



Reconciliation Action Plan



Our Vision for Reconciliation



Our vision for reconciliation is to build and strengthen meaningful relationships between our school, and Aboriginal and Torres Strait Islander communities. We particularly seek to further our relationship with the Kulin Nation, the traditional owners of the land on which our school resides. Students will be encouraged to learn and further their understanding about our shared history and the rich traditions of Country and its people. Only when we are knowledgeable about these cultures can we truly value and honour them.

Therefore, we commit to walking and learning together for reconciliation with the original inhabitants of our nation, to raise awareness, equity and respect for Aboriginal and Torres Strait Islander peoples.

In striving for reconciliation, we are guided by our school values:

We inspire a sense of **curiosity** to deepen our cultural understandings,

We exercise **courage** to bring our actions to life,

We display **character** by behaving in a culturally responsible manner,

We show **respect** by living wisely and compassionately with all people.



Our School

St Margaret's and Berwick Grammar School are committed to growing good men and empowering independent women. We embrace the values of Courage, Curiosity, Character and Respect, all of which underpin educational and social programs undertaken by our school. We encourage students to be engaged and informed citizens, who understand the value of diversity, and strive to make a positive difference in the world.

The school motto *Virtute et Labore*, is an integral part of the school philosophy to *Strive to be your best self, now and in the future, for the betterment of all humanity and the planet*. The school encourages students and members of its community to become leaders who implement innovation and change. We achieve this through a focus on teacher quality, and by engaging and working with the community. St Margaret's and Berwick Grammar School are part of a global community and it is our responsibility to ensure that every individual has the opportunity to feel a sense of belonging.

Established in 1926 as a small school in Toorak, St Margaret's and Berwick Grammar has developed into a thriving two campus school for students starting as young as three years old in the Early Learning Centre and progressing to confident young adults in Year 12. Together, we are one proud school community that share the same core values. We have formed strong links with our local community and embrace the cultural diversity within our school.

Our Reconciliation Action Plan (RAP)

Under the guidance of the school Principal Annette Rome, and with the input of the School Board and community, the new School Strategic Plan was completed and launched in early 2018. Part of implementing the plan included establishing a RAP committee in order to develop a Reconciliation Action Plan.

During Reconciliation Week in May 2018 an invitation to be part of a RAP committee was launched to the whole school community and a broad-based committee was formed. A significant member was Murrundindi, elder and Ngurungaeta (head man) of the Wurundjeri tribe. As a consultant for the members, he provided an aboriginal perspective for the Reconciliation Action Plan. He elaborated upon our ideas to move forward and enrich the school program. The document has been based on the RAP template found on the Reconciliation Australia, Narragunnawali website.

The RAP has provided a platform to formalise and document aspects of Indigenous education undertaken at St Margaret's and Berwick Grammar School. Further opportunities for growth and development have been explored and are reflected in the goals and actions within the document, in addition to The Victorian, Australian and National Principal Standards, developed by the Australian Institute for Teaching and School Leadership.

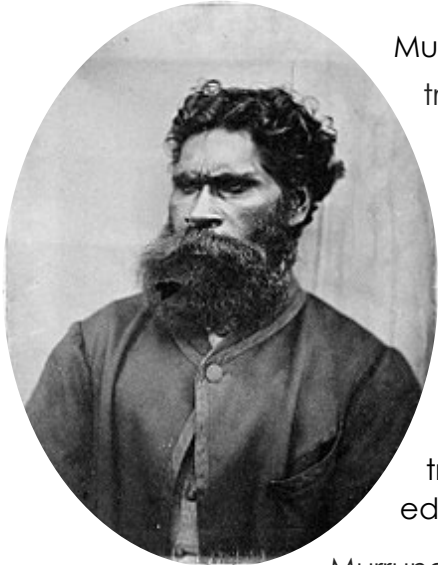


Photographs supplied by Mary Holstock



Our consultant and reconciliation committee member Murrundindi

Photograph provided by Heather Landman



Murrundindi is a descendant of King William Barak, a member of the Yarra Yarra tribe, Wurundjeri elder and head man (Ngurungaeta). As a young child, Barak witnessed the first settlers coming down the Yarra River and he later grew up and became a renowned artist, storyteller and prominent figure in the Victorian and national struggle for Aboriginal rights and justice. Barak worked to help create the self-sufficient Aboriginal farming station Coranderrk, where Healesville Sanctuary now resides and beyond.

