



CARMEL COLLEGE

LET YOUR LIGHT SHINE



Reconciliation Action Plan 2013



Updated March 2018

Carmel College

Our vision for reconciliation

Carmel College's vision for reconciliation is to achieve an evident and proud cultural identity along with outcomes for Aboriginal and Torres Strait Islander students that are comparable with all other students. Carmel College seeks to achieve this vision by walking together with our Aboriginal and Torres Strait Islander students, families and community on a journey of positive change, bringing understanding and respect of Aboriginal and Torres Strait Islander Cultures to the awareness of the whole school community.

To help bridge the gap between Aboriginal and Torres Strait Islander people and other Australians we commit to creating a culturally safe and understanding environment for our Aboriginal and Torres Strait Islander students and families.

Our vision will be achieved by:

- Promoting and supporting Aboriginal and Torres Strait Islander students and their families to participate fully in school life.
- Developing strong and respectful relationships between Aboriginal and Torres Strait Islander and non- Aboriginal and Torres Strait Islander students, parents/caregivers, teaching and non-teaching staff.
- Demonstrating commitment to diversity by recognizing the unique place of Aboriginal and Torres Strait Islander culture and heritage locally and within Australia.
- Whole participation in significant Aboriginal and Torres Strait Islander events – National Reconciliation Week, Sorry Day, NAIDOC Week, Multicultural Week and other significant calendarized events
- Working collaboratively with Aboriginal and Torres Strait Islander organisations and inter-agency programs within our local community.
- Ensuring access to the highest quality learning and career pathways programs for Aboriginal and Torres Strait Islander students.
- Aboriginal perspectives across the curriculum, including Aboriginal spirituality in Religious Education; Narratives in Aboriginal Art.
- Developing an awareness of social and cultural issues, past and present, and a whole college understanding of the ongoing effects of dispossession.
- Valuing the continuing importance and involvement of Aboriginal people in the life of the College.

Supported by:

The Carmel College motto – “Let Your Light Shine”

Jesus' own words to us, as a constant reminder to be the best people we can be.

Our School

Carmel College, established in 1993, is a Catholic coeducational secondary school under the governance of Brisbane Catholic Education. The college is in the bayside suburb of Thornlands. The Redland City community enjoys a harmonious and respectful connection with the Quandamooka people, the traditional owners of the Moreton Bay islands region.

As at 2018 Carmel College has an approximate enrolment of 1200 student, including 42 of Aboriginal and Torres Strait Islander descent. The College recognises all students from diverse cultures. Aboriginal and Torres Strait Islander Students are valued members of the Carmel College community, many of whom daily across the bay from North Stradbroke Island to Cleveland for education in Redland City. Carmel College will continue to encourage Aboriginal and Torres Strait Islander students with their education through academic, social, emotional, [spiritual](#) and cultural support.

Our RAP

This Reconciliation Action Plan (RAP) is designed to recognise the significance of the Aboriginal and Torres Strait Islander population within Redland City and the Carmel College community.

Our objective is to: model Reconciliation practices, provide leadership and to foster an understanding and awareness within Catholic education and in the broader community about Aboriginal and Torres Strait Islander culture, of the importance of Reconciliation and closing the achievement gap for children.

2017- recognition of Molum Sabe, which is aligned explicitly with the aspiration of Brisbane Catholic Education's Excellent Learning and Teaching: Moving Forward Strategy to grow the engagement, progress, achievement and wellbeing for each student. LEAD, LEARN, TEACH, ENGAGE.

Effective implementation of the Molum Sabe within the College

The College Board led the initiative of developing a RAP for Carmel College.

2. Aboriginal and Torres Strait Islander people are encouraged to be representatives on existing college committees. For example; College Board, Parents and Friends Association, Student Representative Council.	ATSI Liaison Officer – appointed	2013 and ongoing	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander people are represented on existing college committees.
3. Build relationships with our College’s local Aboriginal and Torres Strait Islander community.	College Leadership Team (CLT) APRE AP – Students ATSI support teacher	2013 and ongoing	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Traditional Owners or Elders speak to students and staff about the histories and cultures of the local area College staff and students visit significant local events.
4. Celebrate and promote National Reconciliation Week and Naidoc Week throughout the wider school community.	APRE	2013 and ongoing	<ul style="list-style-type: none"> Organise at least one internal National Reconciliation Week event each year. Ngutana-Lui Aboriginal & Torres Strait Islander Cultural Studies Centre tutors attend the College to inform students of the importance of this day

Respect

At Carmel College, respect is at the heart of our values. Through demonstrating respect and recognition of Aboriginal and Torres Strait Islander Culture, we aim to develop true understanding and dignity for our Aboriginal and Torres Strait Islander students, families and community, whilst educating the wider college community. Through these actions we will build right relationships leading to true reconciliation.

