

Restoration *Action Plan*

January 2025 - January 2027



ST ANDREW'S
CATHEDRAL SCHOOL



GAWURA
SCHOOL



Acknowledgement of Country

We would like to acknowledge the Gadigal people who are the traditional custodians of the land on which we stand, and one of the 29 clans of the Eora Nation, which is bordered by the Hawkesbury River to the north, the Nepean River to the west and the Georges River to the south.

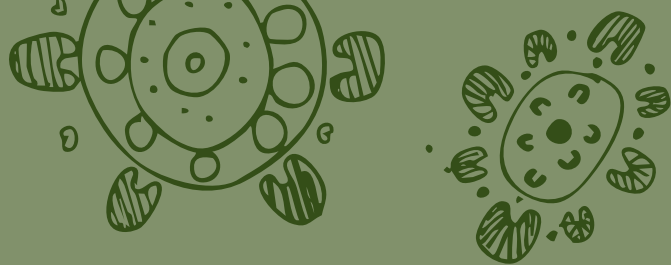
We would also like to pay our respects to Elders past, present and emerging.

Contents

About the artwork	2
Restoration Action Plan (RAP)	
Working Group Acknowledgement	3
A Vision for Restoration — A new story	4
Restoration over Reconciliation: A Deeper Approach	6
From the Chair	8
From the Head of School	9
Restoration — A journey	10
 Relationships in the Classroom	12
Relationships around the School	14
Relationships with the Community	18
 Respect in the Classroom	22
Respect around the School	24
Respect with the Community	26
 Opportunities in the Classroom	28
Opportunities around the School	30
Opportunities with the Community	32



About the artwork



Maya Hughes Year 6

The illustrations in this document have been created by Kindergarten to Year 12 students from St Andrew’s Cathedral School and Gawura School, from both First Nations and non-Indigenous backgrounds. Each piece is inspired by the natural elements of Gadigal land, which is the land on which the Schools stand. The students illustrated rock formations near the saltwater shores, to local flora and fauna. These illustrations tell of the enduring connection between the Gadigal people and the land that has shaped their culture and stories for millennia.

In our art workshops, the students created their illustrations under the guidance of our First Nations design mentors and parents, Charmaine and Jason Mumbulla. The students explored the significance of these natural elements, resulting

in free-flowing, personal expressions of their own vision and understanding of the land on which the Schools stand.

As you view these beautiful artworks, we invite you to reflect on the precious beauty of Gadigal land and the stories it carries. We hope you agree that the students’ contributions to this important document help bring it to life.



Restoration Action Plan (RAP) Working Group Acknowledgement

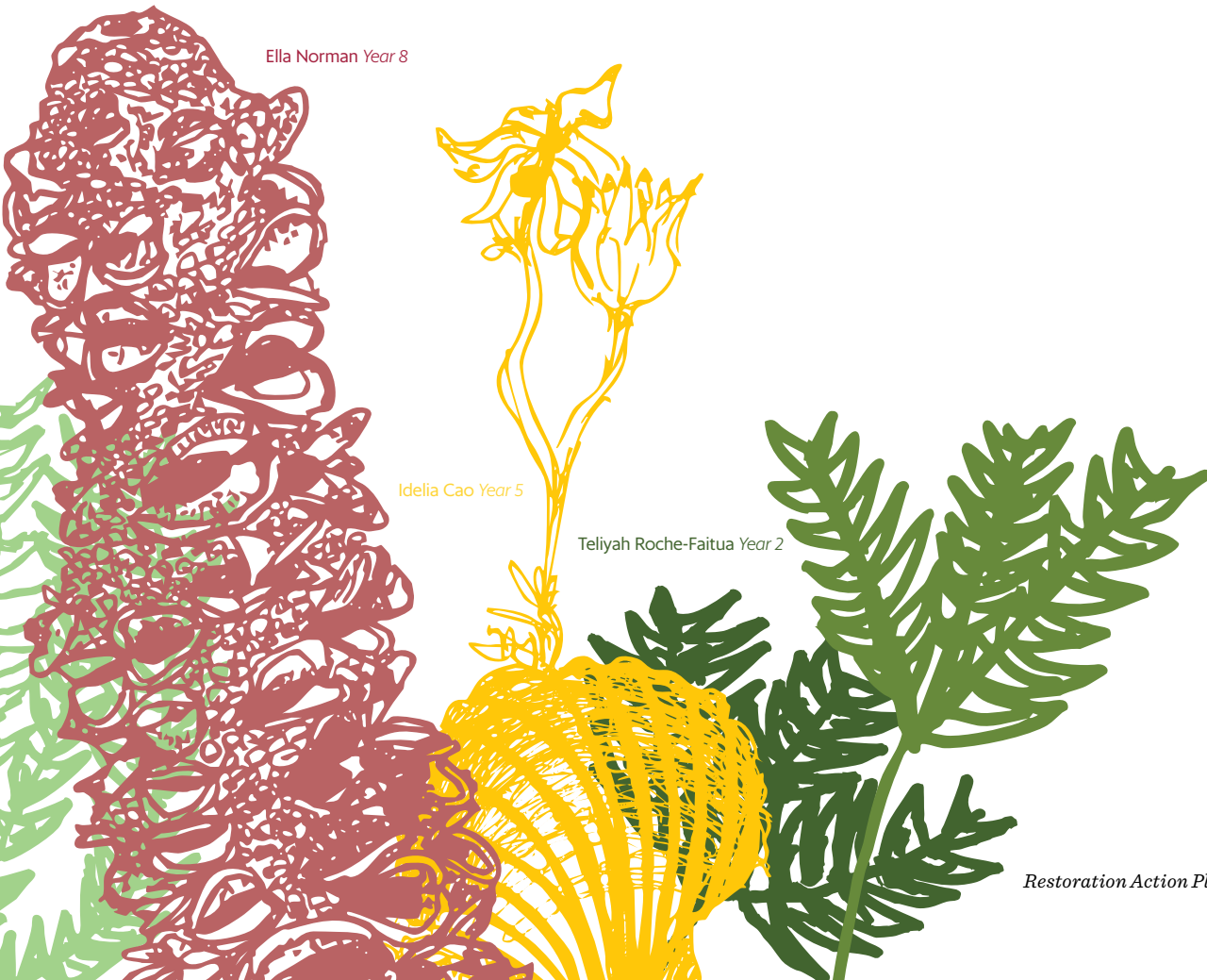
A Reconciliation Action Plan was first requested by Pastor Ray and Aunty Sharon Minniecon in 2020 and then interrupted over a number of years by COVID.

We honour the work of the first group of students, parents, staff and community members of St Andrew’s Cathedral School and Gawura School who came together to work in this space, as the important thinking on the Vision for Restoration and much personal and corporate reflection was done during this time.