Murrundindi is now the elder and head man (Ngurungaeta) of the Wurundjeri tribe. He is the spiritual custodian of the Wurundjeri tribal region and has been educating St Margaret's and Berwick Grammar students for over 25 years.

Murrundindi has inherited the role of guardian of the culture, and acts as a vessel to pass this along. As the spiritual custodian of the land, he has spent his time teaching many children and adults the cultural ways and to connect with the land. In Murrundindi's words 'the children are the future of our culture and the future of our world.'

The Wurundjeri people are part of the Kulin Nation and are the traditional owners of the land that extends over many miles in and around Melbourne, which encompasses the Berwick Campus of St Margaret's School.

'Their relationship with the land extends back tens of thousands of years to when their creator spirit 'Bunjil' formed their people, the land and all the living things.' (City of Yarra.)

View -Victorian Map: [gathhttps://www.wurundjeri.com.au/er](https://www.wurundjeri.com.au/er)



ACKNOWLEDGMENT OF COUNTRY

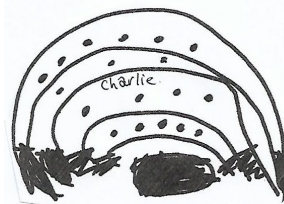
WRITTEN BY STUDENTS OF ST MARGARET'S AND BERWICK GRAMMAR SCHOOL

St Margaret's and Berwick Grammar School pays their respects to the Wurundjeri and Bunurong people of the Kulin nation. We acknowledge the land, mother earth as a place where their culture and traditions live on. We all come from the land and must respect her, as we walk upon her. We appreciate the ongoing role of Indigenous peoples in our society, and their rich history, and acknowledge their elders past, present and emerging.

Written by RAP committee members Ida Gaulke and Elizabeth Day

Photo provided by Murrundindi (Artist Renata Bruynzeel)





WRITTEN BY THE WALLABY CLASS OF THE EARLY LEARNING CENTRE

'This is the appreciation verse said at the beginning of our morning meetings. One of the children plays the clapping sticks whilst all say this verse together.'
Sue Eden – Coordinator of the Early Learning Centre

We are the Wallaby class

Thank you to the Wurundjeri people for letting us share your land.

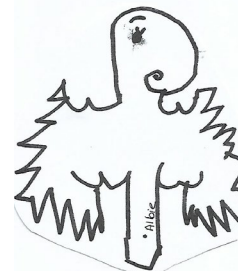
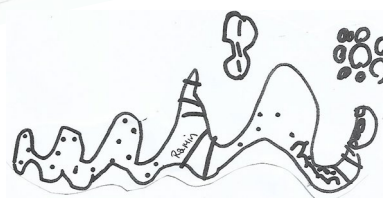
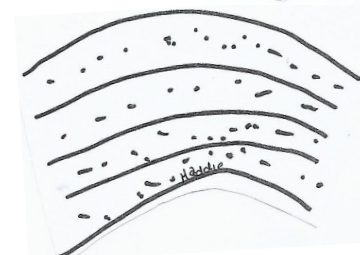
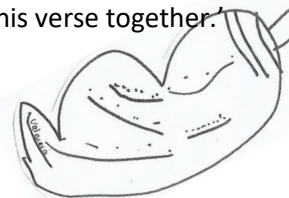
We promise we will look after it, the animals and the people too.

