

# Innovate Reconciliation Action Plan

May 2023 – May 2025





## Acknowledgment of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the land on which each office and school are connected to the earth. We acknowledge those who have walked and cared for this sacred land for thousands of years and their descendants who maintain their spiritual connection and traditions.

We pay our respects to the Elders. Those who walked before us, those who walk beside us, and those who will continue to educate after us. We thank them for sharing their cultures, spiritualities, and ways of living with the land, in this place we now call home.

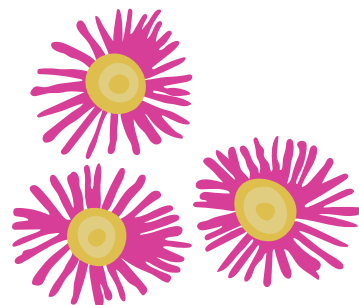
We give thanks to First Nations employees for their openness and strength.

May we continue to walk gently and respectfully together.

### Warning:

Aboriginal and Torres Strait Islander readers should be aware that this document may contain images or names of people who have passed away.





## We respectfully acknowledge

Bundjalung

Butchulla/Badtjala

Jagera

Kabi Kabi

Kombumerri

Mununjali

Quandamooka

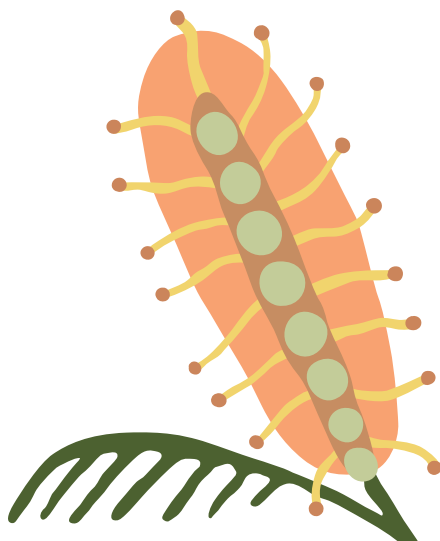
Turrbal

Ugarapul

Wakka Wakka

Yugambeh

Yuggera



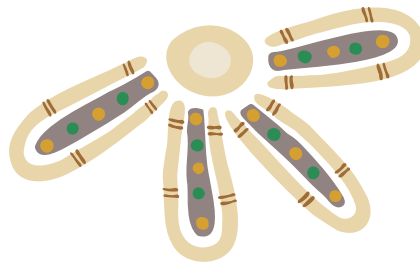


## **Reconciliation Prayer**

The National Aboriginal and Torres Strait Islander  
Catholic Council 2020

God of all creation,  
as we journey together in this Great Southern Land,  
we pray for healing,  
forgiveness and unity,  
creating a path of good will,  
with justice and compassion.

Amen











# Story Behind the Artwork

Jenny is a Quandamooka, Jinibara, and Warraburra woman, who previously worked at Brisbane Catholic Education's Ngutana-Lui Cultural Centre and has continued a close relationship with BCE, as she focused on pursuing her own artwork at Manamana Dreaming.

In 2022, our Reconciliation Working Group Chair reached out to Jenny to engage with her on creating an artwork to demonstrate our current reconciliation journey. Jenny consulted across all levels of Brisbane Catholic Education to discuss reconciliation. Reflecting on these conversations, Jenny says that the key themes were genuine, sensitive, and empowering, with one word that resonated strongly, 'Hope'. The theme 'Hope' is threaded throughout the artwork.

Central to the artwork is a large cross; symbolic of the Risen Christ who watches over everything, surrounding the cross are four boomerangs representative of Acceptance, Resilience, Humility, and Kindness. The sky surrounding is filled with 146 stars, representative of each school in Brisbane Catholic Education, and a rainbow representing a peace covering from above.

The band of 6 meeting places above the horizon represents the 6 offices, under this the sky contains a representation of First Nations Elders with a broken spear signifying benevolence, the Brisbane Catholic Education organisational structure, the Ngutana-Lui Cultural Centre and its staff, Prayer Groups and a learning growth vine representing the year levels that attend schools from Prep through to Year 12.

The lower half of the artwork from top to bottom represents the Brisbane Catholic Education schools catchment areas. The **Green Hills** spanned the horizon when the land was formed, which made the rivers to flow out to the sea. In the **Ocean** area you can see reflected the moon, cycles of the tide, waters, waves, salt, mullet, wind, and the native humpback whale that travels through the bays around our Brisbane Catholic Education catchment. Sand is then the start of the **Earth** returned which is formed by the sea. Then you can see the tracks of kangaroos, goannas, possums, emus and people with rocks and campsites. From the Earth grows the **Forest** which is represented in the bottom green area. There is some native plants



from our area including pig face, quandongs, bull rush, bungwall fern, grass tree, bunya, grevillea, water lily, sandpaper fig, native raspberry and eucalyptus. This artwork captures only a snippet of our areas amazing local species. Our native flora and fauna is so vast and there is so much much more to explore.

'Like a fresh new dawn, Reconciliation Action Plans provide Hope to heal the hurts of the past and move forward into a brand-new day. This Artwork tells a story of Hope over Brisbane Catholic Education's Reconciliation Journey.' **Jenny Kent – 2022.**









# Foreword

## The Most Reverend Mark Coleridge Archbishop of Brisbane

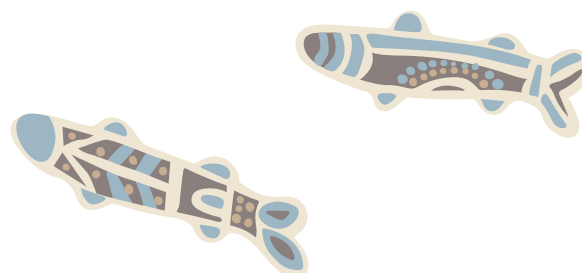
The plight of First Nations peoples is a running sore at the heart of the nation. Healing is imperative not just for them but for the whole nation, for whom the injustice done to the First Nations peoples remains the original sin.

Brisbane Catholic Education strives to play its part role in bringing healing to the nation by implementing their Innovate Reconciliation Action Plan. As Pope Francis says in *Fratelli Tutti*, "we can never move forward without remembering the past, we do not progress without an honest and unclouded memory." That is why it is so important to listen to Aboriginal and Torres Strait Islander voices in truth-telling.

By embracing this Innovate Reconciliation Action Plan, Brisbane Catholic Education commits to ensuring Aboriginal and Torres Strait Islander cultures and traditions are not lost but are protected and allowed to thrive across the organisation and its schools.

The Catholic Church as a whole has a crucial part to play in the movement towards genuine reconciliation within Australia. That is why the Catholic Bishops have endorsed the Uluru Statement from the Heart, which is another step in our journey towards reconciliation. I have also endorsed the statement within the Archdiocese of Brisbane and made my views known on the referendum concerning the Voice.

By adopting their Innovate Reconciliation Action Plan, Brisbane Catholic Education has committed to listening to the stories of Indigenous peoples and learning from them how we might contribute to reconciling the nation. I thank Brisbane Catholic Education for taking this next vital step on the journey towards the healing which will be the doorway into the future for all of us.







## Dr Sally Towns

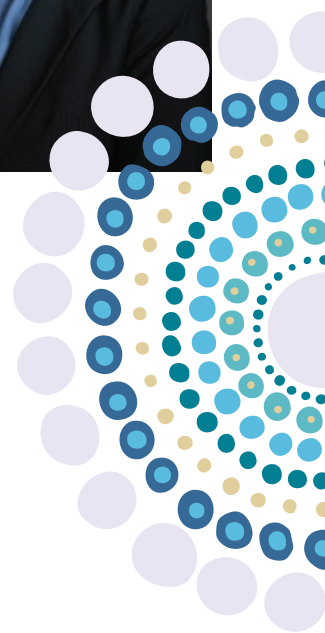
### Executive Director of Brisbane Catholic Education

As the Executive Director of Brisbane Catholic Education, I acknowledge that our schools and offices are spread across many Nations. We acknowledge the Traditional Custodians of all areas of Brisbane Catholic Education, the Yuggera, Turrbal, Kabi Kabi, Wakka Wakka, Butchulla, Quandamooka, Yugumbeh, Jagera, Ugarapul, and Bundjalung Peoples. We pay our respects to those whose spiritual and cultural connections remain with this land. I pay deep respect to all Elders, past, present, and emerging, for their wisdom and guidance. We recognise Aboriginal and Torres Strait Islander Peoples have been teachers on this land for tens of thousands of years.

Brisbane Catholic Education is continuing our commitment to developing a culturally safe and welcoming education system for all Aboriginal and Torres Strait Islander students, employees, and our wider community. That is why I am pleased to present the Brisbane Catholic Education Innovate Reconciliation Action Plan for 2023 – 2025.

This is our second Innovate Reconciliation Action Plan, the contents of which will continue to hold us accountable, as it reflects our vision, mission, leadership, and ways of working. Equity is at the core of Catholic Education, and we are committed to creating an organisation where First Nations Peoples, cultures, and lands are respected, promoted, and valued. As Executive Director I take ownership over the entirety of this Innovate Reconciliation Action Plan to be implemented successfully.

As a community grounded in faith, we must inspire and challenge each other and identify where we have fallen short. As Brisbane Catholic Education listens to the voices of First Nation communities, we continue the journey to improving every student's education. We are proud of the changes across our organisation since our last Innovate Reconciliation Action Plan, although we recognise we can continue to grow the positive impact we have on society and future generations, through equitable education and employment.





# Message from Reconciliation Australia

## Karen Mundine Chief Executive Officer

Reconciliation Australia commends Brisbane Catholic Education on the formal endorsement of its second Innovate Reconciliation Action Plan (RAP).

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

With close to 3 million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. Brisbane Catholic Education continues to be part of a strong network of more than 2,200 corporate, government, and not-for-profit organisations that have taken goodwill and transformed it into action.

The four RAP types — Reflect, Innovate, Stretch and Elevate — allow RAP partners to continuously strengthen reconciliation commitments and constantly strive to apply learnings in new ways.

An Innovate RAP is a crucial and rewarding period in an organisation's reconciliation journey. It is a time to build the strong foundations and relationships that ensure sustainable, thoughtful, and impactful RAP outcomes into the future.

An integral part of building these foundations is reflecting on and cataloguing the successes and challenges of previous RAPs. Learnings gained through effort and innovation are invaluable resources that Brisbane Catholic Education will continuously draw upon to create RAP commitments rooted in experience and maturity.

These learnings extend to Brisbane Catholic Education using the lens of reconciliation to better understand its core business, sphere of influence, and diverse community of staff and stakeholders.