The first RAP Working Group was made up of students: Nakyah Mundine Hickey, Wolmorry Wellington, Natalie Newman, Keziah Bailey, Conor Magee, Freya Leach; School Council: Ray Jarratt and Pastor Ray Minniecon; AIS: Rosalyn Thomas; Parents: Derek Walker, Jamie Klink, Alisha Parker-Elrez, Brooke Cook-Gowans, Sara Hamilton, Summa Naylor, Matt Hammond, Carol Vale, Jodie Taylor, Tina Raye; Marnie Round; Support and Operations Staff: Clinton Gribble, Catherine Gunning, Aunty Sharon Minniecon, Jackie Isenegger; Teaching Staff: John Ralph, Aunty Leanna Carr-Smith, Kirsten Macaulay, Alix Vanny, Elle Smith, Craig Tubman, Rhonda Robson and Dr John Collier.

The work done most recently on the RAP has been completed by: John Ralph, Rhonda Robson and Jackie Isenegger, supported by Pastor Ray Minniecon, Aunty Sharon Minniecon, Kirsten Macaulay, Brad Swibel, John Partington, David Lindsay, Nicola Warwick-Mayo, Phil Thai, Trudy Clark, Head of School Dr Julie McGonigle and Rosalyn Thomas from the AIS.

Significant thanks go to the following staff members for their work on this document: Nicole Pincaro for her design and artwork, Ed Balila for design supervision, Jessica Wheeler for her logistical genius, Charmaine and Jason Mumbulla for help with the artwork workshop and supporting the team as much needed First Nations design mentors, Miriam Daly, Emma Walker, Lauren Ferguson for their support with the art workshop, Marita Cranwell for her guidance as we met with donors, Fred Tong for printing and stock selection, Michele Smart our wordsmith from Good with Words, Allison Olds for her unwavering support and Jackie Isenegger for her leadership of the project.



Ella Norman Year 8



Idelia Cao Year 5

Teliyah Roche-Faitua Year 2

A vision for *Restoration* —
A new story

First Nations peoples enjoy a culturally sensitive, transforming school community, where all St Andrew's Cathedral School and Gawura School students thrive, and, regardless of cultural heritage, have a deep commitment to restoration and healing.

This will be achieved by:

Truth telling

St Andrew's Cathedral School accepts that First Nations peoples sovereignty over this land was neither ceded nor extinguished.

As an entire school community, we believe it is our responsibility to acknowledge the truth of our nation's history, not only the injustices of the past, but the fact that we have unthinkingly benefited from these injustices. First Nations peoples were deprived of their proud cultural heritage, their connection to place, their bonds of family and kinship, and at times, their very sense of self.

We accept that the injustices of the past and present have left an enduring burden of intergenerational trauma for First Nations peoples.

Recognition

The St Andrew's Cathedral School community values and recognises the great strengths of Aboriginal and Torres Strait Islander cultures and heritage. First Nations peoples have a long tradition of teaching and learning through sharing their resilience and deep connections with the land, sky, and sea, and through their stories and lived experiences that are passed from generation to generation.

We see First Nations cultures as a proud and unique part of our shared school identity, and we believe justice and recognition for First Nations peoples is an important part of our national journey towards healing.

Sacred space

At St Andrew's Cathedral School and Gawura School, we aspire to create a place of learning where First Nations peoples beliefs, traditions and practices are acknowledged, and their cultural strengths are affirmed and honoured. As respected partners in the education of their children, we want First Nations families and community to be actively involved in learning experiences at Gawura School and St Andrew's Cathedral School, reflecting their aspirations for their children.

Gawura School, founded in 2007, provides an inclusive, positive, and culturally respectful K-6 learning experience. We want First Nations students at our Schools to flourish, enjoying the same opportunities as any other student in our school community.

Both Schools draw on and benefit from the cultural knowledge and wisdom of our First Nations communities. Across St Andrew's Cathedral School and Gawura School, we are working to positively embed First Nations perspectives throughout the curriculum, ensuring historically accurate teaching brought to life through localised content.

A beacon of hope

We want our First Nations students to be proud of their heritage and hopeful about the future.

We want all of our students, regardless of cultural heritage, to be equipped with a genuine knowledge about, and respect for, Aboriginal and Torres Strait Islander cultures and histories and a deep commitment to restoration and healing.

We want the example of our Schools to inspire hope and action in others.

Authentic healing

While the First Nations story starts in the distant past and lives today, our Schools' stories are relatively new. Although we tell different stories, we walk on the same land, and we believe that as a Christian school we are called to pursue healing and restoration—as difficult and uncomfortable as this may be. We want to actively participate in God's mission to restore relationships, and so we want our stories to come together.

Our faith

We believe that all people are created in the image of our Creator God. Our commitment to this journey of recognition for First Nations peoples is grounded in our desire to genuinely engage with the Gospel message of Jesus and to join in God's work of restoring relationships.

Illustrations by
Blossom Maxwell Kindergarten
Lydia Tagiwas Kindergarten
Samara Lyons Year 5
Tom Xue Year 5
Sarah Budiman Year 7
Lily Isenegger Year 9
Oliver Conolly Year 9

Restoration Over Reconciliation: A Deeper Approach



The St Andrew’s Cathedral School Restoration Action Plan deliberately uses the word ‘restoration’ rather than ‘reconciliation’. This is a direct request from the First Nations community. Restoration emphasises the need to address historical injustices at their roots, going beyond the surface-level relationship repair of reconciliation. While reconciliation often focuses on fostering mutual respect and understanding, restoration seeks to return what was lost—as the RAP states—our proud cultural heritage, connection to place, bonds of family and kinship and at times our very sense of self. For First Nations peoples, restoration is about equity and justice, creating a foundation for true partnerships, grounded in respect and sovereignty.

Truth telling first

The RAP Working Group used the Uluru Statement from the Heart as its starting point, given that it advocates a sequenced approach to achieving justice for First Nations peoples, beginning with truth telling. We have to acknowledge that something is broken, before it can be fixed. Without confronting and understanding the true history of colonisation—its violence, dispossession, and intergenerational trauma—the past is unfinished business, and any steps toward reconciliation or restoration risks being superficial. Truth telling recognises that the damage has been ongoing, in the loss of Knowledge systems, and in unequal structures and systems that have created enduring issues for First Nations peoples, over many generations.

Leila Lesa Year 3



Oliver Conolly Year 9

Ultimately truth telling allows us to collectively chart a path forward that includes reparative actions and genuine healing. This process ensures that restoration isn’t just symbolic but transformative, prioritising First Nations voices in reshaping systems and narratives.