Hello land, Wominjeka

Hello sky, Wominjeka

Hello me, Wominjeka

Hello friends, Wominjeka



Smoking Ceremonies: Explained by Murrundindi

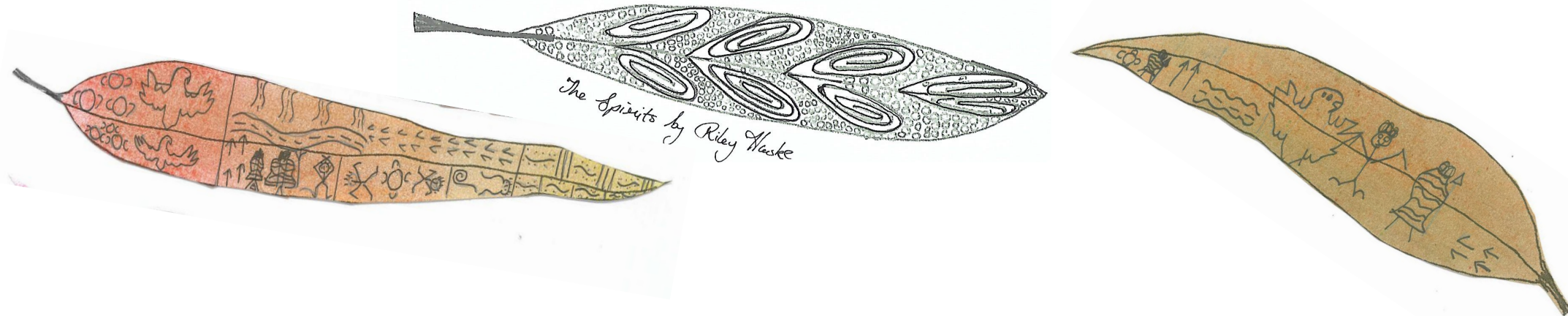
"Smoking ceremonies are normally done on special occasions and functions. They are done to cleanse the area and welcome people onto your Country. After the smoking ceremony the smoke will settle and this will cleanse the body of the people, cleanse the land and where you are. It also gives a safe journey whilst upon the land. Native wild cherry and sacred fungus are used. After the ceremony the manna gum leaf was handed out by the elder as a passport to travel on and through the Country."



Relationships

Relationships in the Classroom

Commitments	Actions	Goals and Deliverables	Responsibility	Timeline
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms as guests to work alongside our students in learning activities. Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.	<ul style="list-style-type: none"> We will develop a schedule to facilitate regular, in-class contact with Murrundindi and other members of Aboriginal and Torres Strait Islander communities. These will maximise opportunities for Aboriginal and Torres Strait Islander peoples to deliver curriculum through collaboration and consultation with classroom teachers. This schedule will see Aboriginal and Torres Strait Islander People participating within the learning environment x1 per semester, per campus. 	RAP committee Heads of school Leaders of Learning Unit Coordinators Classroom teachers	Ongoing
Opportunities for current and future Aboriginal and Torres Strait Islander Students	We commit to providing opportunities for current and future Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the well-being of Aboriginal and Torres Strait Islander students, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community	<ul style="list-style-type: none"> We will revise action of this commitment if and when our school receives future enrollment/s of an Aboriginal or Torres Strait Islander student/s. We will provide opportunities for future Aboriginal and Torres Strait Islander students to share insights into their culture and help inform teaching and learning practices within our school. 	Enrolment Officer Heads of House Classroom teachers	Ongoing



Relationships around in the School

Commitments	Actions	Goals and Deliverables	Responsibility	Timeline
Aboriginal and Torres Strait Islander Representation on Committees	We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our school's committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.	<ul style="list-style-type: none"> We will invite elders of the Wurundjeri tribe to work in consultation with the establishment, implementation and ongoing review of our Reconciliation Action Plan, while remaining active members of the St. Margaret's and Berwick Grammar School's RAP committee. These members will be invited to attend committee meetings throughout the year. 	RAP committee	Ongoing
Elders and Traditional Owners Share Histories and Cultures	We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that our local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students.	<ul style="list-style-type: none"> We will seek opportunities that allow for our local Elders and Traditional Owners to share their histories and cultures. Such opportunities may connect to dates of significance (Reconciliation Week, NAIDOC week etc...) or connect to cross curriculum priorities. Through these opportunities, speakers will be encouraged to highlight how these relationships can be of mutual benefit. 	Heads of School RAP committee	Ongoing
Cultural Competence for Staff	We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures. We also commit to supporting staff to independently seek out and participate in a variety of cultural awareness experiences that assist them on their own journey of understanding.	<ul style="list-style-type: none"> We will work with Leaders of Learning/Team Coordinators and the Director of Staff Learning and Research to develop an assessment tool for measuring Staff Cultural Competence. We will examine these results so that they can be used to provide targeted staff learning opportunities. We will generate and provide a range of online/face to face Professional Development engagements to support staff learning needs (For example: professional reading, online modules, external/internal professional development, video resources, websites etc...) We will provide opportunities during scheduled school wide, unit and/or learning area meetings for all staff to participate in at least one professional learning engagement related to Aboriginal and Torres Strait Islander Culture and Histories per year. 	Leaders of Learning (SS) Unit Coordinators (JS) Director of Staff Learning and Research RAP committee RAP committee Director of Staff Learning and Research Director of Staff Learning and Research Heads of School Leaders of Learning (SS) Unit Coordinators (JS)	Ongoing Resource bank developed with ongoing contributions as required