The RAP program's emphasis on **relationships, respect, and opportunities** gives organisations a framework from which to foster connections with Aboriginal and Torres Strait Islander peoples rooted in mutual collaboration and trust.

This Innovate RAP is an opportunity for Brisbane Catholic Education to strengthen these relationships, gain crucial experience, and nurture



connections that will become the lifeblood of its future RAP commitments. By enabling and empowering staff to contribute to this process, Brisbane Catholic Education will ensure shared and cooperative success in the long-term.

Gaining experience and reflecting on pertinent learnings will ensure the sustainability of Brisbane Catholic Education's future RAPs and reconciliation initiatives, providing meaningful impact toward Australia's reconciliation journey.

Congratulations Brisbane Catholic Education on your second Innovate RAP and I look forward to following your ongoing reconciliation journey.









# Our Vision for Reconciliation

Brisbane Catholic Education is committed to working towards **genuine and sustainable reconciliation** between Aboriginal and Torres Strait Islander peoples and our wider school communities, **to deepen our understanding and genuine appreciation of First Nations peoples.**

We honour the histories, beliefs, cultures, traditions, languages, lores, and ways of knowing, of First Nations peoples, and their enduring connection to Country. We believe that in a reconciled Australia, everyone is valued for their own unique contribution. We respect the vital role they play as knowledge holders, in educating future generations.

By living out the Brisbane Catholic Education Innovate Reconciliation Action Plan our goal is that all associated Brisbane Catholic Education offices, and our wider school communities across the Archdiocese of Brisbane, become lifelong leaders for reconciliation, committed to effecting change in our Country. We endeavour to be recognised by the community as living the

spirit of reconciliation through our words and actions.

We commit ourselves to walk the journey of reconciliation alongside Aboriginal and Torres Strait Islander peoples in our wider communities. We remain conscious of the past and ongoing injustices they have endured and express our sorrow and understanding for the hurt. We commit to addressing racism and discrimination through our policies, procedures, practices and governance structures and through educating staff and students. We recognise and respect the ongoing resilience and strength they demonstrate. We engage with First Nations peoples in truth-telling about Australia's history, to work towards a shared future.





## Brisbane Catholic Education

Brisbane Catholic Education is an Agency of the Archdiocese of Brisbane with a mission to Teach, Challenge, and Transform students through a faith-filled learning journey. In our schools, all students are encouraged to realise their full potential through the delivery of high-quality Catholic education, in accordance with the ethos and values of the Catholic Church.

Working in partnership with parents, communities, and governments, our focus is to promote social responsibility and self-discipline to help shape lives, nurture individuals, and support communities in their faith journey.

## Our Organisation

Brisbane Catholic Education is the second largest education system in Queensland, we are a dynamic and growing organisation supporting more than 76,583 students from Prep to Year 12, across 146 schools covering most of south-east Queensland: spanning metropolitan Brisbane, the Gold and Sunshine Coasts, Ipswich, and the Lockyer and Brisbane

Valleys, the South Burnett district, and the Fraser Coast. As of January 2023, we employ 10,489 staff including across 6 offices located in Woolloongabba, North Lakes, Springwood, Wilston, Wynnum, Brisbane City, and an Aboriginal and Torres Strait Islander Cultural Centre in Inala.

As of January 2023, 3% of students and 0.99% of employees identify as Aboriginal and/or Torres Strait Islander people. We aim to create a workforce that is representative of the students, families, and communities we serve. **We hope that initiatives from this Innovate Reconciliation Action Plan will provide environments where all Aboriginal and Torres Strait Islander peoples feel welcomed, included, and comfortable identifying.**

Brisbane Catholic Education is in a unique position to enhance reconciliation by enriching the lives of over 76,000 students and 10,000 employees. With our expansive sphere of influence which includes our office and school staff, students, and the wider school communities, our Innovate Reconciliation Action Plan has the ability to utilise education as a powerful tool to engage more Australians on their reconciliation journey.

## Our Innovate Reconciliation Action Plan

Brisbane Catholic Education is committed to achieving our second Innovate Reconciliation Action Plan through respectfully embedding Aboriginal and Torres Strait Islander perspectives, promoting a culturally safe and empowering environment for all of our community members to learn, heal and grow together.

By continuing to build upon our ongoing reconciliation journey, we seek to strengthen opportunities for First Nations peoples through our policies, procedures, practices and governance structures. As we enhance our relationships with Aboriginal and Torres Strait Islander peoples, our aim is to reflect on the significance of reconciliation and how it is essential to our growth as an organisation and a nation, to provide better outcomes for the next generations.





## Our Reconciliation Journey

In October 2017 we took the first step on our Reconciliation Journey and established our Reconciliation Working Group.

Our first Innovate Reconciliation Action Plan, endorsed by Reconciliation Australia was launched in 2019. **This lifted the visibility of Aboriginal and Torres Strait Islander peoples and cultures within our workplace and further demonstrated our commitment to creating and maintaining an organisational culture that was welcoming and culturally safe for Aboriginal and Torres Strait Islander peoples.**

The actions implemented led to significant change at a foundational level in the way we approached reconciliation within Brisbane Catholic Education schools and offices.

Our highlights include:

- Guidelines provided for Welcome to Country and/or Acknowledgement of Country, and Terminology
- The displaying of Aboriginal and Torres Strait Islander flags and banners, and significant Aboriginal and Torres Strait Islander artwork
- Culturally important events and celebrations, including National Reconciliation Week and NAIDOC Week celebrations communicated.
- Cultural Awareness Training, which includes First Nations Cultural Competency Training, delivered through an online module for all staff as well as, opportunities for staff and students' participation in enriching cultural experiences at Ngutana-Lui Aboriginal and Torres Strait Islander Cultural Studies Centre. Both programs promote reconciliation through the development and delivery of educational programs that foster cultural understanding and respect for Aboriginal and Torres Strait Islander peoples
- Significant impact of Molum Sabe Aboriginal and Torres Strait Islander Education Strategy 2017 – 2020, which focused on the following outcomes for Aboriginal and Torres Strait Islander students:
  - Engagement and retention
  - Learning and Teaching Excellence
  - Wellbeing and belonging
- The strong focus on strengthening our relationships with Aboriginal and Torres Strait Islander communities through reaching out to Elders who have strong ties to our school communities and offering them a voice at our table, for example, Reconciliation Working Group
- Provided Aboriginal and Torres Strait Islander scholarships to support personal and professional development opportunities for First Nations employees and students in both cultural and career-specific learning:
  - Aboriginal and Torres Strait Islander Year 12 students considering a career in teaching
  - Aboriginal and Torres Strait Islander University students completing a Bachelor of Education
  - The Vince O'Rourke scholarship supports Aboriginal and Torres Strait Islander employees who are undertaking studies relevant to their work at Brisbane Catholic Education or studying towards a teaching degree
  - The Aunty Joan Hendricks scholarship supports Aboriginal and Torres Strait Islander employees to grow and share their cultural knowledge so that they can continue to help the oldest surviving cultures flourish into the next generation
  - Additional scholarships for all staff to engage in a range of professional development opportunities.





### Quote from Erin Dougherty

A Mamu woman of the Bagibarra Language group,  
and member of the Reconciliation Working Group

'During our first Innovate Reconciliation Action Plan, we made enormous progress in the visibility of the Aboriginal and Torres Strait Islander Education team and the Ngutana-Lui Cultural Centre. We saw more First Nations voices in spaces where there weren't before. We achieved significant growth in the number of schools that engaged with the Narragunnawali platform, starting at 3 and now growing to 131.'





## Case Studies

These case studies share stories about the opportunities for growth and development, for our staff and students, both culturally and professionally.

### Case Study 1 Scholarships

My name is Georgina Kadel born and raised on Undambi Country – Redcliffe. My Father was born on Wiradjuri Country – of Irish, English and Wiradjuri heritage. My Mother is an Erub woman whose ancestral land is the eastern islands of the Torres Straits, in far north Queensland. That island group is known as people of the deep seas and our language is Meriam Mir. I identify as a proud Erub woman of the Eastern Torres Strait Islands.

My role in BCE is Education Officer for Aboriginal and Torres Strait Islander education.

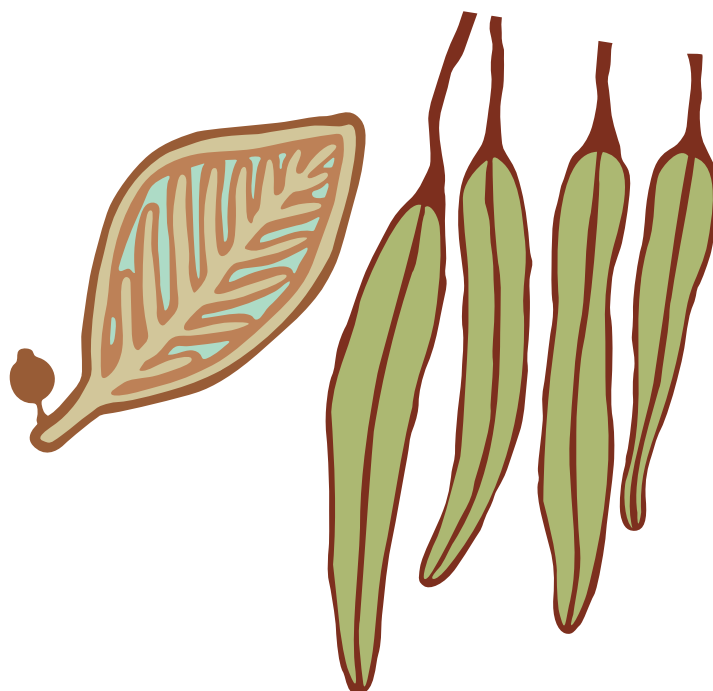
I was privileged to receive the BCE Aunty Joan Scholarship that allowed me to travel to my island home, Erub, to connect with my relatives and the culture I hadn't had the opportunity to do so before now. Having facilitated a Spirituality professional learning early in the year, I wanted to be able to draw more authentically on my ancestral lands and the Spirituality that is part of my people, and this scholarship

enabled me to make this a reality. I am still processing this experience and will do for some time; however, I can share the wonderment of feeling truly connected and being welcomed 'home' by my people. Although this has taken a lifetime for me to return to a place my family calls home, but never experienced, the timing was right, and I knew this was important in the scheme of things.

The preparations were quite complex and knowing how different communities operate and their practices helped in making connections and

organising various aspects of the experience. There was also much to learn as this was not a tour or tourist type adventure, which was also very refreshing. I was supported throughout the process by Kathy Moon, and this was instrumental in making this time successful and rewarding, so I am also grateful for her consistent friendly assistance along the way.

Am I going to maintain this connection with my people and lands? Definitely. Would I recommend the scholarship to other First Nations BCE staff members? Absolutely.