Hope for the next generation

Restoration offers hope for the next generation by laying the groundwork for a future where First Nations cultures, languages, and lands are celebrated and protected. It envisions a society where young people, First Nations and non-Indigenous alike, can walk together in solidarity, understanding, and respect. Through education and collaborative initiatives, the next generation is empowered to carry forward the legacy of truth telling and restorative justice, building a nation that truly honours its shared history.

The work of this Restoration Action Plan has taken time. Making space for vulnerability, and building trust, takes time. It is hard but virtuous work. We have seen this firsthand in the conversations and relationships that have developed throughout the journey. We want to thank the Chair and the

whole School Council for their support, and the RAP Working Group for their commitment to the task. In particular, we want to thank Aunty Leanna Carr-Smith and Jackie Isenegger for the countless hours spent in conversation, working to make sure the actions embedded in this Plan are genuine and meaningful.

It is my hope that this document can become a living embodiment of faith in action.

Pastor Ray Minniecon and Sharon Minniecon
Founders of Gawura

From the *Chair*



**And what does the Lord require of you?
To act justly and to love mercy and to walk humbly
with your God.** Micah 6:8b.

On behalf of the School Council, I am delighted to present St Andrew's Cathedral School's first Restoration Action Plan (RAP). The Council's commitment to a First Nations-led RAP reflects the fact that, at the heart of the Christian story, lies a costly restoration between God and humankind. It is a St Andrew's Cathedral School RAP because Gawura School has nothing to reconcile, however, we do this important work in partnership with Gawura School and our First Nations stakeholders. Indeed, the motivation behind the foundation of Gawura School was faith-in-action; a desire to start to make reparation for the injustices of the past, and the inequalities that Australia's First Nations peoples still live with today. I am very grateful to the diverse range of people, who have been involved in bringing this Plan to life, particularly the RAP Working Group. The RAP Working Group was a heartening cross section of First Nations community members and non-Indigenous parents, staff and mentors from St Andrew's Cathedral School and Gawura School, led by Jackie Isenegger, Director of Strategy and Marketing, in partnership with our First Nations Elder at the time, Aunty Leanna Carr-Smith; John Ralph and Rhonda Robson, alongside Pastor Ray Minniecon and Aunty Sharon Minniecon, who shared their deep wisdom and exhibited extraordinary grace and strength in these important, ground-breaking conversations.

The intent of this RAP is to make restoration everybody's business. Creating a more equitable, kinder Australia can feel overwhelming, or beyond our reach, but the concrete actions in this Plan give all of us an opportunity to play our part. In my time on Council, I have been moved by what I've seen, from volunteers reading to students in Gawura School each week, to the inspiring and important daily work of teachers in classrooms, and the relationships that have grown across the Schools between diverse individuals. Some of what happens here may appear small or inconsequential, but all of these things add up.

It is my hope that the thoughtful actions embedded in this Plan — the outcome of conversations that have taken place over years — will not only ensure that First Nations students and communities thrive, with a deep sense of belonging, but that all students and everyone who has contact with the Schools, will join in this life giving journey of restoration and healing.

Mr Michael Winram

*Chair of St Andrew's Cathedral School Council
and Gawura School Council*

Sarah Budiman Year 7

From the *Head of School*



The way of the cross is the way of light

Mercy and truth have met together.

Righteousness and peace have kissed. Psalm 85:10

St Andrew's Cathedral School's Restoration Action Plan was guided by The Uluru Statement from the Heart which saw truth telling as an essential step to redefining the relationship between First Nations peoples and the Australian nation. It called for recognition of the tenacity and courage of Australia's First Nations peoples, alongside acknowledgment of historical experiences of dispossession and violence.

In April this year a research survey by academics at the University of New South Wales (on behalf of Reconciliation Australia) found that both First Nations and non-Indigenous respondents believed the main benefits of truth telling to be: the development of a shared understanding of Australian history; the hope that truth telling would deliver healing for Aboriginal and Torres Strait Islander peoples; and the potential of truth telling to help improve relations between First Nations and non-Indigenous peoples. All respondents agreed that truth telling should involve the presentation of First Nations perspectives on the past.

At the heart of the Christian faith is a costly truth telling. The theologian Miroslav Volf writes that 'remembering' is an imperative for those who take the Christian faith seriously "because we live under the shadow of the cross." Volf writes that it is not only 'cheap grace' but a "deceitful ideology" to "claim the comfort of the Crucified while rejecting His way." Our School motto *Via Crucis — Via Lucis*, reminds us that

"the way of the cross is the way of light." The "way of the cross" points to Jesus' ultimate sacrifice in crucifixion, calling us to face the truth of our own imperfection and to accept the grace of Jesus' sacrifice made in love for our sake. The "way of light" shows us that this sacrifice is what enables us to move towards the light in resurrection and new life.

In the same way that the cross enfolds us in the costly embrace of God, we are invited into the costly work of restoration. Our RAP concludes that our commitment to this journey of recognition for First Nations peoples "is grounded in our desire to genuinely engage with the Gospel message of Jesus and to join in God's work of *restoring relationships*." Constructive change lies in an ability to recognise, understand, and redress what has happened. However, what is also critical to reimagining a new post-conflict future is what peacebuilding expert John Paul Lederach identifies as a "network of relationships". Change must be relationship centred, enabling people to see "spaces of intersection, both those that exist and those that can be created." This is the chance we have as a community at St Andrew's Cathedral School and Gawura School. Our Restoration Action Plan sets us on a hopeful path as we come together to create new ways of interacting, in grace and truth, to create a better future for our children.

