



Responsive

2024–2028

**John Curtin
College OF THE Arts**

Reconciliation Action Plan

responsive. responsive. respon

...we acknowledge and respect
Australia's First Nations people...

Acknowledgment

At John Curtin College of the Arts, we acknowledge and respect the profound and enduring legacy of Australia's First Nations people. We recognise that we can learn from First Nations culture and history, and we are committed to developing a deep and honest understanding of First Nations perspectives and experiences. To achieve this, we prioritise listening, connecting, and building inclusive relationships with our students, teachers, school community, Elders, and broader community. By working together and fostering mutual respect, we can create a responsive and inclusive approach to education that bridges the gap in cultural knowledge and understanding. As a College of the Arts, we recognise our unique opportunity to use creativity and artistic expression to engage in the process of reconciliation. We strive to approach this work in a way that is authentic and meaningful, leveraging the College values to reflect on the past and create a future where reconciliation is a lived reality, not just an idea. We are committed to the ongoing work of knowing, being, and doing as we work towards a future where we can all share in the richness and diversity of Australia's culture and history.



John Curtin College OF THE Arts

Introduction

Stories capture a moment in time, they educate us, they help us grow and make sense of the world around us. As a College of the Arts we can make a difference in reconciliation. Our vision is to use the arts as a vehicle to share stories, create a shared understanding and continue the traditions of one of the longest enduring cultures of passing on knowledge through dance, music, visual arts, drama, and media. Inspired by the Imagination Declaration (2019) the objective is to use our power as a College to take the imagined and make it possible. The future lies in the hands of our youth. Designing learning environments that shape views and perspectives to make the future a better place for all Australians, by acknowledging the past, being innovative and creative. Exploring how we engage all students in learning the Aboriginal ways of being, knowing and doing.

...our vision is to use the arts as a vehicle to share stories, create a shared understanding and continue the traditions of one of the longest cultures...

RAP Working Party

Judy Hendrickse – Staff (Administration)
Jasmine Mavaddat – Staff (Administration)
Suzanne Rowley – Staff (Administration)
Travis Vladich – Staff (Administration)
Diedre Atkinson – Staff (Teaching)
Ben Chown – Staff (Teaching)
Emma Clements – Staff (Teaching)
Shaaron Du Bignon – Staff (Teaching)
Alison Fonseka – Staff (Teaching)
Tim Hill – Staff (Teaching)
Sophie Jaques – Staff (Teaching)

CONTRIBUTORS

William Hayward – Cultural Advisor
Shaoli Shahid – Parent
Mel Birrell – Parent
Georgia Mc Inerney – Parent
Ryan Hodgson – Parent
Ann- Maree Ryan – Parent
Janni Marei Marei – Parent
David Petrovich – Parent
Talila Milroy – Parent

Partnerships

Curtin University Centre for
Aboriginal Studies
Yorgum
Follow the Dream
WAAPA – Aboriginal Performing
Arts Perspectives
Yarns R Us
Kulbaradi Aboriginal Centre
UWA School of Indigenous Studies
WA Museum Boola Bardip
City of Fremantle
Future of Fremantle
Reclaim the Void
Youngs Plumbing
APACE Nursery
Quairading District High School
Black Swan Theatre Company of
Western Australia
Strut Dance
Urban Wire
Indigenous Outreach.org
Dale Tillbrook Experiences



Our Journey

John Curtin College of the Arts is surrounded by significant Whadjuk sites, the College sitting at a high point in the Walyalup area, looks out over Wadjemup, sharing stories of the Derbal Yerrigan and Indian ocean, the song lines within this area are rich and an interconnected web of peoples', flora, fauna and trade. This history of over 60 000 years is of significance for the Whadjuk. As we walk and view the Walyalup area in the present day we need to connect to the history and future of this land. Our Reconciliation Action Plan (RAP), started with an invitation to our staff and broader community to create a working party that acknowledges and understands the importance of reconciliation and how we can play a part in this process. Our RAP committee is composed of passionate and dedicated stakeholders who share our values, beliefs, and understanding. We began by discussing what the RAP means to us, and we engaged with organisations across a range of learning areas. Our staff learned about and immersed themselves in cultural responsiveness and experiences. Early in 2021 the whole College undertook Professional Learning engaging with the Education Department's Cultural Framework lead by Aboriginal Pathways. This framework sparked further discussions, opportunities, and projects that helped us progress. Under this framework, a variety of events were held, including performances in drama, dance, media, and visual arts. A Bush Tucker Garden was established, and Smoking Ceremonies were held. Numerous Elders and Aboriginal organisations were consulted and engaged with. Our Reconciliation Action Plan (RAP) was developed over a two-year period, in consultation with the Centre for Aboriginal Studies at Curtin University. The plan was designed to set specific targets and goals for our organisation, and to provide a framework for ongoing review and improvement.