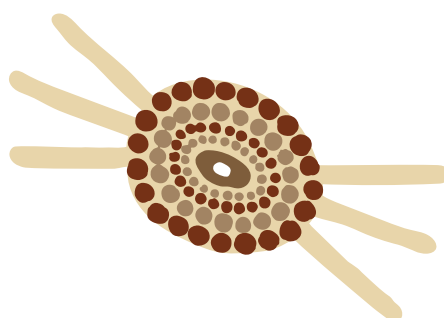
## Case Study 2 Ngutana-Lui Cultural Studies Centre

Ngutana-Lui espouses a spirit of welcome and a spiritual connectedness with Mother Earth and our Creator, as especially revealed through Jesus Christ and the tradition of the Catholic Church. The Centre provides opportunities for students, staff and external visitors to increase their awareness, knowledge, understanding and respect of the histories, cultures and spiritualities of Aboriginal and Torres Strait Islander peoples through the development and delivery of programs that have been aligned to the Australian Curriculum.

The ongoing aim of the Ngutana-Lui Cultural Studies Centre is to foster and encourage reconciliation through education.

The philosophy of the Centre is based on a holistic view of creation and spirituality. This is at the heart of Aboriginal and Torres Strait Islander cultures and is central to the programs provided.

Ngutana-Lui's Cultural Visitation Programs aim to deliver comprehensive, detailed, high quality learning and engagement experiences to our staff and students, which inherently express Aboriginal and Torres Strait Islander histories, cultures and spiritualities.



In addition to the Visitation Programs, Ngutana-Lui continued to support local community groups and non-school groups in 2022. These included:

- St Vincent's Hospital
- Australian Nursing Family Partnership (ANFPP) Graduation Ceremony (x2)
- MAS Experience Network (Employment Agency)
- Forest Lake Child Safety Office
- Hippy Playgroup
- Wandarrah Kindy
- Murri Ministry
- Augustinian Volunteers Australia Cultural Immersion Program
- Kyabra Community Association – Community Engagement Training
- Murri Ministry
- Kumarra Kinship Association



### Case Study 3 Professional Opportunities

When Chenoa Stockton received the news she had the position of Inclusivity and Diversity Officer with BCE's Culture, Leadership & Capability team she knew it was the perfect role for her.

"I have been a teacher and know first-hand the importance of inclusivity in the workplace, so I am excited about this role," Chenoa said.

Chenoa is a Waka Waka and Kalkadoon woman on her mother's side and lived most of her life on Quandamooka land at Moreton Bay.

"My great-grandparents were part of the stolen generation and were taken from their homeland in Kalkadoon, near Mount Isa, and made to live in the mission at Cherbourg," she said. "It is important we listen to the stories of the past and learn from these as we walk towards reconciliation."

Chenoa received a QATSIF Scholarship to complete her

senior education at Lourdes Hill College while pursuing her passion and talent for playing netball at an elite level. "Netball gave me some great experiences, in Year 12 I played in the Queensland Indigenous netball team and went on to captain the Australian Indigenous school girls team at an international netball competition in New Zealand," Chenoa said.

"I think my teachers remember me as someone who was often late to class or tired because of training – so they were quite surprised when I told them I wanted to pursue teaching as a career."

Chenoa studied at QUT, doing her prac at Carmel College and obtaining a BCE scholarship once she had graduated as a secondary HPE and maths teacher. "My first teaching role was at St Thomas More College where I worked on the First Nations program Buwanah Place and taught the first 'foundation' class. I loved it, especially helping students

who had disengaged as I felt I could understand them," she said.

Chenoa went on to teach at Chisholm Catholic College before taking on a diversity and inclusivity role at Queensland Netball before joining us at BCE in May.

"As your Diversity and Inclusivity officer my goal is to create a work environment where everyone is recognised, supported and able to thrive."

Chenoa said NAIDOC Week was a time to celebrate Aboriginal and Torres Strait Islander people – paying tribute to the hard work and experiences of previous generations and acknowledging those who continue to lead the way.

"It isn't about one week of the year, showing up is about looking at your business unit and asking 'What can I do to support First Nations employees in this space?' and 'How can I provide access to groups that have not been represented?'"







#### Case Study 4 Dance Workshops

Over 200 Aboriginal and Torres Strait Islander students from 21 Brisbane Catholic Education schools attended the 2022 Dance Workshops, organised by Participation Officer, Gracey McGrath and Education Officer Erin Dougherty and run by Ngutana-Lui cultural tutors.

The workshops were held in two locations: the Australian Catholic University campus in Nudgee and the Ngutana-Lui Cultural Studies Centre in Inala.

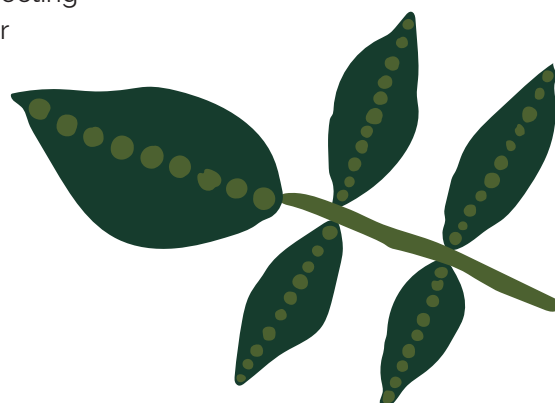
Gracey had the following to say about the workshop.

This was the third dance workshop and its grown bigger and better every year. It was the first-time schools supported out of the North Lakes office have been able to participate and was also the first year that a Didgeridoo Workshop was included. The boys really embraced learning from Corey Simpson.

It is wonderful to see this mob get together and connect through Culture. Connecting to Culture is tied to our

identity, dance is not just about performing, it is the way in which we have shared our stories for tens of thousands of years – so these workshops are really important for all students who attended.

Many Aboriginal and Torres Strait Islander students in our Brisbane Catholic Education schools and their families are disconnected from Culture, these workshops were not just about learning Song and Dance it was about reconnecting and introducing Culture to the next generation.





## Continuing our journey

Brisbane Catholic Education is in a unique position to enhance reconciliation by enriching the lives of over 76,000 students and 10,000 employees. Stepping into the next phase of our journey we are excited to continue to focus on achieving the deliverables we did not realise during our first Innovate Reconciliation Action Plan, whilst we continue to strengthen and embed our new reconciliation commitments. Measuring how far we have come, provided us an opportunity to understand our key learnings as to why some actions were successfully integrated and other actions were not achieved. This oversight has taught us the importance of the Executive Team holding the organisation accountable and the necessity of consulting and listening to the voices of First Nations peoples who are our staff, students, community Elders, external partners, and wider community members.

In developing our second Innovate Reconciliation Action Plan 2023 – 2025, we understand that to drive meaningful change and advance reconciliation, we would need to change our approach, specifically:

- **Consultation and collaboration:**

We consulted widely to establish strong foundations across the organisation with the goal of embedding reconciliation in our leadership decisions and daily practices. Extensive consultation occurred across the organisation, including our Reconciliation Working Group, Yuuingin Champions Group, the Ngutana-Lui team, the Aboriginal and Torres Strait Islander Education team, Leadership and Executive teams, as well as all functions across the organisation.

- **Accountability:**

Key accountability for each action has been identified, with the overall accountability for each action sitting with our Executive Director. Accountability is shared, with all functions across the organisation with assigned deliverables.

- **Reporting:**

Visible action tracking will be enabled across the organisation. Implementation of quarterly reporting to the People and Safety Committee, Executive, and Leadership teams.

- **Governance:**

Listening to First Nations voices is embedded as business as usual. We will ensure that Aboriginal and Torres Strait Islander voices are increasingly present in our governance, to consult, seek advice, and learn from.

- **Strategy development:**

Focus on the development of the Staff Engagement Strategy, Recruitment, Retention, and Professional Development Strategy, and Cultural Learning Strategy as we have realised the importance of ensuring strong foundations to build upon in the future. Brisbane Catholic Education has recognised this is a critical area and has allocated resources to undertake a comprehensive review including a gap analysis and determination of ideal state of its People and Culture Strategies, Policies, and Practices with a future focus. The Brisbane Catholic Education's Procurement Strategy 2021 – 2025 has been developed with a strong focus on Aboriginal and Torres Strait Islander procurement. This has been implemented and we will continue to review and build on this.





- **Education:**

Implement the Molum Sabe Aboriginal and Torres Strait Islander Education Strategy 2023 – 2028, which is structured under five key priorities:

- Catholic Identity – First Nations Spirituality alongside the Catholic Faith
- Learning and teaching excellence – inspiring a love of learning
- Wellbeing – creating safe and nurturing environments
- Our people – invest in professional development of all staff in Aboriginal and Torres Strait Islander cultures, histories and identities to enrich student outcomes
- Diversity and Inclusion – Improve access and opportunity for First Nations Students

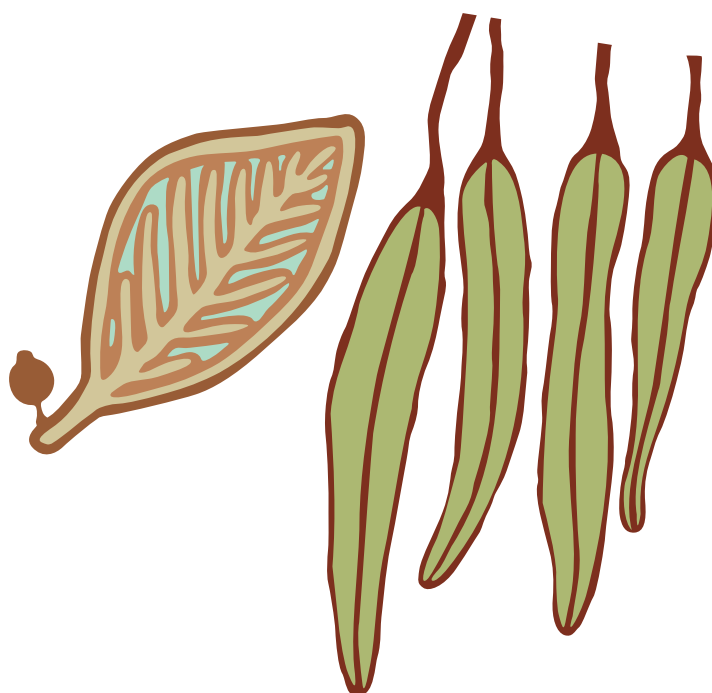
- **Safeguarding:**

Giving attention to the National Catholic Safeguarding Standards in particular:

- Considering safeguarding practices that are culturally sensitive and respectful of First Nation students or adults at risk
- Enable Aboriginal and Torres Strait Islander staff, and wider community, to inform practices for safeguarding students and adults at risk; and
- Support pathways for acknowledgement and healing for Aboriginal and Torres Strait Islander persons affected by institutional abuse through the Catholic Church.

