



Wesley College Reconciliation Action Plan

August 2022 to August 2023



Acknowledgement of Country

The wider Wesley College school community occupies the lands of many Traditional custodians: the Wurundjeri and Boon Wurrung of the Kulin Nation, Gunai Kurnai, Dja Dja Wurrung and Gunditjamara. We also recognise our ongoing partnership with the Bunuba people as traditional custodians.

The community of Wesley College take this moment to reflect on its traditional and continuous custodians and offers our respects to their Elders, both past and present, who have cared for and cultivated this land, its waterways and the surrounding communities for many thousands of years. We acknowledge these groups as part of one of the world's oldest surviving cultures, who have had a mutually prosperous relationship with this land since long before European colonisation.

We acknowledge their survival, the integral role that Australia's Indigenous people play within our history and our contemporary culture, and we must contemplate how we can meaningfully interact with and learn from this culturally rich and continuously resilient community.

We take the opportunity also to consider our own relationship with this land, and how our presences exist within its historical and cultural contexts. We consider the Aboriginal and Torres Strait people who are part of our lives, the employees and students who are integral to our diverse school community, and endeavour to actively listen to the knowledge forever embedded in their traditions of custodianship of Country and culture.

Wesley College Principal's Overview



It is my privilege to write the preface to the first Wesley College Reconciliation Action Plan (RAP). This important document is a formal statement of our ongoing commitment to reconciliation.

It builds on many years of meaningful commitment to our First Nations People and education of both Indigenous and non-Indigenous Australians through the establishment of the Yiramalay Studio School.

The history of this continent is one of dispossession. The First Peoples of this land arrived at least 60,000 years ago and lived for uncounted generations in harmony with the land and the waters. This harmony was suddenly and brutally interrupted with the arrival of the Europeans in 1788.

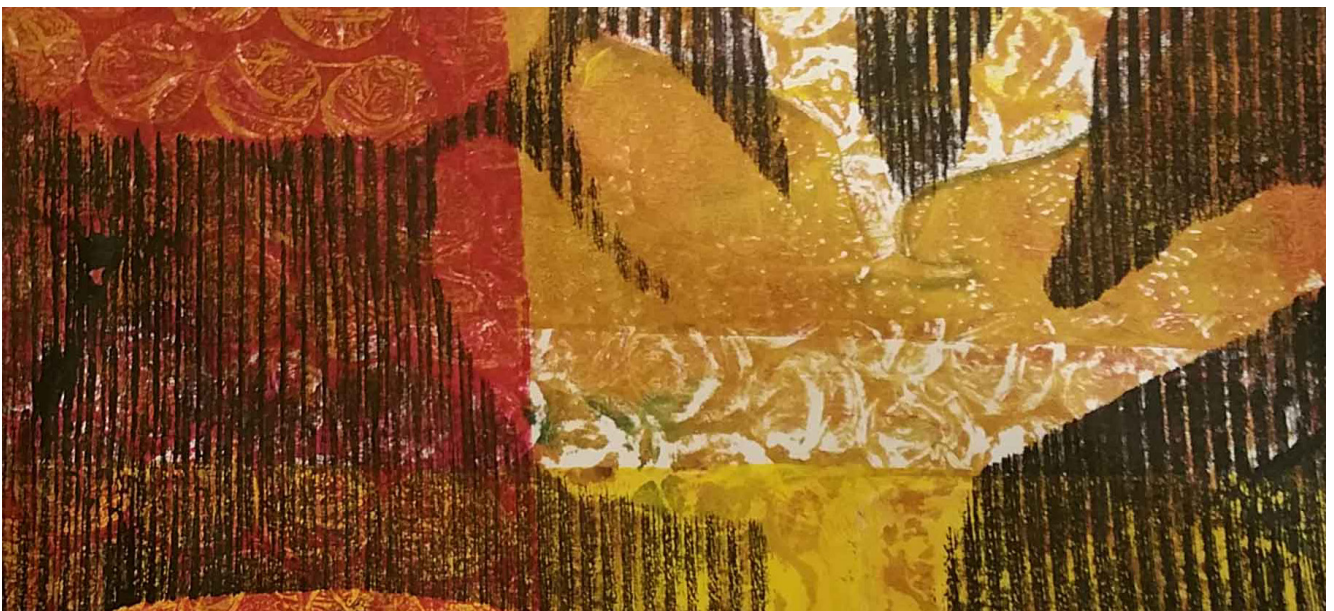
But it has also a history of survival; survival of people and of culture, in the face of astonishing odds. Wesley College believes that Australia's history must be faced with compassion, with courage, with determination and with truth-telling. Reconciliation with the First Peoples of Australia is not a destination but a journey the nation must travel.

