in our prosperous country. St Patrick's College also celebrates the proud traditions of Aboriginal and Torres Strait Islander culture by inviting Aboriginal elders and performers to open important assemblies and Catholic celebrations the school with a Welcome to Country. Acknowledgement of Country at the beginning of other school events such as dinners, and before each College meeting has since become an important addition to the College's own proud tradition.



Action	Responsibility	Timeline	Measurable Target
Publicly display the College's respect for, and knowledge of, Aboriginal and Torres Strait Islander Peoples, cultures and histories.	<u>IEM</u>  <u>Headmaster</u>          <u>DC/Headmaster</u>	<u>Term1-4</u>	<ul style="list-style-type: none"> <li>• Aboriginal Australia Map on display, Indigenous space clearly sign posted and explanatory plaque in place.</li> <li>• Acknowledgement of Country takes place at significant assemblies.</li> <li>• Traditional Owners/ Elders perform Welcomes Acknowledge to Country at significant events, e.g. the opening of a new building, assemblies.</li> <li>• NAIDOC Week and National Reconciliation Week and Sorry Day celebrated.</li> <li>• Traditional owners acknowledged on the school website and publications, Display Aboriginal and Torres Strait Islander art in school foyers</li> </ul>
Ensure all staff at our school is culturally educated, aware and respectful.	<u>DC/IEM</u>  <u>IEM/DC</u>  DC/IEM          DC	<u>January/2014-</u>  <u>February/2014-</u>          <u>June/2014-</u>          <u>October/2014-</u>	<ul style="list-style-type: none"> <li>• 100% of staff undertake cultural awareness training each academic year.</li> <li>• Major presentation to staff meeting about extent and context of Indigenous Education Programme.</li> <li>• Each year offer staff with an opportunity to attend an Indigenous Immersion experience that involves a two-week Northern territory experience.</li> <li>• Ensure 5% of professional development budget is dedicated to Indigenous education experiences</li> </ul>
Include Aboriginal and Torres Strait Islander Peoples perspectives in a range of curriculum areas.	<u>IEM</u>          <u>Director of KRC (Library) /IEM</u>          <u>IEM/DC</u>	<u>Term 1/2014-</u>	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Peoples perspectives/ content included in the teaching of a range of curriculum areas across every grade.</li> <li>• 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.</li> <li>• All students participate in a seminar or workshop conducted by an Aboriginal or Torres Strait Islander professional.</li> </ul>



## Opportunities

It is recognised that in some parts of Australia we have third world conditions in our backyard. Boys and girls from Indigenous communities around the country are disadvantaged in accessing the same educational, vocational and social opportunities that students in cities such as Ballarat take for granted. For example, students from Timber Creek can only be educated in their community up to Year 8. After that students must look elsewhere for an education, which is quite often in a Darwin boarding school. Unfortunately the outcomes to date from these students attending Darwin have been disappointing in the eyes of community elders.



The College works collaboratively with Indigenous communities to identify students who would benefit from attending St Patrick's College. In line with the College's mission, staff and students will also be afforded opportunities to learn more about the rich culture and history of Indigenous communities through immersion experiences and other educational opportunities. The College will support day and boarding students and will aim to develop and fund programmes that enhance educational outcomes for students.

St Patrick's College is committed to supporting Indigenous students in accessing a secondary education that will enhance their skills, experiences and opportunities and will seek to redress some of the inequities in educational, economic, and social outcomes for Indigenous Australians. The College understands that education is an essential component in reconciling all Australians and believes that the educational opportunities the College offers are of the highest standard. The College values and nurtures the uniqueness of each individual within our community and can provide a school environment where all feel safe and happy. The vision and mission of the College are underpinned by our community's commitment to bear witness to values modelled by Edmund Rice including respect, compassion, honouring diversity and justice.

Action	Responsibility	Timeline	Measurable Target
Support Aboriginal and Torres Strait Islander students to reach their full potential.	<u>IEM/DC</u>	<u>January/2016</u>	<ul style="list-style-type: none"> <li>• Anti-racism objectives or statements are included within our policies and incorporated within student diary.</li> </ul>
	<u>IEM</u>	<u>January/2015</u>	<ul style="list-style-type: none"> <li>• The needs of Aboriginal and Torres Strait Islander students are reflected in the College's strategic plan and budget. – <i>mission and education action plan</i>.</li> </ul>
	<u>IEM</u>	<u>December/2015</u>	<ul style="list-style-type: none"> <li>• The College supports Aboriginal and Torres Strait Islander students to access scholarships, financial support, career advice and mentoring.</li> </ul>
	<u>IEM</u>	<u>December/2015</u>	<ul style="list-style-type: none"> <li>• Teachers have resources to teach Aboriginal and Torres Strait Islander students.</li> </ul>
	<u>Headmaster</u>	<u>December/2015</u>	<ul style="list-style-type: none"> <li>• Employ Indigenous staff to work as mentor to assist Indigenous students</li> </ul>



<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measurable Target</b>
Employ or consult Aboriginal and Torres Strait Islander Peoples at our school.	<u>Headmaster /DC</u>	<u>December/2015</u>	<ul style="list-style-type: none"> <li>• The College will continue to network with community partners to identify Aboriginal and Torres Strait Islander staff members. The College will Commit to ensure all vacancies contain the statement “ Aboriginal and Torres Strait Islander peoples are strongly encouraged to apply” and always seek the best person for the job Aboriginal and Torres Strait Islander people are employed according to skills and experiences as: <ul style="list-style-type: none"> <li>○ Teachers and support staff</li> <li>○ Management and ancillary staff</li> <li>○ Contractors, grounds staff, consultants and advisers</li> </ul> </li> <li>• All Aboriginal and Torres Strait Islander staff are part of a detailed induction process and are provided with ongoing training and support.</li> <li>• The College designs and implements a staff diversity database to capture increases in Aboriginal and Torres Strait Islander employment and ongoing retention.</li> <li>• All staff at the College are involved in cultural awareness training annually</li> </ul>
	<u>Headmaster</u>	<u>December- January/2015-2016</u>	
	<u>DC</u>	<u>January2016</u>	
	<u>DC</u>	<u>December/2015</u>	
	<u>DC</u>	<u>January/2016</u>	
Monitor and refresh our Reconciliation Action Plan.	<u>RAP Committee</u>	<u>Quarterly</u>	<ul style="list-style-type: none"> <li>• Reconciliation Action Plan is monitored by RAP Committee on a quarterly basis.</li> <li>• Reconciliation Action Plan is reported on in College publications – web site, annual magazine, Shamrock magazine.</li> <li>• Reconciliation Action Plan is updated at the end of each year by RAP Committee – updates published on College website.</li> <li>• Invite member of Reconciliation Australia to visit the College for a triennial review of RAP.</li> </ul>
	<u>DC</u>	<u>December 2015</u>	
	<u>IEM</u>	<u>December 2015</u>	
	<u>IEM</u>	<u>September/2015</u>	

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Front Cover:-