- **Reconciliation is business as usual:**

implementation of the performance objective 'Improve access for Aboriginal and Torres Strait Islander students and staff to education and opportunity' in the Executive Team's Performance Development Plans. This will cascade through the organisation to ensure this continues to be a visible priority.





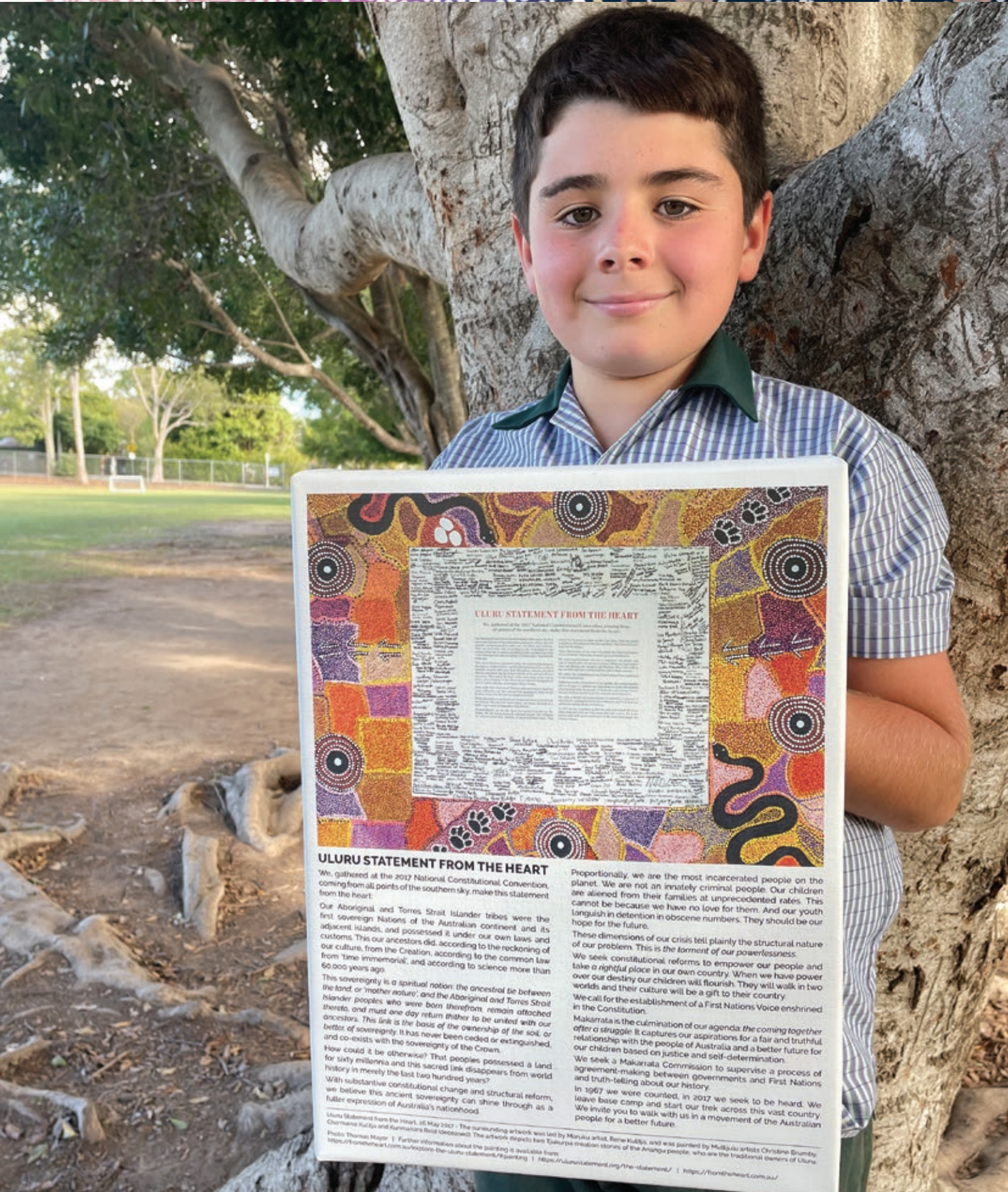
### Quote from Erin Dougherty

A Mamu woman of the Bagibarra Language group,  
and member of the Reconciliation Working Group

'We continue to learn from the past, moving forward  
we must understand and accept the importance  
of significant key dates in our history, and support  
First Nations staff to engage, mourn, or celebrate  
with their communities on these days.'







## ULURU STATEMENT FROM THE HEART

We, gathered at the 2017 National Constitutional Convention, coming from all points of the southern sky, make this statement from the heart.

Our Aboriginal and Torres Strait Islander tribes were the first sovereign Nations of the Australian continent and its adjacent islands, and possessed it under our own laws and customs. This our ancestors did, according to the reckoning of our culture, from the Creation, according to the common law from 'time immemorial', and according to science more than 60,000 years ago.

This sovereignty is a spiritual notion: the ancestral tie between the land, or 'mother nature', and the Aboriginal and Torres Strait Islander peoples, who were born therefrom, remain attached thereto, and must one day return thither to be united with our ancestors. This link is the basis of the ownership of the soil, or better, of sovereignty. It has never been ceded or extinguished, and co-exists with the sovereignty of the Crown.

How could it be otherwise? That peoples possessed a land for sixty millennia and this sacred link disappears from world history in merely the last two hundred years?

With substantive constitutional change and structural reform, we believe this ancient sovereignty can shine through as a fuller expression of Australia's nationhood.

Uluru Statement from the Heart, 25 May 2017 - The surrounding artwork was led by Marikali artist, Rene Kuljips, and was painted by Murrumbidgee artists Christine Brumby, Charmaine Kallala and Sumnera Reid (Goswami). The artwork depicts two Tjukurpa creation stories of the Anangu people, who are the traditional owners of Uluru. Photo: Thomas Mayer. Further information about the painting is available from: <https://fromtheheart.com.au/explore-the-ulu-statement-reporting/> | <https://ulurustatement.org/the-statement/> | <https://fromtheheart.com.au/>

Proportionally, we are the most incarcerated people on the planet. We are not an innately criminal people. Our children are alienated from their families at unprecedented rates. This cannot be because we have no love for them. And our youth languish in detention in obscene numbers. They should be our hope for the future.

These dimensions of our crisis tell plainly the structural nature of our problem. This is the torment of our powerlessness.

We seek constitutional reforms to empower our people and take a rightful place in our own country. When we have power over our destiny our children will flourish. They will walk in two worlds and their culture will be a gift to their country.

We call for the establishment of a First Nations Voice enshrined in the Constitution.

Makarrata is the culmination of our agenda: the coming together after a struggle. It captures our aspirations for a fair and truthful relationship with the people of Australia and a better future for our children based on justice and self-determination.

We seek a Makarrata Commission to supervise a process of agreement-making between governments and First Nations and truth-telling about our history.

In 1967 we were counted, in 2017 we seek to be heard. We leave base camp and start our trek across this vast country. We invite you to walk with us in a movement of the Australian people for a better future.





## Our reconciliation staff groups

Our Reconciliation Working Group was formed in October 2017. The group is comprised of members who identify as Aboriginal and/or Torres Strait Islander people and those who are passionate about reconciliation. The group is inclusive across a range of roles and functions within the organisation and of gender diversity.

This group is inclusive of First Nations peoples who identify from over 10 Nations and Language Groups, with ties that span as far north as Erub in the Eastern Island group and Mabuiag Island in the Western Island group, down south to Wiradjuri Country, and west across to the Warumungu people in North-Central Australia.



As of May 2023, the Brisbane Catholic Education's Reconciliation Working Group is Championed by the Head of School Progress and Performance.

The group includes members from teams from the following areas of the organisation:

Ngutana-Lui Cultural Centre	Centre Management	Cultural Advisor
Safeguarding	Safeguarding	Safeguarding Team
Catholic Identity	Catholic Identity	Spiritual Direction and Mission
Learning Services	Education	Inclusive Education and Student Wellbeing
		Aboriginal and Torres Strait Islander Education
	Information Technology	Learning Engagement
		Digital Solutions
	School Progress and Performance	School Cluster Groups
Strategy and Performance	Performance and Improvement	Policy, Performance, and Improvement
	Strategy and Sustainability	Communication and Engagement





Corporate Services	People and Culture	Talent and People Systems
		Organisational Culture, Leadership and Capability
	Finance	Finance Team
	Office Services	Administrative Services

Support from the office staff has grown immensely within Brisbane Catholic Education, which has seen the establishment of the Reconciliation Champion's Group. This group holds the common interest of building a greater office, school, and community within the Brisbane Catholic Education system. Yuuingin is a word from the Yuggerra people of Meanjin, meaning Friends. Yuuingin purpose is to provide a safe and welcoming environment to yarn, ask questions about culture, and identify actions across the organisation where we can make improvements to be better on our journey toward reconciliation.

As of May 2023, the Brisbane Catholic Education's Champion's Group Yuuingin is Championed by Eric Ellis, Ngutana-Lui Aboriginal and Torres Strait Islander Cultural Studies Centre – Grounds Man and Cultural Advisor.

The Yuuingin group includes members from teams of the following areas of the organisation:

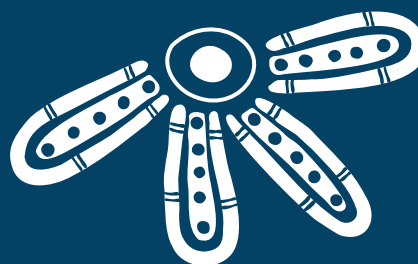
Ngutana-Lui Cultural Centre	Centre Management	Cultural Advisor
Catholic Identity	Catholic Identity	Education
Learning Services	Education	Aboriginal and Torres Strait Islander Education
	Information Technology	Learning Engagement
	School Progress and Performance	School Cluster Groups
Strategy and Performance	Performance and Improvement	Policy, Performance, and Improvement
		School Improvement
Corporate Services	People and Culture	Talent and People Systems
		Organisational Culture, Leadership and Capability
		Health and Safety
	Office Services	Administrative Services
		Venue Services



## A voice from our Champion

Eric Ellis, Champion of Yuuingin

'I have seen Aboriginal and Torres Strait Islander and Non-Indigenous colleagues create very positive and powerful change within Brisbane Catholic Education. The actions that the Reconciliation Working Group have produced and implemented gives us the responsibility to take ownership in building better relationships for the future and next generations to come.'