Wesley College, as an educational institution and a microcosm of the nation, is committed to travelling this journey. This commitment must be enshrined not just in this Reconciliation Action Plan, but in the hearts and minds of all who work and study at the College. This Action Plan is, therefore, a living document, and represents our 'Respect' Reconciliation Action Plan within Reconciliation Australia's framework. It will evolve over time as we strive to create a reconciled future of mutual respect, understanding and equality.

We are indebted to the knowledge and wisdom of cultural consultant, Wiradjuri and Wotjabaluk man AJ Williams-Tchen who guided us in the development of the Reconciliation Action Plan and to the Reconciliation Action Plan working group of teaching and non-teaching staff, students, and parents.

I commend this first iteration of the Wesley College Reconciliation Action Plan.

Nick Evans,
Principal Wesley College

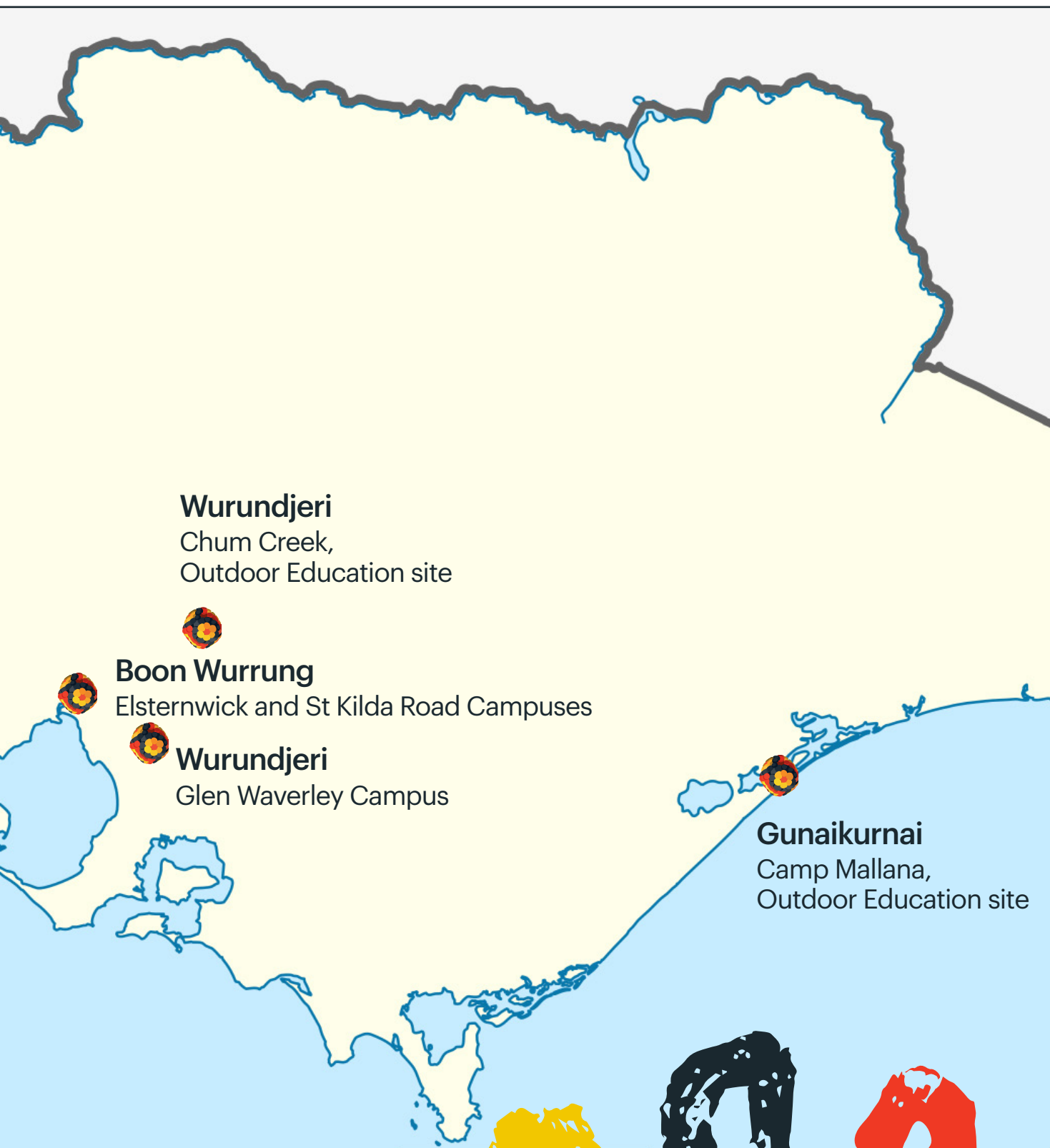


Traditional custodians



Gunditjmarra
Lochend,
Outdoor Education site

Dja Dja Wurrung
Clunes Campus



Wurundjeri

Chum Creek,
Outdoor Education site



Boon Wurrung

Elsternwick and St Kilda Road Campuses

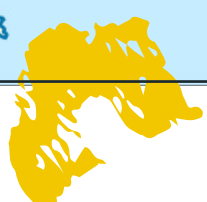


Wurundjeri

Glen Waverley Campus

Gunaikurnai

Camp Mallana,
Outdoor Education site



Vision

Wesley's holistic approach to learning – a *true* education – is our passionate commitment to the development of the whole child in an inclusive, coeducational environment.