Dr Julie McGonigle

Head of St Andrew's Cathedral School and Gawura School



Aliyah Gordon Year 12

Lily Isenegger Year 9

Marlon Coulthard Year 5

Alice Eager Year 12

Tom Xue Year 5

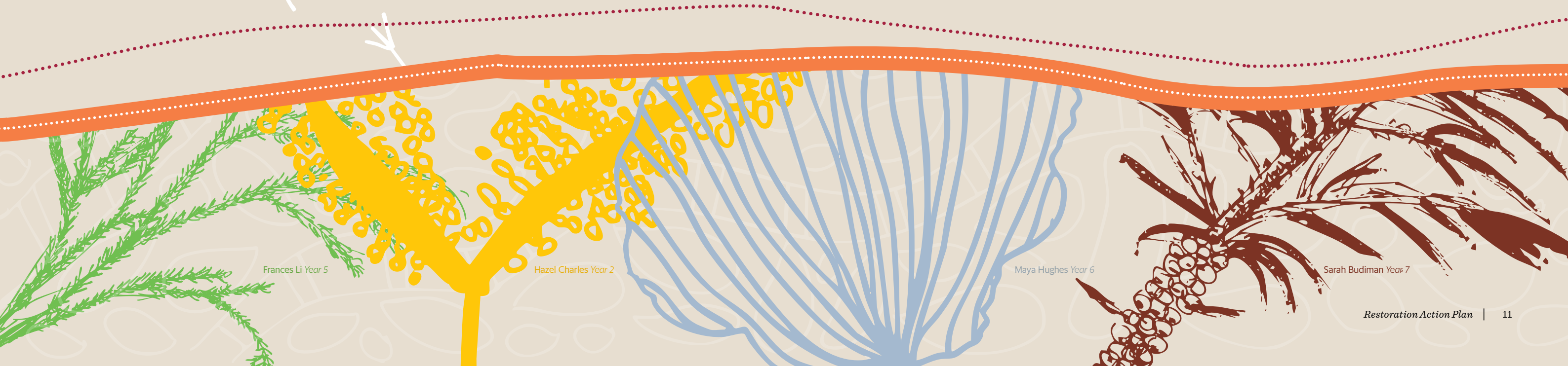
Restoration — *A journey*

From the outset, the RAP Working Group were very clear from lengthy conversations with First Nations staff, parents and community members, that this was a St Andrew's Cathedral School Restoration Action Plan — Gawura School had nothing to reconcile. However, as we matured through this journey, it became evident that little meaningful change could be accomplished without the wisdom and generous input of First Nations peoples, all largely associated with Gawura School. So the document is dual branded, acknowledging the significant role stakeholders of Gawura School are playing in our journey towards the restoration of Australia's First peoples.

St Andrew's Cathedral School has had a longstanding commitment to restorative action, with our first First Nations student attending the School in 1965, and a commitment to restoration embodied in Gawura School, which opened in 2007. However, this is our first documented RAP. On the following pages our commitment to concrete restoration actions are noted, alongside the many actions already completed.

** Actions that are asterisked indicate mandatory actions for a RAP within the Narragunnawali and Reconciliation Australia framework.*

Terminology note: Our First Nations stakeholders have requested to be referenced in this way, and so we have honoured their request and adapted our whole-school language accordingly. Where Aboriginal and Torres Strait Islander is used, it is because we are referencing the language set in the Narragunnawali Reconciliation Action Plan framework, or we are specifically talking about Aboriginal or Torres Strait Islander cultures or languages and so that is the most appropriate usage. The same is true of Restoration and Reconciliation. Restoration is the preferred word from our engagement with First Nations stakeholders. Where Reconciliation is used, it is because we are referencing the Narragunnawali Reconciliation Action Plan framework.



Mizpah Klink Year 7

Frances Li Year 5

Hazel Charles Year 2

Maya Hughes Year 6

Sarah Budiman Year 7

Relationships
in the Classroom

Completed: 1965
The first First Nations student enrolled at the School.

Action: Opportunities for Aboriginal and Torres Strait Islander students and children

Completed: 2018
Move beyond 'closing the gap' in literacy and numeracy and include whole-of-school-life opportunities e.g. sport and co-curricular, On Country tours, cultural immersions (K-12).

Completed: 2020
Create culturally safe spaces/environment for First Nations students to express their identity and build pride.

Action: Aboriginal and Torres Strait Islander people in the classroom*

Completed: 2020
Encourage high quality First Nations candidates for teaching roles at Gawura School.

Completed: 2022
Establish an initial partnership with a local preschool where we share First Nations Knowledge.

Action: Early Years Learning Framework (EYLF)

Completed: 2023
Establish multiple partnerships with local preschools where we share First Nations Knowledge and language.

COMPLETED

IN PROGRESS

Deliverable: Consult each student regarding cultural sharing – being mindful of cultural load, and document in their Personal Learning Plan (PLP).

Action: Opportunities for Aboriginal and Torres Strait Islander students and children

Goal: We want First Nations students at Gawura School and St Andrew's Cathedral School to flourish, enjoying the same opportunities as any other student in our school community. We want our First Nations students to be proud of their heritage, and hopeful about their future.

Deliverable: Learn from First Nations student voice – evaluate feedback and commence action from the 2023 Aspirations Report.

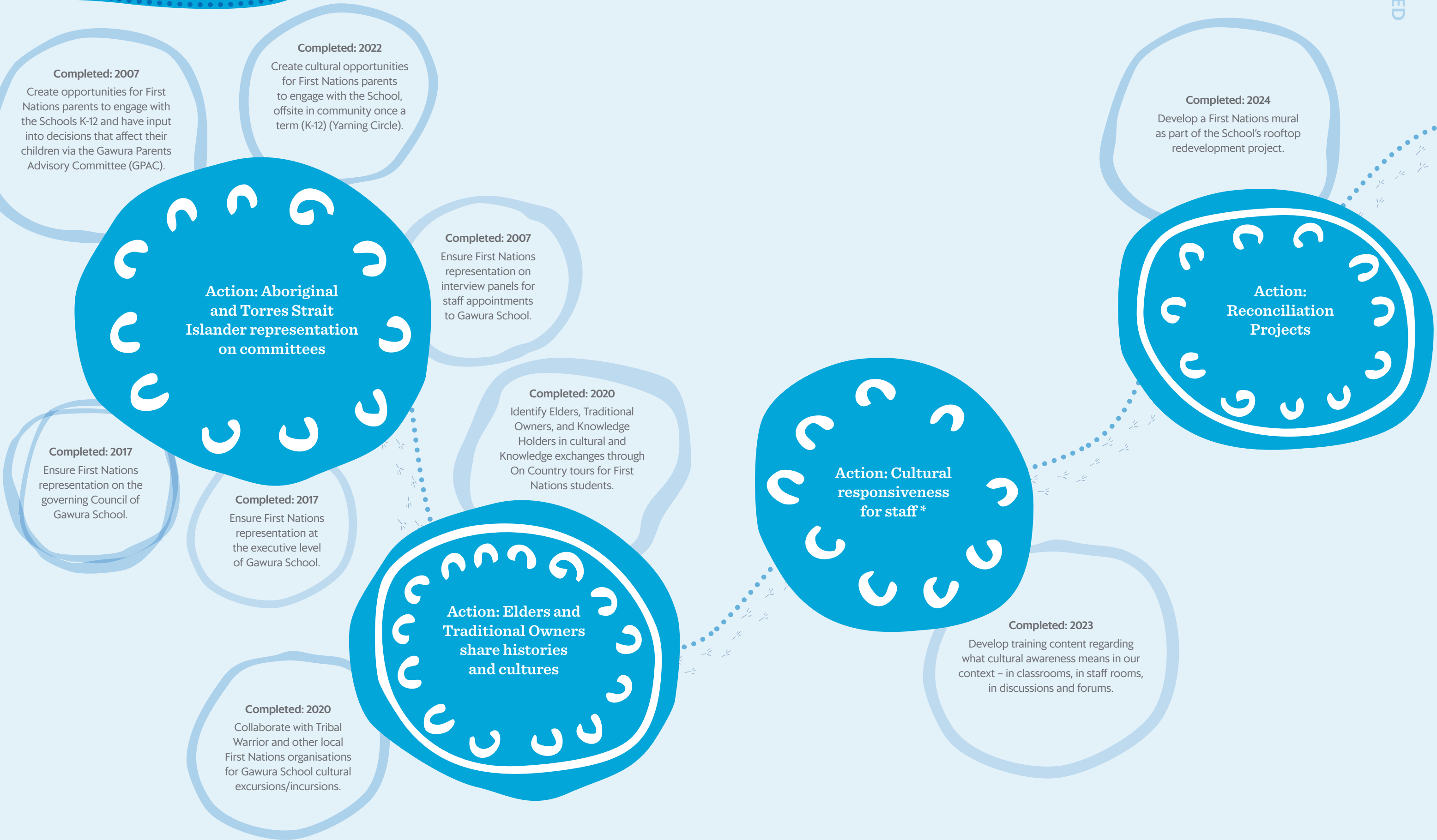
Action: Aboriginal and Torres Strait Islander people in the classroom*