## Schools' Reconciliation Action Plans

Our 146 schools are encouraged to create their own localised Reconciliation Action Plan using Reconciliation Australia's Narragunnawali: Reconciliation in Education Program, which provides practical ways to introduce meaningful reconciliation initiatives in the

classroom, around the school, and with the community. Through the Narragunnawali platform, Brisbane Catholic Education schools can develop a Reconciliation Action Plan, and teachers and educators can access professional learning and curriculum resources to support the implementation of reconciliation initiatives. Throughout our reconciliation journey, one of the major

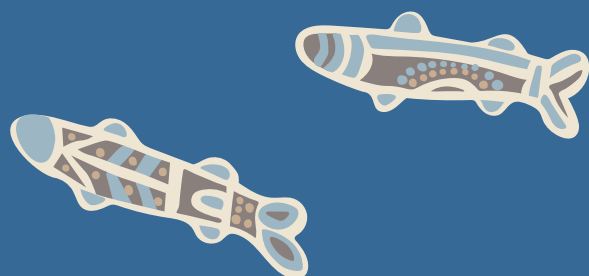
areas of growth has been our schools developing their Reconciliation Action Plan. As of January 2023, 131 schools have a Reconciliation Action Plan published or are in the drafting phase with Reconciliation Australia. The Aboriginal and Torres Strait Islander Education Team will continue to engage with the remaining schools that are yet to register on the Narragunnawali platform.



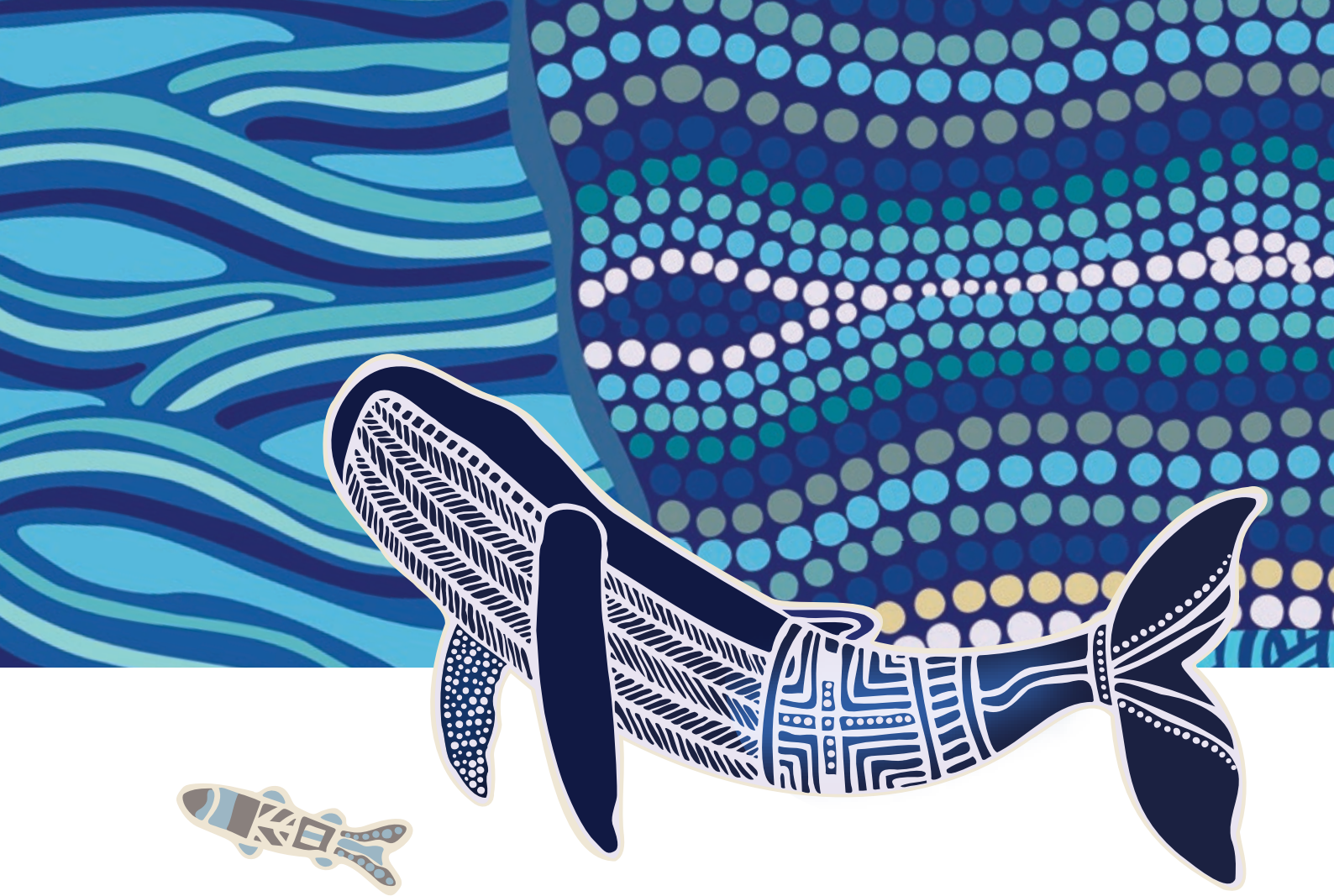
# Relationships

We strongly value genuine relationships with the Aboriginal and Torres Strait Islander peoples in our offices, external stakeholders, schools, and wider communities. Our goal is to continue building these authentic and positive connections as they are key to advancing reconciliation, creating culturally safe environments and better outcomes for the future.

**Focus area:** Relationships align with our strategic priorities of 'Catholic Identity', 'Wellbeing' and 'Diversity and Inclusion' and our core values of Integrity, Justice and Hope.



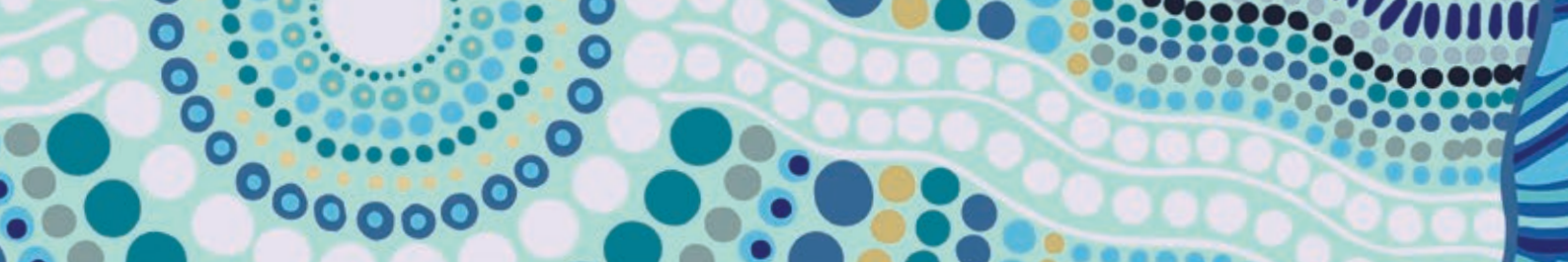




**ACTION 1**

Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.

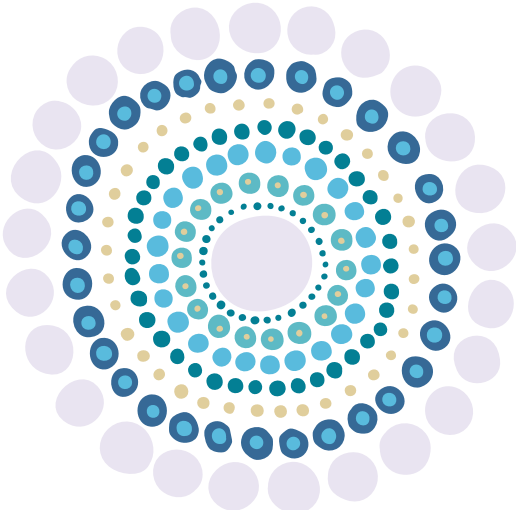
Deliverable	Timeline	Responsibility
Review and update our engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.	February, 2024	Head of Strategy and Sustainability
Establish a centralised register of Aboriginal and Torres Strait Islander stakeholders and organisations to inform further partnerships and engagement activities.	February, 2024	Manager, Organisational Culture, Leadership, and Capability
Continue to meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement.	June, 2024	Manager, Organisational Culture, Leadership, and Capability
Re-engage with external stakeholders and organisations identified on our previous engagement plan to further strengthen relationships and realise future opportunities.	September, 2024	Manager, Organisational Culture, Leadership, and Capability



## ACTION 2

### Build relationships through celebrating National Reconciliation Week.

Deliverable	Timeline	Responsibility
Circulate Reconciliation Australia's National Reconciliation Week resources and reconciliation materials to our staff.	May, 2023, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Register all our National Reconciliation Week events on Reconciliation Australia's National Reconciliation Week website.	May, 2023, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Reconciliation Working Group members to participate in an external National Reconciliation Week event.	27 May – 3 June, 2023, 2024, 2025	Reconciliation Working Group Chair
Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate National Reconciliation Week.	27 May – 3 June, 2023, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Promote internal and external National Reconciliation Week events.	27 May – 3 June, 2023, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Raise awareness of policies and practices that enable staff to participate in external National Reconciliation Week events.	27 May – 3 June, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Organise at least one National Reconciliation Week event each year. Encourage staff and students to participate in the planning and hosting of events in their communities.	27 May – 3 June, 2023, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Review policies and practices that enable staff to participate in external National Reconciliation Week events.	September, 2023	Manager, Organisational Culture, Leadership, and Capability