The richness, breadth and depth of a Wesley education provides unparalleled opportunities for students to discover their passions and nurture their talents.

This vision statement for reconciliation is informed by the College's principles of a *true* education and aligns purposeful actions for reconciliation within Wesley's holistic approach to learning.

The vision was developed by members of the working group with student consultation with the Wesmob committee at the St Kilda Road Campus.



To know – Learning and Knowing

We commit to educating our community in Aboriginal and Torres Strait Islander ways of knowing and understanding.

We commit to understanding historical and contemporary wrongs so that as we know better, we do better.



To live with – Relationships

Wesley College commits to working towards being a respectful and safe place for Aboriginal and Torres Strait Islander peoples to express their identity and culture.



To do – Action for Change

We commit to ongoing action that fosters reconciliation as outlined in our Reconciliation Action Plan both within our College community and beyond.



To be – Spiritual Connection

We commit to developing a deeper understanding of Aboriginal and Torres Strait Islander peoples' way of caring for, and listening to, Country and each other.

We will be a community that celebrates Aboriginal and Torres Strait Islanders and their knowledge, understanding and perspectives.



Ryan C
Sorry

We are so
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Reconciliation Action Plan

Working Group

AJ Williams-Tchen	Cultural Consultant
Alex Law	Head of Admissions
Anny McMaster *	Head of Programs and Staffing, Clunes Campus
Banjo McIntosh *	Student
Dan Church	College Head of Sport
Edie Salamito (OW2022)	Wesmob Prefect, St Kilda Road Campus
Kate Hogarth	Head of Outdoor Education
Kaylea Fearn	Pastor, St Kilda Road Campus
Matt Watson *	Principal, Yiramalay Studio School
Maxie Coppin *	Indigenous Education Worker
Michele Maher	Head of Faculty, The Arts, Glen Waverley Campus
Morag Howard	Associate to the Principal
Nick Evans	Principal
Rohan Chiu	Wesmob Coordinator, St Kilda Road Campus
Sabeena DeBono	Head of Junior School, St Kilda Road Campus
Sean Cox	Head of Learning in Residence
Stanley Shaw *	Indigenous Education Worker
Tanya Davies *	Head of Middle School, Elsternwick Campus

* denotes staff or students who were part of the endorsing group but have since left the College




Students painting Bunjil, a creator deity in the Kulin nation creation story.

Support Network

Amanda Allan	Coordinator ECLC, Elsternwick Campus
Andrea Belmonte	Teacher
Andree Colbert	Teacher
Angela Forthun	Coordinator Wesmob, Glen Waverley Campus
Ben Bruin	Head of Faculty, Language and Literature, St Kilda Road Campus
Ben Picker	Teacher
Bradon French	Chaplain, Glen Waverley Campus
Brent Thiele	Head Coach, Football
Carrie Wilton	Teacher
Chelsea Roche	Teacher
Chris Kavenagh	Assistant Director Finance and Performance Reporting
Clare Kelly	Teacher
Clare Wilson	CAS Coordinator, St, Kilda Road Campus
Dawn Anderson	Officer, Foundation
Frank Concilia	Teacher
Halley Welsh*	Coordinator PYP, Elsternwick Campus
Heath Wallace	Teacher in Charge, Lochend
James Carroll	Coordinator MYP, Glen Waverley Campus
Johanna Van Der Linden	Teacher
Julie Atkins*	Supervisor, Overnight, Clunes Campus
Kym Adams	Coordinator, Yiramalay Inductions and Student Support
Leonie Abbott	Head of Student Wellbeing, St Kilda Road Campus
Libby Gronn	Teacher
Lisa Gheller	Head of House, Head of Faculty Language and Literature, Glen Waverley Campus
Niki Wetherall	People and Culture: Manager Health and Safety
Rose Lyons	Counsellor, Careers
Sharon Togher*	Teacher
Stacey Holmes	Teacher
Stephen Rabach	Teacher
Tegan Gluschenko	Faculty Coordinator Physical and Health Education