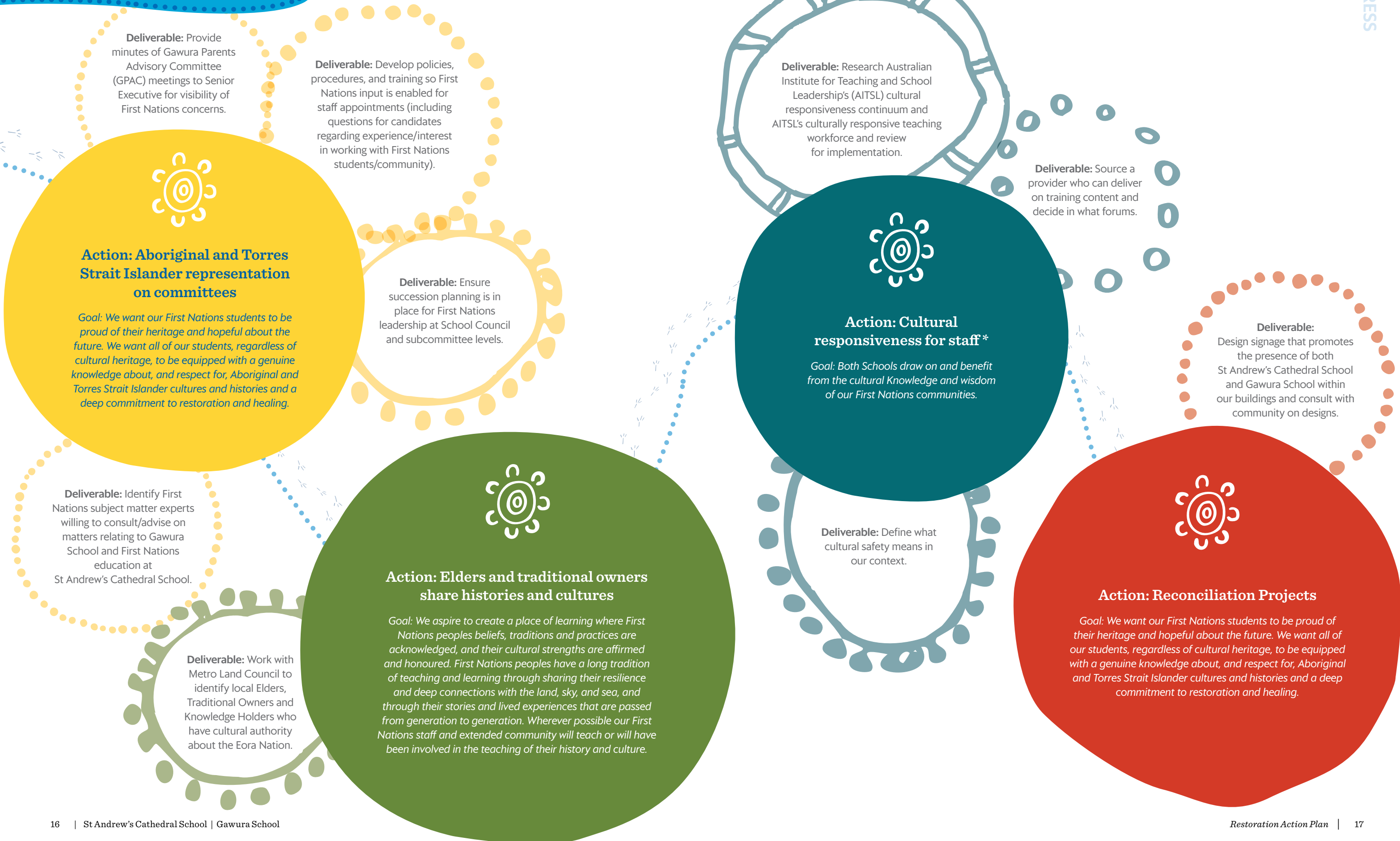
Goal: We aspire to create a place of learning where First Nations peoples beliefs, traditions and practices are acknowledged, and their cultural strengths are affirmed and honoured in authentic learning experiences that are designed and delivered, or guided by, our First Nations staff or other acknowledged contributors.

Deliverable: Develop the Schools' Employee Value Proposition (EVP) that includes attracting First Nations applicants (K-12).

Relationships
around the School

COMPLETED





Relationships
with the Community

Completed: 2020
Create protocols for Acknowledgement of Country and agree on wording for contexts.



Completed: 2021
Identify local Elders who can do Welcome to Country for celebrations and special events.

Completed: 2023
All events across both Schools are routinely started with an Acknowledgement of Country.



Completed: 2024
Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate National Reconciliation Week.

Completed: 2023
RAP Working Group members to participate in an external National Reconciliation Week event.



Completed: 2023
Develop an ecosystem of contacts who will support and provide opportunities for students and graduates beyond school.

Completed: 2018
Teach a First Nations language to all K-6 St Andrew's Cathedral School students.

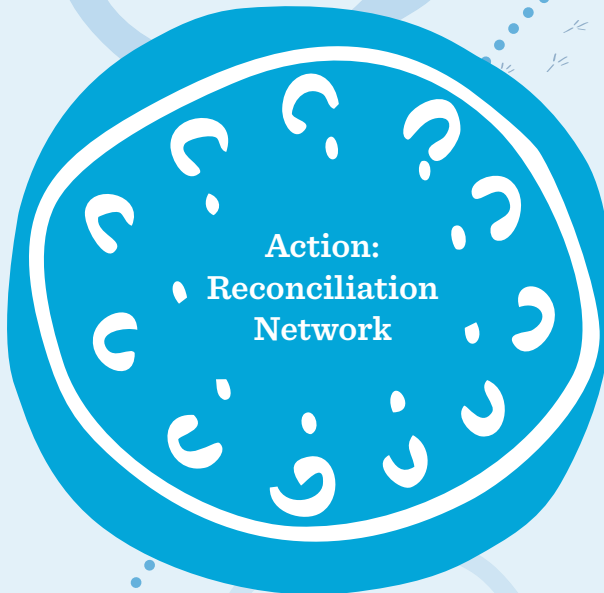


Completed: 2020
Develop a Secondary School Aboriginal Studies subject.