Relationships with the Community

Commitments	Actions	Goals and Deliverables	Responsibility	Timeline
Welcome to Country	Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of their Land.	<ul style="list-style-type: none"> We will invite an Indigenous Elder to deliver a Welcome to Country at the beginning of each school year. This Welcome to Country will be aimed at welcoming new students, staff and families to our school community. Where appropriate, we will invite an Indigenous Elder to deliver a Welcome to Country at significant school events. 	School Principal	Invitation delivered to Elder prior to conclusion of the school year in readiness for Term 1 Welcome to Country
Celebrate National Reconciliation Week	<p>Our school community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community.</p> <p>We recognise that NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.</p>	<ul style="list-style-type: none"> We will ensure each campus holds an Assembly to launch and celebrate National Reconciliation Week. We will encourage and support student initiatives aimed at engaging with and celebrating National Reconciliation Week. Ideally, all events planned to celebrate National Reconciliation Week will be done in collaboration with students. 	<p>Heads of School</p> <p>All staff</p> <p>Teachers</p>	In the lead up to National Reconciliation Week each year
Build Relationships with Community	<p>We commit to building relationships with our local Aboriginal and Torres Strait Islander communities that are built on mutual respect, trust and inclusiveness.</p> <p>We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.</p>	<ul style="list-style-type: none"> We will research Indigenous groups/organisations within our local community with whom we may begin forming positive relationships. We will aim to form a connection with one or more of these groups/organisations. The connection formed will be dependent on the type of group/organisation. 	RAP committee	Ongoing

Respect

Respect in the classroom


Commitments		Actions	Responsibility	Timeline
Teach about Reconciliation	Our school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia.	<ul style="list-style-type: none"> Each campus will organise at least one classroom learning engagement which teaches about reconciliation (could include cross campus/year level engagements). 	Classroom teachers Leaders of Learning (SS)	In the lead up to or during National Reconciliation Week
Teach about Days of National Significance	We commit to incorporating nationally significant days for Aboriginal and Torres Strait Islander peoples and reconciliation into our curriculum to increase knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We also commit to including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January (Australia Day) and Anzac Day.	<ul style="list-style-type: none"> We will include days of Aboriginal and Torres Strait Islander significance on our whole school calendar. For example, NAIDOC Week, Sorry Day, National Reconciliation Week, Mabo Decision etc. We will invite interested students to collaborate to ensure that National Reconciliation Week and Sorry Day are appropriately acknowledged across all campuses. We will circulate a reminder in the lead up to days of national significance with links to possible resources that could be used by classroom teachers. We will incorporate Aboriginal perspectives for the following significant dates on Australia's calendar - ANZAC day and Australia Day. This may be a feature of school assemblies that serve to acknowledge these events. 	RAP committee Facilities Coordinator RAP committee Interested students RAP committee Heads of School	Prior to National Reconciliation Week and Sorry Day Prior to days of national significance Around the time of ANZAC Day and Australia Day
Explore Current Affairs and Issues	We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our school	<ul style="list-style-type: none"> We will provide the Director of Staff Learning and Research with at least one article/report that explores current affairs and issues pertinent to Aboriginal and Torres Strait Islander peoples for publication in the CELTIC newsletter each semester. 	RAP committee	Ongoing



Respect around the school

Commitments	Actions	Goals and Deliverables	Responsibility	Timeline
Acknowledgement of Country	Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.	<ul style="list-style-type: none"> We will strengthen student understanding of the Acknowledgement of Country by allocating time to discussion around what this means within the first month of each school year (within the classroom or during assembly times). This can be reinforced throughout the year alongside days of Aboriginal and Torres Strait Islander significance. We will begin all assemblies and school functions with an Acknowledgement of Country. As well as student stories of connection to country. 	<p>RAP committee</p> <p>Student RAP committee (SS) Classroom teachers (JS)</p> <p>Leadership group</p>	<p>Ongoing</p> <p>Ongoing</p>
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.	<ul style="list-style-type: none"> We will display a visual representation to show respect for Aboriginal and Torres Strait Islander culture at each campus. This will be created in collaboration with Indigenous community members. Indigenous Garden working group The Junior School Indigenous Garden working group will pursue opportunities for funding of the garden. We will display welcome sign in Wurrundjeri language at the entrance of key buildings across all three campuses. We will give consideration to naming of buildings, facilities and grounds after significant Aboriginal community members. 	<p>RAP committee Buildings and Grounds</p> <p>Junior School Indigenous Garden working group Building and Grounds</p> <p>Junior School Indigenous Garden working group</p> <p>RAP committee Buildings and Grounds</p> <p>School Principal School Council</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>As required</p>