Timeline of Reconciliation at Wesley College




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- 2004** Memorandum of Understanding signed between the Bunuba and Fitzroy Valley people and Wesley College Melbourne.
- 2005** Wesley students and staff attend the Kimberley Aboriginal Law and Culture Centre Festival (KALACC) to launch the partnership in the north. As a result of the experience, Wesmob was born.
- 15 young Aboriginal students and elders from Fitzroy Crossing visited Wesley in Melbourne for the ceremonial launch of the partnership in the south.
- Wesley teacher secondments to the Kimberley Languages Resource Centre in Fitzroy Crossing to assist in the development of curriculum support material to support the preservation and teaching of Bunuba language.
- 2006** Curriculum resource material developed for primary school aged children to learn Bunuba and Walmajarri languages which were then introduced to Wesley students in Melbourne as part of their International Baccalaureate Primary Years Program (PYP).
- Bunuba and Walmajarri elders from the Fitzroy Valley subsequently travelled to Melbourne each year to teach the PYP units of inquiry in Bunuba and Walmajarri language to children in Years 4 and 5.
- 2007** Wesley College staff and students attend the Aboriginal Women's Bush meeting convened by the women of the Marninwarntikura Women's Resource Centre in Fitzroy Crossing.
- 2010** The Yiramalay/Wesley College Studio School officially opens with 9 Indigenous students and 15 Year 10 Melbourne students on Induction 1.
- 2017** Professor Gary Foley presents on Principal's Day in January.
- Oscar House named at Glen Waverley Campus after Bunuba Elder June Oscar AO.
- 2021** Wesley College Reconciliation Working Group formed with cultural consultant, Wiradjuri and Wotjabaluk man AJ Williams-Tchen.
- 2022** Wesley College Melbourne Reconciliation Action Plan launched.



Respect


Respect is a base layer that we start from, it develops over time and trust plays a role. If one wants to be **respected**, then one must start by **respecting** others. We gain and show **respect** through listening and talking, by adopting a curiosity perspective and by being vulnerable.

Respect in the classroom




Action	Deliverable
<p>1. Teach about reconciliation</p> <p>Commitment: Our school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey.</p> <p>This understanding also helps to strengthen engagement with our school's Reconciliation Action Plan by positioning it within the broader story of reconciliation in Australia.</p> <p>Goal: Provide the College community with opportunities to learn more about the concept, history and progress of reconciliation in Australia.</p>	<p> 1.1 Run a reconciliation-specific professional learning session giving staff opportunities to learn and talk about reconciliation: the history, process, concept and how they can ensure reconciliation change across the College.</p> <p>Responsibility: Head of Faculty, The Arts (GW)</p> <hr/> <p> 1.2 Conduct a curriculum audit to find out how well reconciliation, and Aboriginal and Torres Strait Islander histories, cultures and contributions, are embedded in daily or regular learning activities across subject areas.</p> <p>Responsibility: RAP Coordinator</p>
<p>2. Teach about days of national significance</p> <p>Commitment: We commit to incorporating nationally significant days for Aboriginal and Torres Strait Islander peoples and reconciliation into our curriculum to increase knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We also commit to including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January and ANZAC Day.</p> <p>Goal: Hold student workshops/functions in person or virtually, that educate on significant dates of importance for Aboriginal and Torres Strait Islander people.</p>	<p> 2.1 Create three specific learning opportunities for students and teachers around:</p> <ul style="list-style-type: none">• NAIDOC Week• Closing the Gap• Reconciliation Week <p>Responsibility: RAP Coordinator</p>



Respect in the classroom

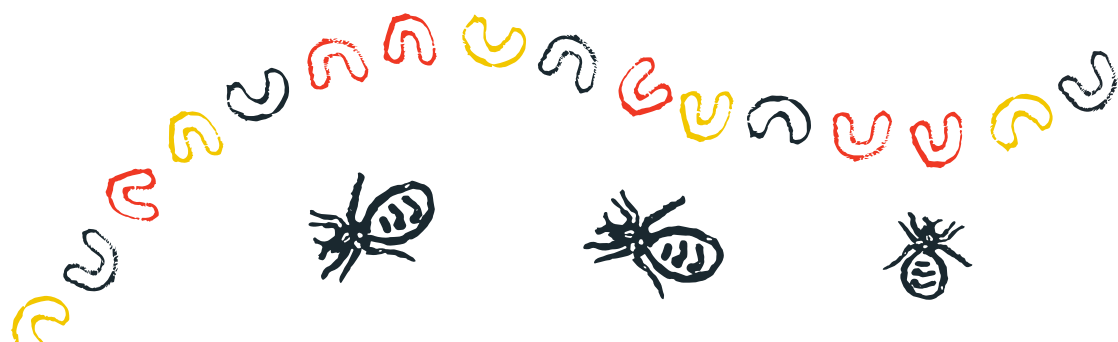
Action	Deliverable
<p>3. Explore current affairs and issues</p> <p>Commitment: We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our school.</p> <p>Goal: To raise awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples can help children, students and staff to better understand and empathise with Aboriginal and Torres Strait Islander peoples and the process of reconciliation.</p>	<p> 3.1 Develop a Wesley Reconciliation Action Plan media site where staff and students can share and discuss news articles, research and broader media from a range of different sources about local or national affairs and issues relating to Aboriginal and Torres Strait Islander peoples and reconciliation.</p> <p>Responsibility: Head of Faculty, The Arts (GW)</p>