Completed: 2023
Identify cultural opportunities for First Nations families (e.g. Harmony Week) to share their history and culture.

Completed: 2020
Provide workshop opportunities for all students to participate in while celebrating important First Nations events on the calendar e.g. Reconciliation Week and NAIDOC week.

Completed: 2020
Identify Reconciliation Australia and other like-minded organisations that we can collaborate with on our restoration journey.



Completed: 2024
Identify external stakeholders that our Schools can engage with on our restoration journey.

COMPLETED

Relationships
with the Community

IN PROGRESS



Action: Welcome
to Country*

Goal: We see First Nations cultures as a proud and unique part of our shared school identity, and we believe justice and recognition for First Nations peoples is an important part of our national journey towards healing.

Deliverable: Engage with the Archbishop and the National Aboriginal and Torres Strait Islander Anglican Commission (NATSIAC) to develop protocols for smoking ceremonies and other cultural activities, and work with Gawura Parents Advisory Committee (GPAC) and Chaplaincy team/Gawura School staff to finalise.



Action: Create Stakeholder List

Goal: We aspire to create a place of learning where First Nations peoples beliefs, traditions and practices are acknowledged, and their cultural strengths are affirmed and honoured. First Nations peoples have a long tradition of teaching and learning through sharing their resilience and deep connections with the land, sky, and sea, and through their stories and lived experiences that are passed from generation to generation. Wherever possible our First Nations staff and extended community will teach or will have been involved in the teaching of their history and culture.

Deliverable: Identify First Nations stakeholders and organisations within our local area or sphere of influence.

Deliverable: Scope a protocol for storage and access of stakeholder information and resources.



Action:
Build relationships
with community*

Goal: We believe that all people are created in the image of our Creator God. Our commitment to this journey of recognition for First Nations peoples is grounded in our desire to genuinely engage with the Gospel message of Jesus and to join in God's work of restoring relationships.

Deliverable: Research best practice and principles that support partnerships with First Nations stakeholders and organisations and add to the work already done on the Schools' Partnership Model.



Action: Cultural responsiveness for
students and children

Goal: We want all of our students, regardless of cultural heritage, to be equipped with a genuine knowledge about, and respect for, Aboriginal and Torres Strait Islander cultures and histories and a deep commitment to restoration and healing.

Deliverable: Develop opportunities for all students to attend a cultural, experiential learning activity in each year – e.g. The Rocks, Sydney Living Museum, Hyde Park Barracks, Museum.



Action: Family and
Community Room

Goal: We aspire to create a place of learning where First Nations peoples beliefs, traditions and practices are acknowledged, and their cultural strengths are affirmed and honoured.

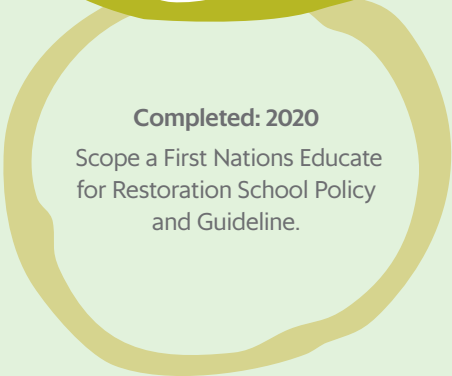
Deliverable: Evaluate learning/cultural/ community spaces in other schools and develop a proposal for a dedicated First Nations space (7-12).



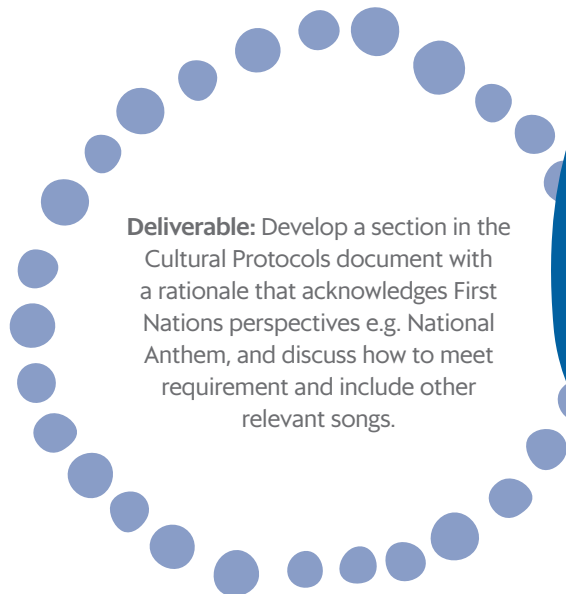
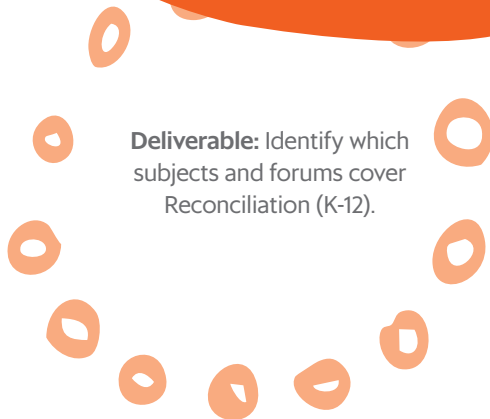
Action: Reconciliation Network

Goal: We want all of our students, regardless of cultural heritage, to be equipped with a genuine knowledge about, and respect for, Aboriginal and Torres Strait Islander cultures and histories and a deep commitment to restoration and healing. We want the example of our Schools to inspire hope and action in others.