Action	Responsibility	Timeline	Target
1. Publicly display our College's respect for Aboriginal and Torres Strait Islander peoples, histories and cultures.	AP - Students A&TSI Support teacher	Schooldays 2013 and ongoing	<ul style="list-style-type: none"> • Recognition on the College website • Aboriginal and/or Torres Strait Islander flags flown all year round. • Continued display of Aboriginal and Torres Strait Islander artwork including display of commissioned artwork by artist (Elisa Carmichael) depicting the relational connection between Stradbroke Island and the Redlands. • Aboriginal and Torres Strait sacred crosses and student artwork displayed • Acknowledgement of Country takes place at College assemblies. • Aboriginal and Torres Strait Islander Traditional Owners or Elders are invited to perform Welcome to Country ceremonies at significant college events.
2. College celebrates days of national significance.	APRE A&TSI Support teacher	2013 and ongoing	<ul style="list-style-type: none"> • Organise and/or participate in events to celebrate days of national significant interest including: NAIDOC week, the anniversary of The National Apology, and Sorry Day. • To display the National Apology for Reconciliation
3. Engage employees in cultural awareness training to increase understanding and appreciation of cultural backgrounds.	Principal Deputy Principal	2014 and ongoing	<ul style="list-style-type: none"> • All staff participate in cultural awareness training as part of a formal staff development • Ensure that Aboriginal and Torres Strait Islander Peoples Perspectives are considered for inclusion in the professional development of staff

Opportunities

At Carmel College we believe that all students will be given the opportunity to reach their full potential. In line with our vision for Reconciliation and in closing the achievement gap, we will aim to provide these opportunities by creating in-class and co-curricular activities that are designed to maximise involvement and achievement of all students.

Action	Responsibility	Timeline	Target
<p>1. Support Aboriginal and Torres Strait Islander students to reach their full potential.</p> <p>The implementation of the Molum Sabe Strategy to improve the achievement levels of all Aboriginal and Torres Strait Islander students needs to be a collaborative approach between BCE schools and offices.</p>	<p>Principal</p> <p>AP - Students</p> <p>Teaching staff</p> <p>A&TSI Support teacher</p> <p>2017 and ongoing</p>	<p>2014 and ongoing</p> <p>2017</p>	<ul style="list-style-type: none"> • The needs of Aboriginal and Torres Strait Islander students are reflected in our school's strategic plan and budget. • The College's A&TSI support teacher monitors through their interaction with the students their engagement in their learning and teaching. • Monitor student progress of learning through evidence-based data analysis. • Incorporate the identified systemic set of monitoring tools to record the achievement levels of A&TSI students to review the bridging of the educational gap between A&TSI and non- A&TSI students. • Data Analysis to promulgate the progress of Aboriginal and Torres Strait Islander students in standardised tests to Curriculum Leaders. • Continue to monitor the attendance and retention of students' enrolment. • All teaching staff understand that the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures applies to all Australian students. • Continue to practice appropriate pedagogical practices, resources and development of appropriate professional learning opportunities to cater for needs of staff. <p>As per school implementation plan.</p>

			<ul style="list-style-type: none"> • Anti-racism objectives or statements are aligned with BCE policies and practices. • Support for Aboriginal and Torres Strait Islander students to access scholarships (eg QATSIF QCE Scholarship program), financial support, career advice and mentoring. • All Aboriginal and Torres Strait Islander students achieve the growth markers and targets outlined in the Excellent Learning and Teaching: Moving Forward strategy 2017-2020
Molum Sabe- Through the engagement of a health education and capacity development program students are educated in the importance of: being positive roles models; engaging in the learning of school whereby they realise their potential; importance of school attendance; actively engaging in literacy and numeracy; demonstrating good behaviour and increase in willingness to participate in school activities enhancing his/her Aboriginal and/or Torres Strait Islander cultural identity.	APRE A&TSI Support teacher BCE personnel	2017 and ongoing	<ul style="list-style-type: none"> • Monitors engagement of students' attendance and implements strategies to address students with concerns by liaising with Pastoral leaders and parents. Evidence shows the retention rate has increased. As per school implementation plan.
2. Provide students with every opportunity to celebrate dates of significance within the school and as part of wider community events.	APRE A&TSI Support teacher AP – Students Deputy Principal	2014 and ongoing	<ul style="list-style-type: none"> • Students to be given the opportunity to participate in cultural and spiritual celebrations and appropriate community and educational events (eg QATSIF graduation celebrations, QATSIF Breakfasts, NAIDOC Celebrations)
3. Investigate opportunities to increase Aboriginal and Torres Strait Islander employment opportunities.	Principal	2014 and ongoing	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander people are encouraged to apply for teaching and non-teaching positions. • All Aboriginal and Torres Strait Islander staff are provided with training and support, as required.

Tracking progress and reporting			
Action	Responsibility	Timeline	Target
1. Monitor and refresh our Reconciliation Action Plan.	Principal College Board	Annually	<ul style="list-style-type: none"> • Our Reconciliation Action Plan is monitored by the Reconciliation Action Plan committee. • Our Reconciliation Action Plan is reported at the start of each school year.

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