Respect around the school




Action	Deliverable
<p>5. Acknowledgement of Country</p> <p>Commitment: Our school recognises the continuing connection of Aboriginal and Torres Strait Islander 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.</p> <p>Goal: To encourage staff and students to have opportunities to reflect on what it means to acknowledge Country, and provide everyone the opportunity to do so at meetings and events throughout the year.</p>	<p> 5.1 Organise a staff reflection session at each site and campus.</p> <p>Responsibility: Head of Junior School (SKR)</p>
	<p> 5.2 Organise a student reflection session at each site and campus.</p> <p>Responsibility: RAP Coordinator</p>
	<p> 5.3 Develop a policy/protocol around Acknowledgement to Country for events, meetings, email signatures, print materials and any social media platform.</p> <p>Responsibility: Associate to the Principal</p>

Respect with the community

Action	Deliverable
<p>6. Aboriginal and Torres Strait Islander flags</p> <p>Commitment: Our school flies or displays the Aboriginal and Torres Strait Islander flags 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.</p> <p>Goal: To fly and/or display the Aboriginal and Torres Strait Islander flag as a visual demonstration of pride and respect for the histories, cultures and contributions of Australia’s First Peoples.</p>	<p> 6.1 Fly and or display the Aboriginal and Torres Strait Islander flag at each of the working sites and campuses of the College.</p> <p>Responsibility: Head of Outdoor Education</p> <hr/> <p> 6.2 Establish a protocol to display the Aboriginal and Torres Strait Islander flag at each of the working sites and campuses of the College for formal events.</p> <p>Responsibility: RAP Coordinator</p> <hr/> <p> 6.3 Establish a protocol to fly or display the Aboriginal and or Torres Strait Islander flag at each of the working sites and campuses of the College to recognise days of significance for First Nations peoples.</p> <p>Responsibility: RAP Coordinator</p>
<p>7. Reconciliation Action Plan launch</p> <p>Commitment: Our school is proud to launch our Reconciliation Action Plan at an event that recognises the efforts of the working group and celebrates our school’s commitment to reconciliation. We will use our Reconciliation Action Plan launch event to inform the wider community about our Reconciliation Action Plan and the many different ways they can get involved and take action towards reconciliation.</p> <p>Goal: Launch Reconciliation Action Plan via virtual mode to promote to Wesley College’s stakeholders.</p>	<p> 7.1 Launch the 2022/2023 Wesley College Reconciliation Action Plan to inform the wider community about our Reconciliation Action Plan and the many different ways they can get involved and take action toward reconciliation.</p> <p>Responsibility: RAP Coordinator</p>



Respect with the community

Action	Deliverable
<p>8. Take action against racism</p> <p>Commitment: Racism can have serious negative consequences for the people who experience it, 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.</p> <p>Goal: To take steps in the College to understand racism by building an awareness of racism, its impacts, and how to respond effectively.</p>	<p> 8.1 Review the current opportunities for students and staff to reflect on their own cultural identities.</p> <p>Responsibility: RAP Coordinator</p>
	<p> 8.2 Commit to increasing awareness within the College of diverse representations and experiences of racism through engaging with different media viewpoints and representations of racism in Australia.</p> <p>Responsibility: RAP Coordinator</p>
	<p> 8.3 Develop a program within the school that explicitly engages with the concept of systemic racism, its origins and ongoing implications for society and educational institutions.</p> <p>Responsibility: Associate to the Principal</p>



Year 4 students learning about Aboriginal art in class from Glen Waverley Head of Faculty, The Arts, Michele Maher.


Relationships

We aspire to make genuine connections with Aboriginal and Torres Strait Islander peoples, place and culture. Through this we can nurture authentic two-way learning. By listening carefully and deeply to people and place, by asking questions and sharing we will develop respectful and meaningful **relationships**. Our **relationships** need to be honest and truthful especially when this is confronting and difficult as this will establish solid foundations from which to grow and prosper. With this in mind, we may need to go slowly and take time to build trust. These relationships are living things and we look forward to the open dialogue friendship that is possible when everyone's voice is equal and valued.