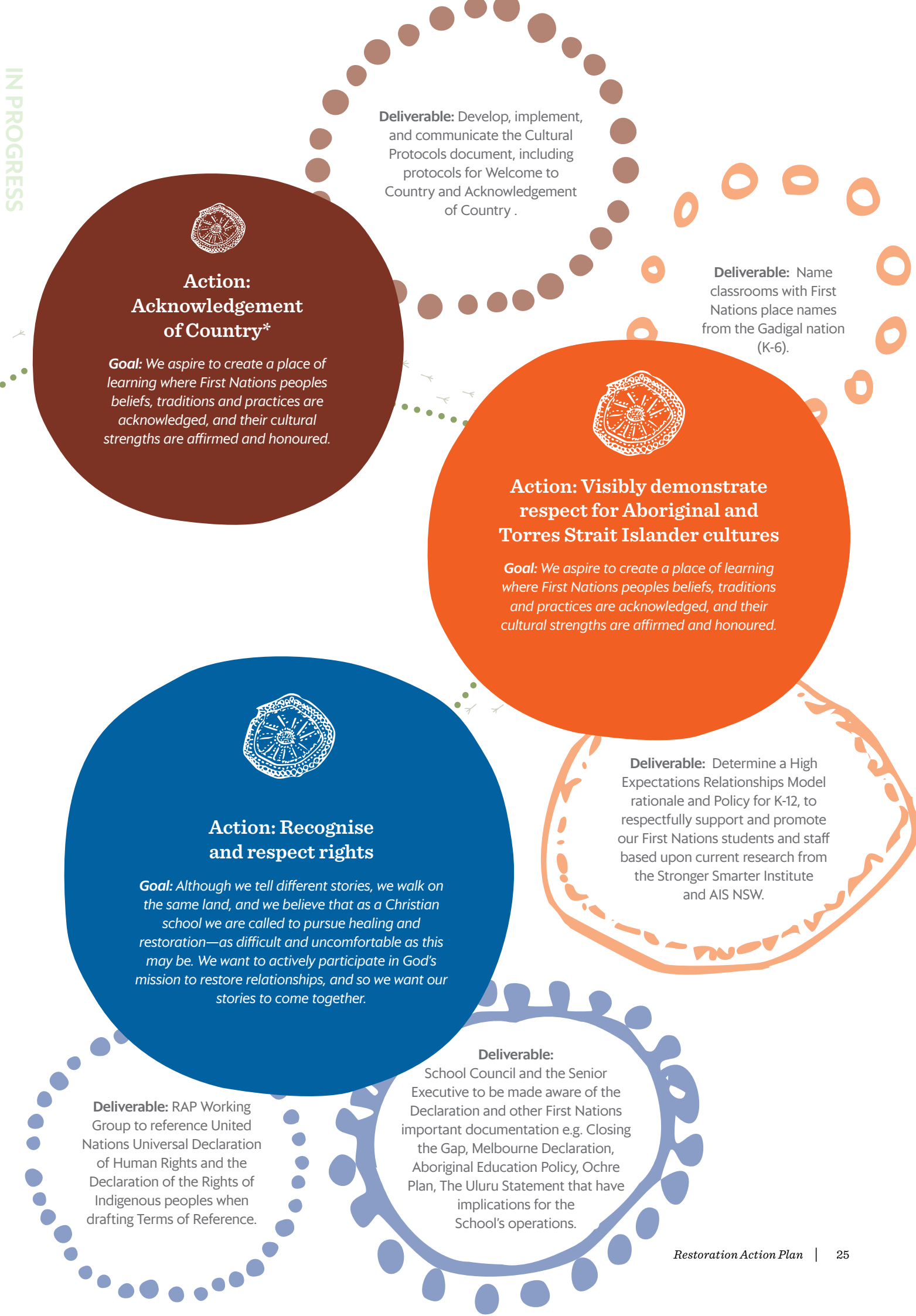
Deliverable: Communicate our commitment to restoration for First Nations peoples to all staff.



COMPLETED
IN PROGRESS



Respect around the School



Respect
with the Community

Completed: 2019
Celebrate NAIDOC week with a cultural performance in a NAIDOC focused assembly. Invite guest speakers to speak to students, staff, parents, and donors and hold a community morning tea.

Completed: 2022
Raise awareness and share information amongst staff and students about the meaning of NAIDOC week.

Action: Celebrate days of national significance

Completed: 2024
RAP Working Group to participate in an external NAIDOC week event.

Completed: 2024
Secondary students participate in Junior School and Gawura School activities.

COMPLETED
IN PROGRESS

Deliverable: Place the flags in a more prominent place in the foyer reception area to create a more visible and welcoming presence for First Nations peoples.

Action: Aboriginal and Torres Strait Islander flags*

Goal: First Nations cultures are a proud and unique part of our shared school identity, and we believe justice and recognition for First Nations peoples is an important part of our national journey towards healing and restoration.



Action: Celebrate days of national significance

Goal: We accept that the injustices of the past and present have left an enduring burden of intergenerational trauma for First Nations peoples. We want all of our students, regardless of cultural heritage, to be equipped with a genuine knowledge about, and respect for, Aboriginal and Torres Strait Islander cultures and histories and a deep commitment to restoration and healing.

Deliverable: Integrate NAIDOC's backstory into staff professional development and social media posts each year.

Deliverable: Plan restoration-informed Acknowledgement of Country plaques in both foyers.

Action: Physical Acknowledgement of Country

Goal: St Andrew's Cathedral School values and recognises the great strengths of Aboriginal and Torres Strait Islander cultures and heritage.

Deliverable: Plan the RAP launch and communicate to internal and external stakeholders.

Action: RAP launch

Goal: We believe that all people are created in the image of God. Our commitment to this journey of recognition for First Nations peoples is grounded in our desire to genuinely engage with the Gospel message of Jesus and to join in God's work of restoring relationships. We want the example of our Schools to inspire hope and action in others.

Deliverable: RAP Working Group to research best practice areas of race relations and anti-discrimination.

Action: Take action against racism*

Goal: We want all of our students, regardless of cultural heritage, to be equipped with a genuine knowledge about, and respect for, Aboriginal and Torres Strait Islander cultures and histories and a deep commitment to restoration and healing.

Deliverable: Engage with First Nations staff and/or advisors to consult on our Anti-Discrimination Policy.

Deliverable: Conduct a review on HR Policies to ensure First Nations anti-discrimination provisions and future needs are incorporated.

Opportunities
in the Classroom

Action: Australian Professional Standards for Teachers – school specific

Completed: 2022

Develop a plan to embed the Australian Professional Standards for Teachers (1.4 and 2.4 Graduate to Lead) into classroom teachers' programmes including resources.

Deliverable: Curriculum Coordinators (Primary) and Directors of Learning (Secondary) to evaluate First Nations content in Narragunnawali site and AIATSIS (Australian Institute of Aboriginal and Torres Strait Islander Studies).

Action: Embed cross-curriculum priority – school specific

Goal: St Andrew's Cathedral School and Gawura School draw on and benefit from the cultural knowledge and wisdom of our First Nations communities. Across both Schools, we are working to positively embed First Nations perspectives throughout the curriculum, ensuring historically accurate teaching, and brought to life through localised content.

Deliverable: Audit K-12 programmes that need to have further First Nations content embedded.