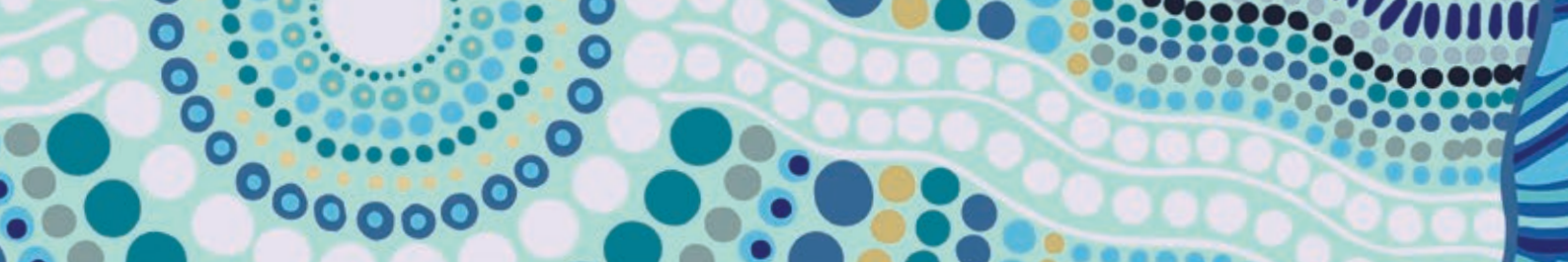




### ACTION 3

#### Promote reconciliation through our sphere of influence.

Deliverable	Timeline	Responsibility
Release an annual Calendar of First Nations Significant Dates and incorporate into the Brisbane Catholic Education Master Calendar to be shared with all staff.	December, 2023, 2024	Manager, Organisational Culture, Leadership, and Capability
Deliver Brisbane Catholic Education's reconciliation staff shirts, through the creation, ordering, and distribution processes.	May, 2023, 2024, 2025	Head of Finance
Share success stories of Aboriginal and Torres Strait Islander staff, students, and wider communities celebrating their achievements.	October, 2023, 2024, 2025	Manager, Communication, and Engagement
Continue to encourage staff to use Yammer as an informal platform to share knowledge, promote opportunities to engage, and encourage the sharing of ideas.	February, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Communicate our commitment to reconciliation publicly.	May, 2023	Manager, Communications, and Engagement
Improve internal communications to our schools, offering support available from the Brisbane Catholic Education Office to work towards reconciliation.	September, 2023	Manager, Communications, and Engagement
Collaborate alongside organisations with a Reconciliation Action Plan and other like-minded organisations to develop innovative approaches to advance reconciliation.	June, 2024	Manager, Organisational Culture, Leadership and Capability
Develop and implement a Staff Engagement Strategy to raise awareness of reconciliation across our workforce.	November, 2024	Head of People and Culture
Implement the 'Supplier Onboarding 2023 Project' with targeted questions to gather reconciliation details of external organisations we engage.	December, 2023	Head of Finance
Explore opportunities to positively influence our external stakeholders to drive outcomes toward reconciliation.	February, 2024	Head of People and Culture



### ACTION 4

Promote positive race relations through anti-discrimination strategies.

Deliverable	Timeline	Responsibility
Conduct a review of People and Culture policies and procedures to identify existing equal opportunity and anti-discrimination provisions and future needs.	April, 2024	Head of People and Culture
Continue to monitor People and Culture policies and procedures to identify any contemporary or new equal opportunity and anti-discrimination provisions.	December, 2024, 2025	Head of People and Culture
Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors when developing, reviewing, and updating policies, procedures and practices that encompass equal opportunity and anti-discrimination provisions in our organisation.	December, 2024, 2025	Head of People and Culture
Develop, implement, and communicate an equal opportunity and anti-discrimination policy for our organisation.	June, 2024	Head of People and Culture
Continue to educate senior leaders on the effects of discrimination in the workplace.	September, 2024	Manager, Organisational Culture, Leadership, and Capability
Continue to educate all staff of the effects of discrimination in the workplace.	September, 2024	Manager, Organisational Culture, Leadership, and Capability

### ACTION 5

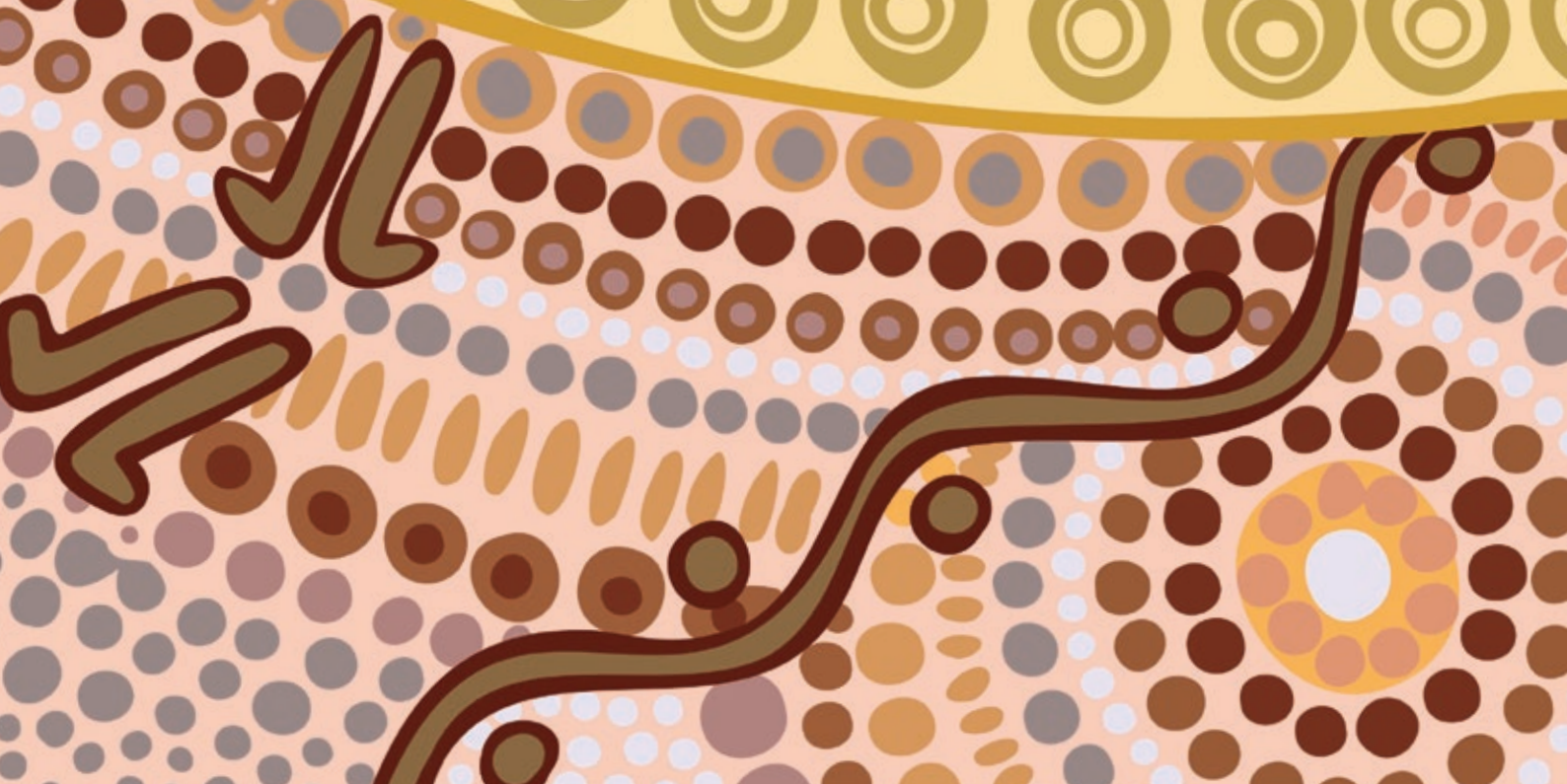
Enabling voice of Aboriginal and Torres Strait Islander children and young people to influence decision making in regard to student education and safety.

Deliverable	Timeline	Responsibility
Support staff to develop a practice in which staff recognise and enable student participation in decisions that affect them around their learning and in safeguarding as per NCSS 2 and 4.	May, 2025	Safeguarding Specialist









# Respect

Brisbane Catholic Education values each of our staff, students, and community members as individuals. We strive to create environments that provide each individual with respect and a strong sense of belonging. Furthermore, we value and respect all Aboriginal and Torres Strait Islander peoples, and honour their cultures, lands, waters, histories, and rights.

**Focus area:** Respect aligns with our strategic priorities of 'Catholic Identity', 'Learning and Teaching', 'Wellbeing' and 'Diversity and Inclusion' and our core values of Integrity, Justice and Hope.







## ACTION 6

Increase understanding, value, and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and rights through cultural learning.

Deliverable	Timeline	Responsibility
Provide staff with an opportunity to be educated on the Uluru Statement from the Heart.	May, 2023	Manager, Organisational Culture, Leadership, and Capability
Continue to provide ongoing Aboriginal and Torres Strait Islander Cultural Awareness Training for all staff. This will form part of core compliance.	August, 2023	Manager, Organisational Culture, Leadership, and Capability
Investigate how to engage staff families in cultural awareness training, with the possible development of pre- and post-training resources.	September, 2023	Manager, Organisational Culture, Leadership, and Capability
Facilitate opportunities for staff to engage with programs to enhance the leadership skills in Aboriginal and Torres Strait Islander education, and to take positive, strength-based approaches to First Nations education.	December, 2023	Senior Manager, Aboriginal and Torres Strait Islander Education
Provide Cultural Awareness sessions for Principals, invited by the Executive Director.	February, 2024	Senior Manager, Aboriginal and Torres Strait Islander Education
Consult local Traditional Custodians and/or Aboriginal and Torres Strait Islander advisors to inform our Cultural Learning Strategy.	May, 2024	Elders Council Chair



Deliverable	Timeline	Responsibility
Conduct a review of cultural learning needs within our organisation.	May, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Consult local Traditional Custodians and/or Aboriginal and Torres Strait Islander advisors to inform our cultural competency framework.	May, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Develop and implement a cultural competency framework that includes cultural awareness training, team days, and cultural immersion opportunities.	July, 2024	Manager, Organisational Culture, Leadership, and Capability
Develop and implement our Cultural Learning Strategy document for our staff.	August, 2024	Manager, Organisational Culture, Leadership, and Capability
Provide opportunities for Reconciliation Working Group members, Executive and Leadership Teams, and managers to participate in forms of structured cultural learning.	December, 2024	Manager, Organisational Culture, Leadership, and Capability

## ACTION 7

Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.

Deliverable	Timeline	Responsibility
Continue to include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings and events.	May, 2023	Manager, Organisational Culture, Leadership, and Capability
Continue inviting local Traditional Owners or Custodians to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	May, 2023	Manager, Organisational Culture, Leadership, and Capability
Review and update the Cultural Protocol Document, including protocols for Welcome to Country and Acknowledgement of Country, to increase staff's understanding of the purpose and significance of these cultural protocols.	February, 2024	Manager, Organisational Culture, Leadership, and Capability
Engage stakeholders to scope the review of all Brisbane Catholic Education systems to ensure that terminology is appropriate for Aboriginal and Torres Strait Islander peoples both internally and online. Implement updates to all websites and systems as required.	July, 2024	Manager, Learning Engagement
Add an Acknowledgement of Country to start all online courses and webinars, as they are developed and update previous resources.	December, 2024	Team Leader, Learning Technology Services
Communicate to schools the strengths and limitations of appropriately supporting kinship care arrangements from our privacy obligations.	December, 2024	Legal Counsel





### ACTION 8

Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.