Relationships in the classroom

Action	Deliverable
<p>1. Aboriginal and Torres Strait Islander People in the classroom</p> <p>Commitment: We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms as guests to work alongside our students and children in learning activities. Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and culture.</p> <p>Goal: To invite Traditional Owners to our places of learning to speak about local country, cultures, languages, and knowledges.</p>	<p> 1.1 Invite Boon Wurrung Foundation/Bunurong Land Council Aboriginal Corporation to visit school sites and campuses on Boon Wurrung Land.</p> <p>Responsibility: RAP Coordinator</p>
	<p> 1.2 Invite the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation to visit school sites and campuses on Wurundjeri Land.</p> <p>Responsibility: Principal</p>
	<p> 1.3 Invite Gunaikurnai Land and Waters Aboriginal to visit school sites and campuses on Gunaikurnai Land.</p> <p>Responsibility: Head of Outdoor Education</p>
	<p> 1.4 Invite the Dja Dja Wurrung Clans Aboriginal Corporation to visit school sites and campus on Dja Dja Wurrung Land.</p> <p>Responsibility: Head of Wellbeing at Clunes</p>

Relationships in the classroom

Action	Deliverable
<p>2. Opportunities for Aboriginal and Torres Strait Islander students and children</p> <p>Commitment: We commit to providing opportunities for our Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider community.</p> <p>Goal: Create opportunities that enhance the wellbeing of Aboriginal and Torres Strait Islander students of Wesley College country, cultures, languages, and knowledges.</p>	<p> 2.1 Establish a cultural mentoring program for students that identify as being Aboriginal or Torres Strait Islander.</p> <p>Responsibility: Head of Learning in Residence</p>

Relationships around the school

Action	Deliverable
<p>3. Cultural competence for staff</p> <p>Commitment: We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures. We also commit to supporting staff to independently seek out and participate in a variety of cultural awareness experiences that assist them on their own journey of understanding.</p> <p>Goal: Analyse the current level of cultural competence of our staff in order to understand the needs and opportunities to build and extend their knowledge and understanding of working with Aboriginal and Torres Strait Islander students, families and communities.</p>	<p> 3.1 To undertake a learning needs analysis of staff.</p> <p>Responsibility: RAP Coordinator</p>



Relationships with the community




Action	Deliverable
<p>4. Welcome to Country</p> <p>Commitment: Where appropriate, significant events for our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of their Land.</p> <p>Goal: Coordinate a Welcome to Country at Wesley College for significant events to recognise and respect the Traditional Custodians of the Land.</p>	<p> 4.1 Ensure the school has a policy for incorporating a Welcome to Country for significant College events.</p> <p>Responsibility: RAP Coordinator</p>
<p>5. Celebrate National Reconciliation Week</p> <p>Commitment: Our school community celebrates National Reconciliation Week which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school and celebrating with the community. National Reconciliation Week 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 efforts.</p> <p>Goal: Celebrate National Reconciliation Week to build on the respectful relationships shared with Aboriginal and Torres Strait Islander people and the wider community.</p>	<p> 5.1 Coordinate activities and events around the theme of reconciliation in the classroom and around the school in order to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.</p> <p>Responsibility: RAP Coordinator</p> <hr/> <p> 5.2 Establish a NRW steering committee made up of Reconciliation Action Plan Working Group members and other staff and students across the school to support the planning and delivery of NRW Events.</p> <p>Responsibility: RAP Coordinator</p>
<p>6. Build relationships with community</p> <p>Commitment: We commit to building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-indigenous staff, students, children and community members.</p> <p>Goal: To build relationships with our local Traditional Owner communities that are built on mutual respect, trust and inclusiveness with the view to creating opportunities for Aboriginal and Torres Strait Islander and non-indigenous staff, students, children and community.</p>	<p> 6.1 Reflect on levels of engagement with Aboriginal and Torres Strait Islander staff, students, family and/or community.</p> <p>Responsibility: Head of Learning in Residence</p> <hr/> <p> 6.2 Evaluate opportunities for strengthening relationships and engagement with Aboriginal and Torres Strait Islander communities and increase presence around the College.</p> <p>Responsibility: Principal</p>



Opportunities

Everyday, we have the privileged opportunity to connect with the people and places we move through. This journey of reconciliation will be an opportunity for honest and truthful reflection on, and acknowledgement of, the wrongs of the past and the ongoing trauma experienced by Aboriginal and Torres Strait Islander peoples. Furthermore, it is an opportunity to learn, grow and for us to listen to and celebrate Aboriginal and Torres Strait Islander peoples.