Respect in the community

Commitments	Actions	Goals and Deliverables	Responsibility	Timeline
Celebrate Days of National Significance	We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day.	<ul style="list-style-type: none"> We will publish the RAP actions taking place within the school community on social media for the broader community to witness. 	RAP committee Marketing	Ongoing
Aboriginal and Torres Strait Islander Flags	Our school flies or displays the Aboriginal and Torres Strait Islander flag as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.	<ul style="list-style-type: none"> We will establish a flag pole and erect the Aboriginal flag alongside the Australian Flag at the entrance of both campus locations (Berwick and Officer). We will display the three flag set within visible areas in the main offices at each campus. 	School Principal RAP committee	Completed Ongoing
Physical Acknowledgement of Country	Our school proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our school is located.	<ul style="list-style-type: none"> We will publish our school's Acknowledgement of Country on our school's website and wider publications as appropriate. We will physically display this acknowledgement in the reception areas and students offices at all campuses. 	Marketing Buildings and Grounds	Completed Ongoing
Take Action Against Racism	Racism can have serious negative consequences for the people who experience it, for those who witness it, and for wider society. When racism is properly understood it is easier to overcome. We commit to building awareness of what racism is, the impacts of racism and how to respond effectively when it occurs through an anti-racism strategy tailored to the needs of our school	<ul style="list-style-type: none"> We will update our school's anti-bullying, harassment and violence policy to more specifically address anti-racism and taking action against racism. 	Vice Principal	Ongoing

Opportunities

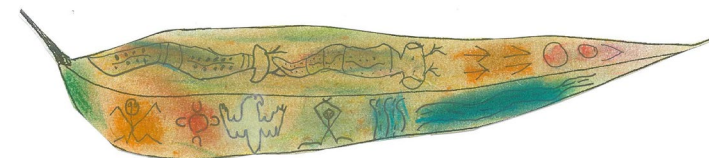
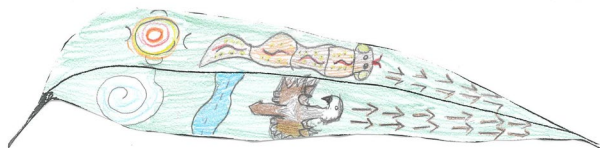
This is an opportunity to close the gap.
 To work as a partnership and in consultation with the Kulin nation
 To create infusion opportunities were students' share knowledge and resources

Opportunities in the Classroom

Commitments	Actions	Goals and Deliverables	Responsibility	Timeline
Embed Cross-curriculum Priority through Curriculum Planning	Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.	<ul style="list-style-type: none"> We will conduct a curriculum audit to see where the cross curriculum priority of Aboriginal and Torres Strait Islander history and cultures is and is not addressed. We will allocate time for teachers to review and consider future opportunities to meaningfully embed this cross curricular priority. Where possible, we will ensure school camps include a session/activity that supports the teaching and learning of Aboriginal and Torres Strait Islander culture. 	<p>Learning Leaders (SS) Unit Coordinators (JS)</p> <p>Director of Staff Learning and Research?</p> <p>Director of Experiential Learning</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Australian Professional Standards for Teachers - School Specific	All teachers are supported to understand and meaningfully engage with the Australian Professional Standards for Teachers, specifically Focus Area 2.4: 'Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians'.	<ul style="list-style-type: none"> We will allocate time for staff to share examples of how they meaningfully engage in the following standards. This can take place within learning teams. <p>ATSIL teaching standards 2.4</p> <p>1.4. Strategies for teaching Aboriginal and Torres Strait Islander students -Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p> <p>2.4. Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. -Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	Director of Staff Learning and Research	Ongoing