Deliverable	Timeline	Responsibility
Reconciliation Working Group to participate in an external NAIDOC Week event.	First week in July 2023, 2024	Reconciliation Working Group Chair
Promote and encourage participation in external NAIDOC Week events to all staff.	First week in July 2023, 2024	Manager, Organisational Culture, Leadership, and Capability
Raise awareness of policies and practices that enable staff to participate in external NAIDOC Week events.	First week in July 2023, 2024	Manager, Organisational Culture, Leadership, and Capability
Organise at least one NAIDOC Week event each year. Encourage staff and students to participate in the planning and hosting of events in their communities.	July, 2023, 2024	Manager, Organisational Culture, Leadership, and Capability
Review policies and practices that enable staff to participate in external NAIDOC Week events.	September, 2023	Manager, Organisational Culture, Leadership, and Capability





## ACTION 9

Increase the visibility of Aboriginal and Torres Strait Islander cultures and histories in our workspaces.

Deliverable	Timeline	Responsibility
Investigate the history and stories of the current artwork on office walls and display the stories.	August, 2023	Senior Executive Officer, Corporate Services
Create and implement a selection process when purchasing resources, to assist with auditing the office Libraries First Nations book collection.	December, 2023	Team Leader, Learning Technology Services
Review the current consultation process with schools, First Nations peoples, and wider community members when creating reconciliation projects, and culturally appropriate environments at school locations.	February, 2024	Head of Planning and Construction
Review office spaces to ensure Acknowledgement of Country signs are visible.	April, 2024	Senior Executive Officer, Corporate Services
Support schools in adding plaques in offices and flying Aboriginal and Torres Strait Islander flags.	April, 2024	Senior Manager, Aboriginal and Torres Strait Islander Education
Creating buildings and landscape designs in our schools that incorporate meaningful, relevant, and culturally appropriate art, artifact, and symbols.	May, 2024	Head of Planning and Construction
Create an Artwork Style Guide for the Innovate Reconciliation Action Plan Artwork to ensure the artwork is used appropriately across the organisation.	June, 2024	Manager, Communication, and Engagement
Communicate to all Brisbane Catholic Education staff on how to appropriately engage with Aboriginal and Torres Strait Islander artists and where to access appropriate agreements for the use of artwork.	September, 2024	Legal Counsel
Develop an Intellectual Property and Services Agreement for the use of Aboriginal and Torres Strait Islander artwork.	December, 2024	Legal Counsel



## ACTION 10

Support a staff practice of engagement with student voice in regards to education and safeguarding decisions.

Deliverable	Timeline	Responsibility
Support staff making decisions around the education or safety of students to enable a practice of Aboriginal and Torres Strait Islander students participation in those decisions to align with National Catholic Safeguarding Standards.	May, 2025	Safeguarding Specialist

## ACTION 11

Increase internal resources and opportunities at Brisbane Catholic Education Offices.

Deliverable	Timeline	Responsibility
Create an Aboriginal and Torres Strait Islander Dance Group, comprised of Brisbane Catholic Education students to share culture at key events.	February, 2024	Senior Manager, Aboriginal and Torres Strait Islander Education
In collaboration with Aboriginal and Torres Strait Islanders, create a suite of prayer and liturgical rituals that celebrate Aboriginal and Torres Strait Islander perspectives and spirituality.	May, 2024	Head of Catholic Identity
Consult with stakeholders to ensure the promotion and celebration of Aboriginal and Torres Strait Islander perspectives and spirituality through our Catholic identity.	October, 2024	Head of Catholic Identity

## ACTION 12

Live out Catholic Social Teachings through caring for our common home.

Deliverable	Timeline	Responsibility
Review the process of the initial concepts for new buildings, when considering the Traditional Land on which the construction phase will take place and any considerations that need to be included to respect the Traditional Custodians of the Country.	August, 2023	Head of Planning and Construction
Investigate and compile a list of schools that are involved in Caring for the Country they are on, through programs such as gardening and apiculture.	September, 2023	Senior Manager, Aboriginal and Torres Strait Islander Education
Seek advice for using Traditional Place Names for our offices, where culturally appropriate.	November, 2024	Elders Council Chair
Support schools connecting to resources focused on Bush Tucker to implement education in the classroom.	February, 2024	Senior Manager, Aboriginal and Torres Strait Islander Education



**ACTION 13**  
Promote Narragunnawali: Reconciliation in Education program to staff and external stakeholders.

Deliverable	Timeline	Responsibility
Develop a video resource to support engagement and take up for schools developing their Reconciliation Action Plan.	June, 2023	Senior Manager, Aboriginal and Torres Strait Islander Education
Encourage all staff in our network to sign up for the Narragunnawali News mailing list.	July, 2023	Senior Manager, Aboriginal and Torres Strait Islander Education
Host appropriate links to Reconciliation Australia's Narragunnawali: Reconciliation in Education platform on our website.	July, 2023	Senior Manager, Aboriginal and Torres Strait Islander Education
Cluster Leaders to engage with schools and track their cluster's Reconciliation Action Plan progress.	August, 2023	Head of School Progress and Performance
Encourage all school staff to engage with the professional learning (including webinar) resources available via Reconciliation Australia's Narragunnawali: Reconciliation in Education online platform.	February, 2024	Senior Manager, Aboriginal and Torres Strait Islander Education
Include the status of each school's Reconciliation Action Plan in their Health Check.	November, 2024	Head of Systems Performance and Improvement
Promote Reconciliation Australia's Narragunnawali: Reconciliation in Education program to schools in our network and encourage them to develop their own Reconciliation Action Plans via the Narragunnawali platform.	December, 2024	Senior Manager, Aboriginal and Torres Strait Islander Education







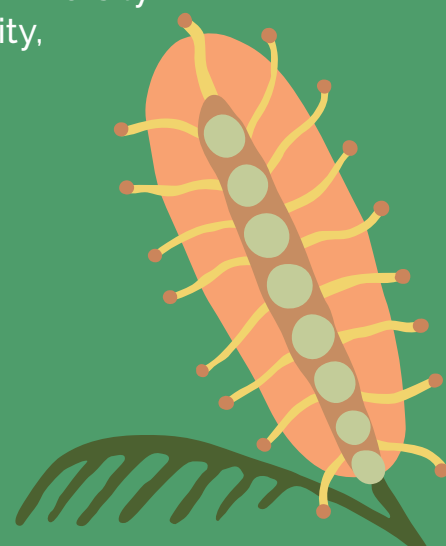




# Opportunities

Providing opportunities for Aboriginal and Torres Strait Islander peoples to share their knowledge and engage in opportunities for growth, are important to Brisbane Catholic Education. By improving prospects, we provide First Nations staff, students, and communities now and in the future, to thrive. This is important to Brisbane Catholic Education as it is a key to working towards a reconciled Australia.

**Focus area:** Opportunities align with our strategic priorities of 'Learning and Teaching', 'Wellbeing' and 'Diversity and Inclusion' and our core values of Integrity, Justice and Hope.







## ACTION 14

Improve employment outcomes by increasing the recruitment, retention, and professional development of Aboriginal and Torres Strait Islander employees.

Deliverable	Timeline	Responsibility
Support a minimum of one CareerTracker intern per year.	February, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Continue to provide scholarships for Aboriginal and Torres Strait Islander peoples to apply to gain support in study and work.	March, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Allocate team resources to supporting First Nations recruitment and retention.	August, 2023	Manager, Talent, and People Systems
Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	September, 2023	Manager, Talent, and People Systems



Deliverable	Timeline	Responsibility
Provide two traineeships for an Aboriginal and/or Torres Strait Islander person to intern with Information Technology services, providing a review of skills learned.	December, 2023	Head of Information Technology
Seek feedback from University's Aboriginal and Torres Strait Islander Units on the scholarship process and advertise the opportunity to current students.	February, 2024	Manager, Organisational Culture, Leadership, and Capability
Review the onboarding process to support First Nations employees at Brisbane Catholic Education Office.	February, 2024	Manager, Organisational Culture, Leadership, and Capability
Investigate the establishment of a funded traineeship at Ngutana-Lui Cultural Centre.	February, 2024	Senior Manager, Aboriginal and Torres Strait Islander Education
Review People and Culture and Recruitment Policies and Procedures to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	May, 2024	Manager, Talent, and People Systems
Review the current process of capturing data to identify the number of First Nations employees.	July, 2024	Head of People and Culture
Develop a strategy to collect identification data, in line with the incoming Human Resources Information System.	July, 2024	Manager, Talent, and People Systems
Build an understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	August, 2024	Manager, Talent, and People Systems
Ensure identified roles have a First Nations representative on the interviewing panel.	October, 2024	Manager, Talent, and People Systems
Engage with Aboriginal and Torres Strait Islander staff to consult on our Recruitment, Retention, and Professional Development Strategy.	December, 2024	Manager, Organisational Culture, Leadership, and Capability
Develop and implement our Aboriginal and Torres Strait Islander Recruitment, Retention, and Professional Development Strategy.	April, 2025	Manager, Organisational Culture, Leadership, and Capability
Provide two traineeships to increase the number of First Nation School Finance Officers.	May, 2025	Head of Finance
Increase the percentage of Aboriginal and Torres Strait Islander staff employed in our workforce to 4%.	May, 2025	Head of People and Culture





## ACTION 15

Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.

Deliverable	Timeline	Responsibility
Provide the Archdiocese with updates on positive examples of commercial engagement with First Nations businesses.	November, 2023, 2024	Manager, Procurement
Share Brisbane Catholic Education's First Nations Procurement Strategy findings with the Archdiocese.	November, 2023, 2024	Manager, Procurement
Share Brisbane Catholic Education's First Nations Procurement Strategy with First Nations businesses we engage, to support their development.	November, 2023, 2024	Manager, Procurement
Review investigation of Supply Nation membership.	August, 2023	Manager, Procurement
Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	September, 2023	Manager, Procurement
Provide staff with a contact list of First Nations suppliers.	February, 2024	Manager, Procurement
Investigate the inclusion of 'Aboriginal and Torres Strait Islander Procurement' in the development of an 'Intellectual Property and Services Agreement', to ensure First Nations creations are managed appropriately.	February, 2024	Legal Counsel
Review and update our Brisbane Catholic Education's Procurement Strategy with a strong focus on Aboriginal and Torres Strait Islander procurement, as required.	July, 2024	Manager, Procurement
Develop commercial relationships with Aboriginal and/or Torres Strait Islander businesses.	December, 2024	Manager, Procurement
Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	December, 2024	Manager, Procurement
Increase the value of contracts awarded to Supply Nation-certified Aboriginal and Torres Strait Islander businesses to 2%. With a focus on supporting businesses that have measured social impact on First Nation communities, with a priority across Queensland.	May, 2025	Manager, Procurement



## ACTION 16

Support schools to improve the teaching of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and rights, through cross-curriculum inclusion.