Opportunities in the classroom

Action	Deliverable
<p>1. Curriculum planning</p> <p>Commitment: Embedding Aboriginal and Torres Strait Islander 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 have or will be audited to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.</p> <p>Goal: Embedded Aboriginal and Torres Strait Islander histories and cultures into the curriculum planning, development and evaluation processes across all year levels and learning areas.</p>	<p> 1.1 Carry out a curriculum audit to examine the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are included and identify opportunities to strengthen the representation.</p> <p>Responsibility: RAP Coordinator</p>
	<p> 1.2 Where appropriate, seek input from Aboriginal and Torres Strait Islander people and advisory groups in curriculum planning and development processes.</p> <p>Responsibility: Head of Wellbeing at Clunes</p>
	<p> 1.3 Establish a relevant and meaningful collection of Aboriginal and Torres Strait Islander resources in each of the campus libraries.</p> <p>Responsibility: Head of Faculty, The Arts (GW)</p>





Welcome to Country at Clunes Campus with Clunes Group 90 led by Troy Firebrace, a member of the Dja Dja Wurrung people.





Opportunities in the classroom

Action	Deliverable
<p>2. Inclusive policies</p> <p>Commitment: All staff in our school are aware of policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander 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 Aboriginal and Torres Strait Islander peoples and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.</p> <p>Goal: Review internal policies and amend where needed to ensure that they are inclusive of Aboriginal and Torres Strait Islander people and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.</p>	<p> 2.1 Explore opportunities for and policy around Indigenous employment at Wesley College.</p> <p>Responsibility: Head of Admissions</p>
	<p> 2.2 Investigate policies around Indigenous employment at Wesley College.</p> <p>Responsibility: Head of Sport</p>
	<p> 2.3 Investigate policies around engaging with Indigenous Consultants, Elders and Indigenous businesses.</p> <p>Responsibility: RAP Coordinator</p>
	<p> 2.4 Undertake a policy audit to ensure that the National Quality Framework and Standards are directly reference to matters such as equality, equity, unity and inclusivity.</p> <p>Responsibility: Associate to the Principal</p>
	<p> 2.5 Hold staff forums where educators can build their capacity to ensure that corresponding Standards are being met.</p> <p>Responsibility: Associate to the Principal</p>

Opportunities around the school

Action	Deliverable
<p>3. Staff engagement with Reconciliation Action Plan</p> <p>Commitment: Commitment to the Reconciliation Action Plan from all staff is essential for developing a Reconciliation Action Plan that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our Reconciliation Action Plan through staff development opportunities facilitated by the Reconciliation Action Plan Working Group.</p> <p>Goal: Encourage staff to be involved in the ongoing development and implementation of the Reconciliation Action Plan through staff development opportunities facilitated by our Reconciliation Action Plan Working Group.</p>	<p> 3.1 Create opportunities for input on Reconciliation Action Plan initiatives from staff members who are not in the Working Group.</p> <p>Responsibility: Reconciliation Action Plan Coordinator</p>
	<p> 3.2 Develop professional learning opportunities around certain Reconciliation Action Plan Actions for staff to gain more insight and competency in working with Aboriginal students, and other Indigenous stakeholders.</p> <p>Responsibility: Reconciliation Action Plan Coordinator</p>

Opportunities with the community

Action	Deliverable
<p>4. Celebrate Reconciliation Action Plan progress</p> <p>Commitment: We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our Reconciliation Action Plan, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our Reconciliation Action Plan into the future.</p> <p>Goal: Celebrating the progress of Reconciliation Action Plan outcomes as they occur.</p>	<p> 4.1 Establish a system for documenting anecdotal evidence of positive changes within your school due to the implementation of the Reconciliation Action Plan.</p> <p>Responsibility: Head of Wellbeing at Clunes</p>
	<p> 4.2 Writing up case studies of particular projects, achievements or personal stories impacted by the Reconciliation Action Plan.</p> <p>Responsibility: WESMOB Prefect</p>
	<p> 4.3 Publish the Reconciliation Action Plans, illustrations, video, audio and media articles that strongly capture the successes of the Wesley College Reconciliation Action Plan on all social media platforms.</p> <p>Responsibility: Head of Faculty, The Arts (GW)</p>
	<p> 4.4 Develop a dedicated Reconciliation Action Plan section on the Wesley College website.</p> <p>Responsibility: Head of Faculty, The Arts (GW)</p>



Kayla Stack (OW2019) with her artwork at Acquisitive Art Prize Exhibition 2019.

Tonheya McCormack (OW2022)

Tonheya McCormack is from the Arrernte language group, near Angkerle Atwatye (Stanley Chasm), west of Mparntwe (Alice Springs), amongst the Tjoritja (West MacDonnell Ranges) in the Northern Territory. Tonheya's Arrernte skin name is Kngwarreye, and because she also spent some of her childhood at Yuendumu, she also has a Walpiri skin name, Nungarrayi.

The Possum skin artwork features designs that show her responsibility to care for country, and to pass on her Ancestor's stories and culture. She has featured the bush foods, which women from her family hunt and gather, including honey ants, witchetty grubs and bush bananas. There are also rivers and waterholes with women seated around a campsite. The foot tracks are from them walking on country to gather food.