Statement: John Curtin College of the Arts lies on the traditional land of the Whadjuk Noongar people. We acknowledge that Aboriginal and Torres Strait Islander peoples formed the first sovereign nations of the continent with their law, customs and spiritual beliefs that have been in place for tens of thousands of years and that this sovereignty has never been ceded. Our commitments are guided by the [National Agreement on Closing the Gap \(July 2020\)](#) and the [Uluru Statement from the Heart \(2017\)](#).

RELATIONSHIPS

Identify and support Aboriginal and Torres Strait Islander students to achieve success in Secondary education.

- Build the *Follow the Dream* program through more targeted tutoring schemes. – Ongoing
- Connect with other *Follow the Dream* programs to gain increased connection. – one year
- Understand, and be sensitive to family connection during enrolment processes. – Ongoing

Empower our students to create change in becoming leaders in cultural responsiveness.

- Engage the Mia Maali students in a consultative approach to cultural events and cultural programs. – Ongoing

Engage with Aboriginal Elders, Artists, Parents and Community.

- Develop collaborative partnerships with industry artists, artists-in-residence, parents, and the wider community to enhance events, performances and opportunities, including Aboriginal and Torres Strait Islander organisations. – Ongoing
- Engage and promote school-based traineeships and apprenticeships in culturally safe spaces for students to embark on career journeys. – one year

RESPECT

Provide professional learning for staff to unpack ideologies and histories regarding cultural sensitivity.

- Curate and use a culturally sensitive lens on programs and the curriculum. – Ongoing
- Use professional learning opportunities for teachers to examine and reflect on their cultural competency using the Cultural framework tool. – one year
- Provide Cultural Safety training for all College staff. – two years
- Create and embed Cultural security training in the Cultural Awareness Enrichment in Years 7 to 9. – two years
- All staff to be trained and made aware of the storylines that run through Walyalup and the significance of the JCCA site. – three years

Recognise and celebrate the land and connection of our site.

- Engaging and connecting *Roots and Shoots* – to return the surrounding bushland to the natural ecosystem. – one year
- Finalise and continue to dual name buildings and events and embed language in all our programs. – one year

GOVERNANCE

Create a safe and sensitive learning environment for the whole College community.

- Collaboration with the Leadership team and the RAP committee to establish a set of protocols regarding challenging issues and truth telling stories. – one year
- Include Acknowledgment of Welcome to Country at formal events and gatherings. – six months

Develop consultative and leadership positions for Aboriginal and Torres Strait Islander staff, external communities and families.

- Ensuring/ensure representation on the College board. – six months
- Engage and collaborate with families on protocols and procedures. – one year

Use existing College systems and processes to provide support for Aboriginal and Torres Strait Islander students and families.

- Acknowledgment of Aboriginality in the student and staff cohort to assist in access to additional services and support systems and cultural sensitivity for teachers and staff. – one year

Apply the principles of “*voice, treaty, truth*” from the Uluru Statement in College decision making. – Ongoing

Establish a budget that allocates funding for these actions and initiatives to take place. – six months

Promote supplier diversity and support of Aboriginal and Torres Strait Islander owned businesses and their employees.

- Maintain a list of local, state and national Aboriginal and Torres Strait Islander businesses to accompany procurement, policies and procedures. six months

OPPORTUNITIES

Staff immerse and gain deep knowledge of Country and culture.

- Plan on Country experiences for staff over a 3-year period. – three years

Build an Arts Excellence Program for Aboriginal and Torres Strait Islander students.

- Engagement with the arts – one year
- Use of the arts as a vehicle to build a true cultural narrative. – two years
- Provide student opportunities to build personal potential for future pathways in and out of the arts, rallying the power of arts skills to empower and connect to the future community. – one year
- Research and investigate accessibility of educational programs that are culturally inclusive and responsive such as scholarships. – three years
- Connect and build a pathway for students into further studies that connect to Aboriginal Cultural Studies. – one year
- Collate and create achievement data of ATSI students. – two years

Allow students the opportunity to connect to culture off school site.

- Organise Cultural tours for students, visiting Country and sharing experiences. – three years

Use the arts as a vehicle to promote belonging and expression.

- Apply for grants that allow for further exploration of programs and performances that work on the premise of ‘head, heart and hands’. – three years
- Create performances that connect to culture and reimagine the narrative of Australia. – three years

Provide learning opportunities in all learning areas to embed a culturally enriched curriculum. – three years

- Implementation of a two-way science approach in an Integrated Learning Program connecting the cultural knowledge of the local community with Western science and the Australian curriculum.



**John Curtin
College OF THE Arts**

Reconciliation Action Plan

Responsive