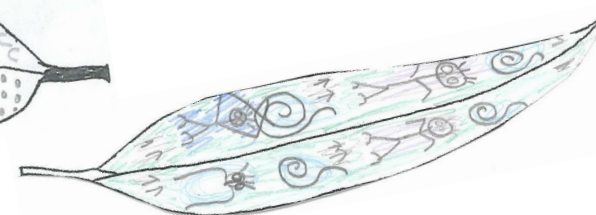
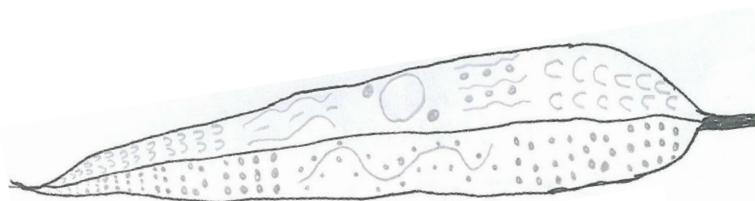
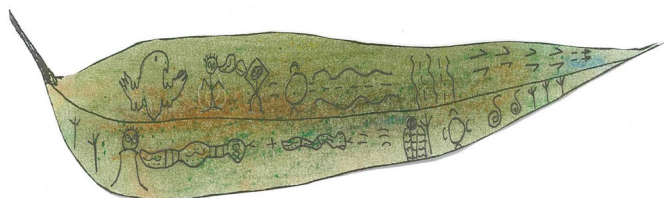
Opportunities around the school

Commitments	Actions	Goals and Deliverables	Responsibility	Timeline
Staff Engagement with RAP	Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.	<ul style="list-style-type: none"> We will provide all staff with a copy of this Reconciliation Action Plan draft for consultation, feedback and inclusion of ideas for commitments and actions. We will provide ongoing opportunities for all staff to contribute to the Reconciliation Action Plan and to join the Reconciliation Action Plan committee. 	RAP committee RAP committee	Ongoing Ongoing
RAP Budget Allocation	We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.	<ul style="list-style-type: none"> We will plan an itemised budget for annual Reconciliation Action Plan related initiatives (For example: Murrundindi visits, staff professional learning, student experiences, ground developments, art work etc...) We will establish a fundraising committee to seek out grants/sponsorship/donations that will enhance the implementation of our Reconciliation Action Plan. 	RAP committee Chief Financial Officer RAP committee	Ongoing yearly Ongoing
Inclusive Policies	All staff in our school are aware of policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. We have a plan in place to ensure all staff comply with these policies in their daily practice. Our internal policies have been, or will be, amended to ensure they are also inclusive of Aboriginal and Torres Strait Islander people and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.	<ul style="list-style-type: none"> We will review existing policies. Where necessary, policies will be amended or created to reflect this commitment. 	RAP committee Heads of School School Principal	Ongoing



Opportunities with the community

Commitments	Actions	Goals and Deliverables	Responsibility	Timeline
Celebrate RAP Progress	We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.	<ul style="list-style-type: none"> We will review the implementation of our Reconciliation Action Plan. We will report back to our school community on the progress of our Reconciliation Action Plan at least once per year (In Focus, Assembly, Facebook page etc...). 	RAP committee	Ongoing
			RAP committee	As required
Aboriginal and Torres Strait Islander Languages	<p>We commit to providing students with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about Aboriginal and Torres Strait Islander languages.</p> <p>We acknowledge the importance of language maintenance and revitalisation efforts and will provide students with opportunities to learn – or learn about – the First Language of their local area.</p>	<ul style="list-style-type: none"> We will visibly display welcome signs (wominjeka) within the buildings. We will acquire picture story books written in, or including a translation of local Indigenous languages. We will work in collaboration with Elders to explore opportunities to learn about and utilise the Wurrundjeri language within the classroom. For example, creation of stories, learning of songs/poems etc... 	RAP committee Buildings and Grounds	Were required
			RAP committee Library Staff	Ongoing
			Classroom teachers	Ongoing



About our art

Bunjil illustration – Artist River Dixon



Cover Image - Bunjil

The design showcases a story, encased in the body of the indigenous Bunjil. The image features many indigenous symbols such as kangaroo tracks, boomerangs and seated men and women. The rough patterning from the left wing traversing into the clear, with men and women sitting one around another alike current school assembly's. This is intended to represent the difficult time and hardship of all which fades into clear with animal tracks aimed towards the right. This shows the value of community and its progression from indigenous culture to present school congregations.