Another feature in Tonheya's artworks is the use of dots, seen on the skin and beads, a style that is used by Aboriginal artists from the Central Desert region. These reflect the dot patterns used for ground and body paintings for ceremonies. Placing fine dots together creates a shimmering effect, reflecting the desert haze, and is used to infill motifs and patterns, as well as to conceal sacred elements of the story that should not be seen by the uninitiated.

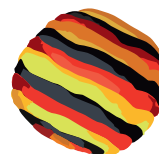
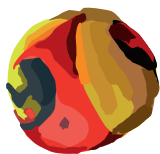
All of the designs you see throughout the Reconciliation Action Plan have been adapted for print from Tonheya's possum skin artwork.

All of the beads used throughout the Reconciliation Action Plan were also handmade by Tonheya (shown on cover) and adapted for print.



Tonheya's art

Beads

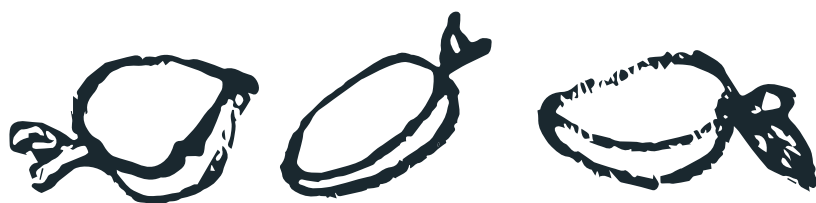


Possum skin elements



Seated people

The symbols represent seated people and in the context of the story depicted on the possum skin, six women seated around a campsite. The foot tracks are from them walking on country to gather food.



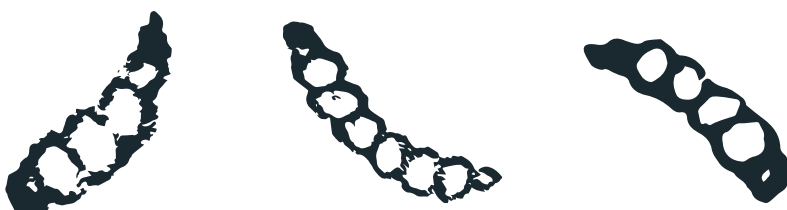
Bush bananas

The bush banana is an important food source for Aboriginal people from Central Australia and is a totemic plant that often features in Aboriginal stories and can be found in many Aboriginal paintings.



Honey ants

Honey ants are one of the most popular treats on the bush tucker menu. Honey ants are overfed by other ants in the nest to the point where their abdomens swell with giant balls of honey up to one centimeter in diameter.



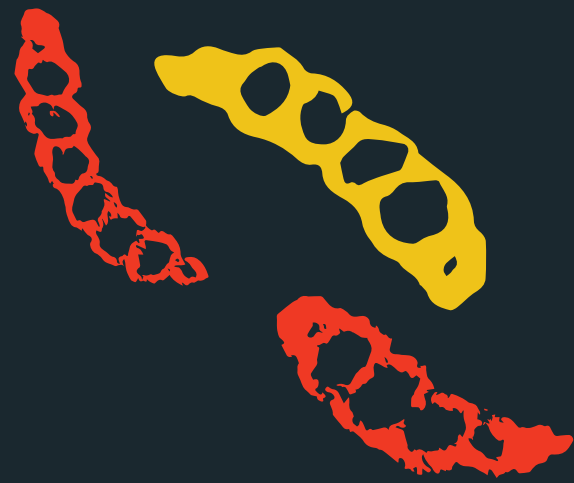
Witchetty grubs

Historically, witchetty grubs have been a staple for Aboriginal communities, and today is still an important food and nutritious snack when living in the bush. Acting as a rich source of protein, it has been found that '10 witchetty grubs are sufficient to provide the daily needs of an adult'.

Not only are these grubs an important food source for Aboriginal communities but they also feature in Dreamings (totemistic design or artwork) in many Aboriginal paintings. When these grubs are caught, they are said to leak 'brown juice over fingers' when you hold them; it is this juice that is used in Dreamings.

'I believe it is a time to heal and all come together to move forward in the interests of our histories, country and culture, so the nation is walking all together, side by side, Aboriginal and non-Aboriginal peoples. I am learning both the culture of my ancestors and now white ways. It would be good to see all Australians do this.'

– Tonheya McCormack



'It is important to realise that the Reconciliation Action Plan is just the beginning; it is the beginning of **a journey of reconciliation.**'

– Wiradjuri and Watjbaluk man AJ Williams-Tchen,
Girraway Ganyi Consultancy



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**RECONCILIATION
AUSTRALIA**

Wesley College Melbourne
577 St Kilda Road, Melbourne VIC 3004

ABN 55 611 238 530 CRICOS Provider No 00354G



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