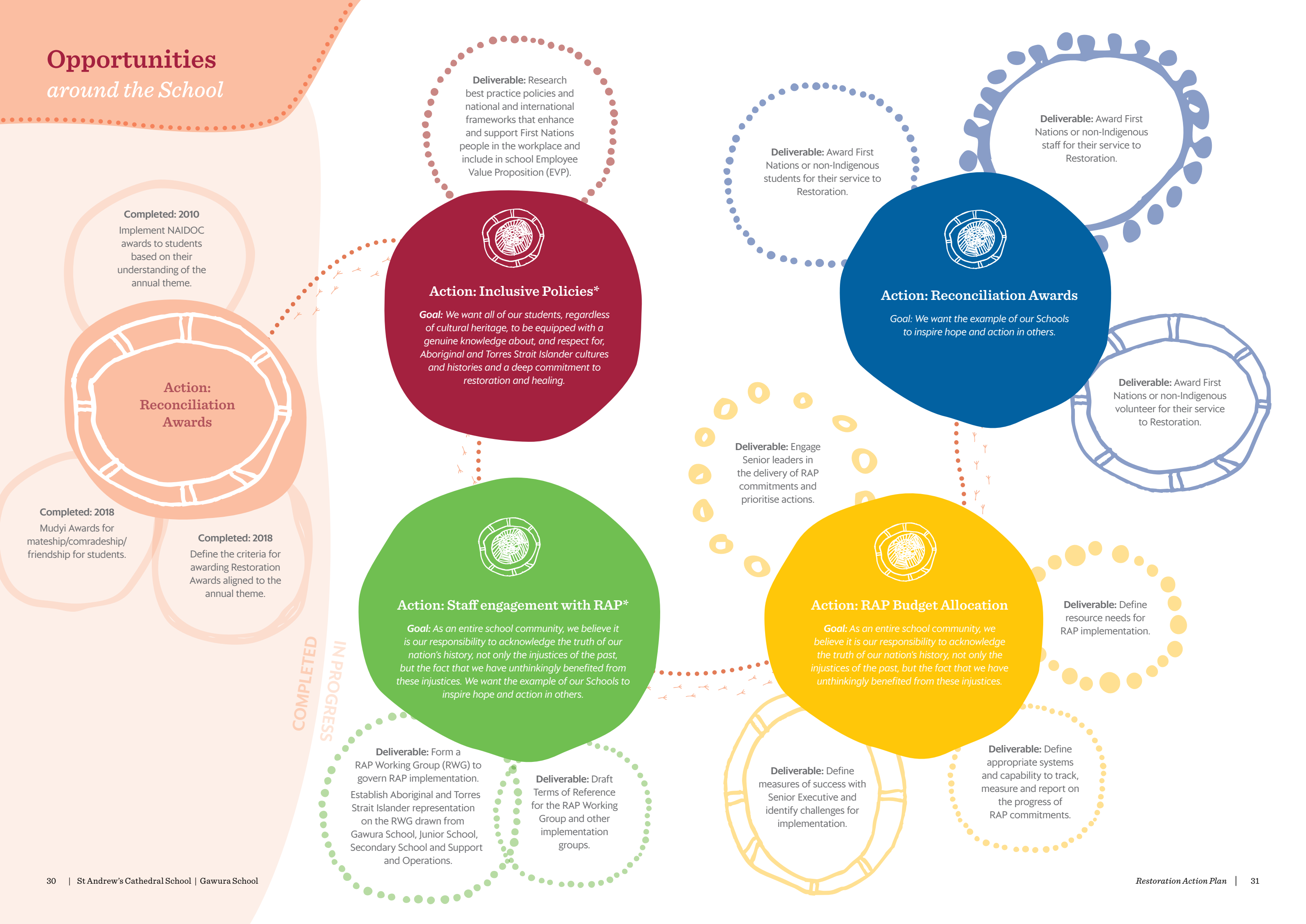
Deliverable: Identify subjects that have local area study e.g. Science, Geography, Environmental Science and would benefit from local First Nations integration.

Action: Curriculum Planning*

Goal: St Andrew's Cathedral School and Gawura School draw on and benefit from the cultural Knowledge and wisdom of our First Nations communities. Across both Schools, we are working to positively embed First Nations perspectives throughout the curriculum, ensuring historically accurate teaching, and brought to life through localised content.

Deliverable: Work with Curriculum Coordinators to ascertain how to include First Nations content in Scope and Sequences for chosen subjects.

Opportunities around the School



Opportunities
with the Community

Action:
Aboriginal and
Torres Strait
Islander languages

Completed: 2008
Identify the language of Country where the School resides (Gadigal, Eora Nation). As Gadigal is a sleeping language we chose Wiradjuri where most of our students came from.

Action:
Local sites, events,
and excursions

Completed: 2022
Set up community yarning sessions and assess interest in community learning opportunities.

COMPLETED
IN PROGRESS

Action: Employment Strategy

Goal: Both Schools draw on and benefit from the cultural Knowledge and wisdom of our First Nations communities. Across St Andrew's Cathedral School and Gawura School we are working to positively embed a First Nations cultural framework into all aspects of learning design and the curriculum, ensuring historically accurate teaching and brought to life through localised content.

Deliverable: Develop a business case for First Nations employment within our School and include outcome in school employee value proposition (EVP).

Action: Local sites, events, and excursions

Goal: First Nations peoples have a long tradition of teaching and learning through sharing their resilience and deep connections with the land, sky, and sea, and through their stories and lived experiences that are passed from generation to generation.

Deliverable:
Identify cultural opportunities for First Nations families.

Deliverable:
Identify parents and community members who are Knowledge Holders.

Deliverable: Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.

Action:
Celebrate RAP progress*

Goal: We want the example of our Schools to inspire hope and action in others.

Deliverable:
Publicly report a RAP reflection annually – achievements, challenges, and learnings.

Deliverable: Report RAP progress to all staff and senior leaders half yearly.

Deliverable:
Investigate Supply Nation membership.

Action: Support Aboriginal and Torres Strait Islander owned businesses

Goal: Across St Andrew's Cathedral School and Gawura School we are working to positively embed a First Nations cultural framework into all aspects of learning design and the curriculum, ensuring historically accurate teaching, and brought to life through localised content.

Deliverable: Seek out Traditional Owners and, language speakers in community who may hold Knowledge to assist, teach and mentor the local language identified.

Action: Aboriginal and Torres Strait Islander languages

Goal: We see First Nations cultures as a proud and unique part of our shared school identity, and we believe justice and recognition for First Nations peoples is an important part of our national journey towards healing.



Illustrations by

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Marlon Coulthard Year 5
Frances Li Year 5
Samara Lyons Year 5
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Mizpah Klink Year 7
Sarah Budiman Year 7
Ella Norman Year 8
Lily Isenegger Year 9
Oliver Conolly Year 9
Alice Eager Year 12
Aliyah Arabi Year 12



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