National Galleries Victoria– Artist King Barak



The goal for the RAP document was to have student input and for them to take ownership and be the driving force to implement many of the goals and actions. Over the years Murrundindi has been teaching students and providing workshops in the Wurundjeri style of art. With his permission, students have had the opportunity to create a small art piece that has been imbedded into the pages of this document. The style of Wurundjeri art has been inspired by Murrundindi's Great-Great-Uncle King William Barak a famous Aboriginal artist whose pieces of



art hang in the National Galleries throughout Australia. By Murrundindi's request, and with his permission, elements of King William Barak's art work have been incorporated into the document

Artist Natalie Petruccelli



A special feature of the three campuses of our school grounds are the heritage listed river gum trees. These ancient trees help provide us with a connection to Mother Earth and a beautiful, spiritual environment to learn. Inspired by the Aboriginal connection to the land and the schools empowering gum trees, Hena Zohab, member of the RAP committee, developed a design idea to reflect the school values and history. Natalie Petruccelli, artist and member of the RAP committee, worked with Hena's design and created a watercolour painting inspired by an existing gum tree within the school grounds, drawing strength from its roots. It symbolises our school as being connected, working together as we grow and learn to foster a strong, empowered and resilient community.



Photograph Mary Holstock



Artist: Renata Bruynzeel

This beautiful regal Bunjil was provided by Murrundindi and is his signature trademark. It was Created by Wollongong artist Renata Bruynzeel in 2003.



Artist: Ruby Hayes

“Wa” (meaning crow in Wurrundjeri)

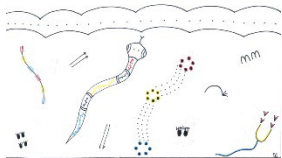
St Margaret’s and Berwick Grammar are privilege to have many highly intelligent crows as part of our community. They are the past elders and totem of the Wurundjeri peoples.



Artist: Elizabeth Day

Elizabeth’s artwork depicts Mindi the snake. Bunji, the eagle, created Mindi by blowing on a fallen branch of a tree. Mindi is the law of the land and the protector of children. Her artwork depicts a female snake, with the colour of her scales representing each of the three school houses, Gipson, Cunningham and Campbell. The use of these colours in Mindi illustrates a united school that provides a safe and protected place where students can learn and thrive.

Artist: Ida



The mountain range in the background of the work represents our school values as something to look up to and respect. The animals gathered in the foreground of the artwork are symbolic of our school’s diversity, as they are all different types of animals, including the female snake, the bat and Bunjil, the eagle. The colours yellow, red and blue are scattered throughout, and provide a connection to the strong house system our school is built upon, yet display how we can all come together and celebrate as one.

Artists: Irene Danny, Mehr Ali, Anika and Sanya



The story of creation began with a star, Dara, which fell from the skies and onto part of earth that is now known as Australia. As it fell, Bunjil the eagle was formed. Bunjil’s scratching at the earth was able to form trees and mountains. From a tree, a branch fell and when Bunjil blew on it, it formed Mindi the snake, his brother, who is the law keeper of the land. Together, Bunjil and Mindi created kangaroos, wallabies, koalas, platypi, wombats, possums and bats that still roam the land today. One day a bat’s claws ripped off a section of bark and with Bunjil’s help, Kulin, the first man, was created. Kulin travelled the land and along the river he planted a sapling. Such a sapling was able to bring up all the mud and weeds from the river to form a figure, with Bunjil and Mindi blowing on the figure to form Libra – the first woman. As years went by, Mindi and Libra fell in love and married, whilst Bunjil acknowledged his work was done and later past away- being buried deep under the earth.

Thousands of years later, a mountain was formed in the shape of an eagle resting, now known as Healesville. Bunjil’s work and legacy remains within the land. Conveyed by the mountain and the creatures he created to care for the land, his spirit then travelled to the sky and transform into a star once more.



Artist: Sarah O'Connor (features Bunjil, female spirit and the sun)

Sarah wrote of her artwork- "During our journey through time, our country has faced much adversity. Inevitably, the future will hold more obstacles. Despite this, the future will be bright"





Photograph supplied by Di Bright