Deliverable	Timeline	Responsibility
Review of Australian Curriculum Version 9, to create resources for schools to enhance the learning of Aboriginal and Torres Strait Islander perspectives.	June, 2023	Head of Education
Review and implement the Molum Sabe Aboriginal and Torres Strait Islander Education Strategy 2023 – 2028.	July, 2023	Head of Education
Facilitate Aboriginal and Torres Strait Islander Education Conference to enhance the understanding of educating First Nations perspectives and students.	August, 2023	Senior Manager, Aboriginal and Torres Strait Islander Education
Consult with The Australian Curriculum Assessment and Reporting Authority (ACARA) in the creation of the curriculum, teaching Aboriginal languages in schools.	October, 2023	Senior Manager, Aboriginal and Torres Strait Islander Education
Complete an audit of the Libraries school's collection to ensure the inclusivity of First Nations stories and storytellers.	November, 2023	Team Leader, Learning Technology Services
In the library, provide resources that support the discernment process for selecting and de-selecting appropriate resources to support teaching and learning.	June, 2024	Team Leader, Learning Technology Services
Provide a program for teachers to develop knowledge of First Nations Scientists, by engaging with companies such as CSIRO.	September, 2024	Senior Manager, Aboriginal and Torres Strait Islander Education
Review and create a digital resource pack to support schools using software to teach culture.	December, 2024	Head of Information Technology

## ACTION 17

Support Brisbane Catholic Education school funding process for Aboriginal and Torres Strait Islander students.

Deliverable	Timeline	Responsibility
Provide the Aboriginal and Torres Strait Islander Education team with a session to understand the process of Aboriginal and Torres Strait Islander funding loading.	July, 2024	Head of Finance
Review the Students with Disability Process to understand how schools spend the funding and utilise the findings to create and implement a process for Aboriginal and Torres Strait Islander finances to be held accountable.	November, 2024	Head of Finance







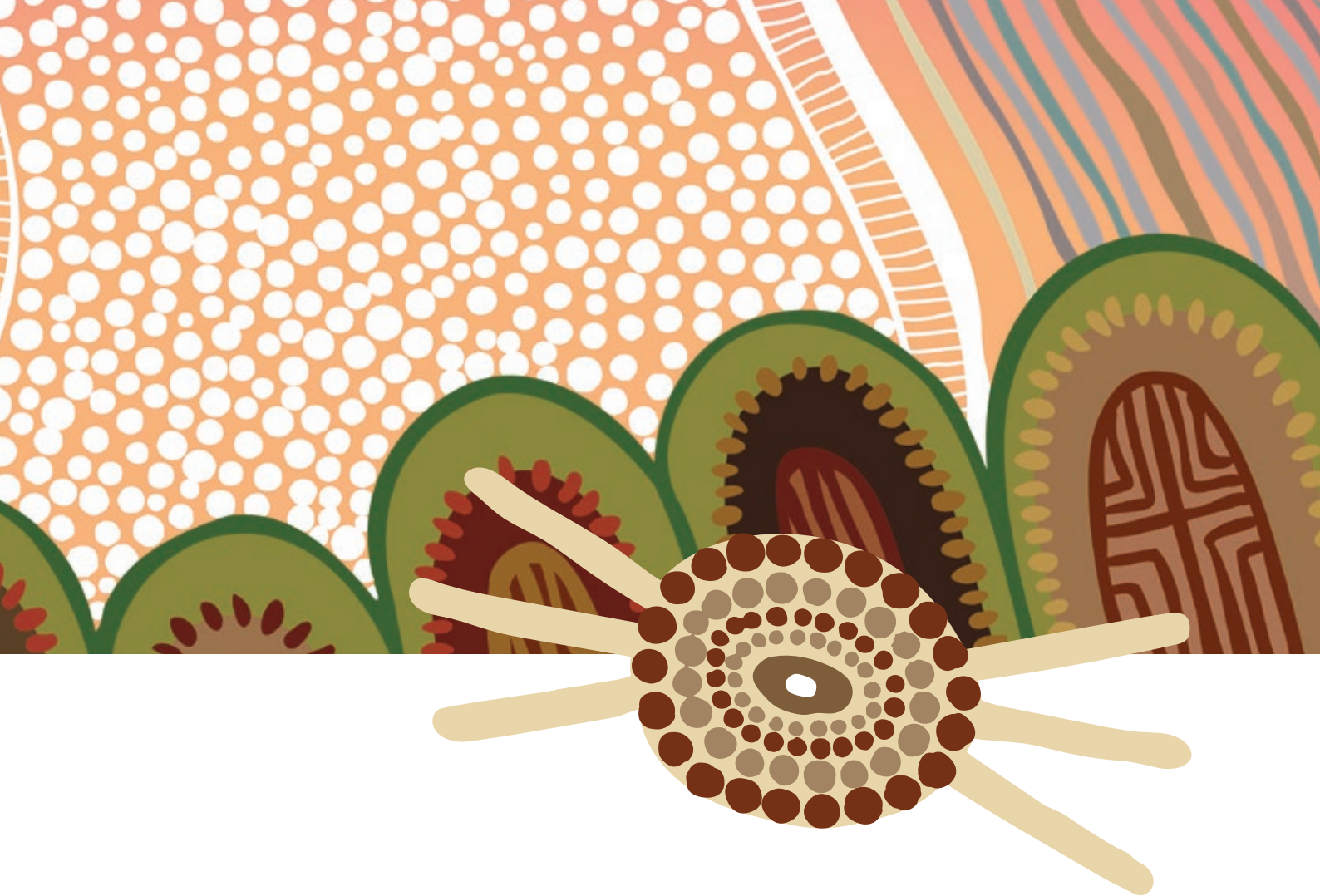




# Governance







**ACTION 18**

Establish and maintain an effective Reconciliation Working group to drive governance of the Innovate Reconciliation Action Plan.

Deliverable	Timeline	Responsibility
Meet at least four times per year to drive and monitor Innovate Reconciliation Action Plan implementation.	February, May, August, November, 2023, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Maintain Aboriginal and Torres Strait Islander representation on the Reconciliation Working Group.	February, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Review and Update a Terms of Reference for the Reconciliation Working Group.	February, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability

## ACTION 19

Provide appropriate support for the effective implementation of Innovate Reconciliation Action Plan commitments.

Deliverable	Timeline	Responsibility
Maintain an internal Reconciliation Working Group Champion from senior management.	June, 2023	Reconciliation Working Group Chair
Engage our senior leaders and other staff in the delivery of Innovate Reconciliation Action Plan commitments.	July, 2023	Reconciliation Working Group Champion
Define resource needs for Innovate Reconciliation Action Plan implementation.	August, 2023	Manager, Organisational Culture, Leadership, and Capability
Define and maintain appropriate systems to track, measure, and report on Innovate Reconciliation Action Plan commitments.	August, 2023	Manager, Business Intelligence and Performance
Establish an Aboriginal and Torres Strait Islander Elders Council to meet once a term and advise on topics raised on the Innovate Reconciliation Action Plan in partnership with schools and offices.	September, 2024	Manager, Organisational Culture, Leadership, and Capability

## ACTION 20

Build accountability and transparency through reporting Innovate Reconciliation Action Plan achievements, challenges, and learnings both internally and externally.

Deliverable	Timeline	Responsibility
Quarterly reporting of monitoring and tracking to be provided to the People and Safety Committee, Executives, and Senior Leaders.	February, May, August, November 2023, 2024, 2025	Manager, Organisation Culture, Leadership, and Capability
Publicly report our Innovate Reconciliation Action Plan achievements, challenges, and learnings, annually.	November, 2023, 2024, 2025	Manager, Organisational Culture, Leadership, and Capability
Contact Reconciliation Australia to request our unique link, to access the online Reconciliation Action Plan Impact Measurement Questionnaire.	1 August, 2023, 2024	Manager, Organisational Culture, Leadership, and Capability
Complete and submit the annual Reconciliation Action Plan Impact Measurement Questionnaire to Reconciliation Australia.	30 September, 2023, 2024	Manager, Organisational Culture, Leadership, and Capability



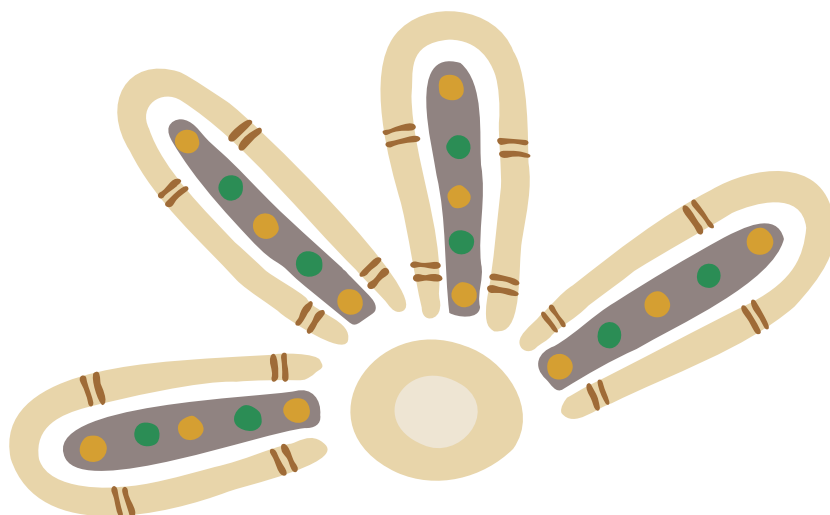


Deliverable	Timeline	Responsibility
Undertake a gap analysis and create recommendations for practical ways to better embed reconciliation in Brisbane Catholic Education systems, processes, and practices.	September, 2023	Manager, Organisational Culture, Leadership, and Capability
Investigate participating in Reconciliation Australia's biennial Workplace Reconciliation Action Plan Barometer.	May, 2024	Manager, Organisational Culture, Leadership, and Capability
Planning and determining the project scope to support Ngutana-Lui in the process of updating the public-facing website.	June, 2024	Senior Manager, Aboriginal and Torres Strait Islander Education
Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important Reconciliation Action Plan correspondence.	January, 2025	Manager, Organisational Culture, Leadership, and Capability
Submit a traffic light report to Reconciliation Australia at the conclusion of this Innovate Reconciliation Action Plan.	May, 2025	Manager, Organisational Culture, Leadership, and Capability

## ACTION 21

Continue our reconciliation journey by developing our next Reconciliation Action Plan.

Deliverable	Timeline	Responsibility
Register via Reconciliation Australia's website to begin developing our next Reconciliation Action Plan.	November, 2024	Manager, Organisational Culture, Leadership, and Capability



**Contact details:**

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