



**WILLIAM CLARKE
COLLEGE**
CHRIST OUR WISDOM

RECONCILIATION STRATEGY 2021-2023



WILLIAM CLARKE COLLEGE – OUR PURPOSE

William Clarke College is a
Christ-centred community that seeks to develop
extraordinary learners with a
passion to serve others.

VIRTUES

Courage
Compassion
Hope
Humility
Integrity

PRAYER FOR COUNTRY

*Our heavenly father, creator and sustainer of everything,
thank you for your creation, and particularly for this land on which we are standing.
We thank you, too, for the Bidjigal people of the Darug nation, the traditional custodians of this place.
We thank you also for their elders past, present and emerging, and for the work they have done
and will do to care for this Country.*

*We also thank you for the contributions Aboriginal and non-Aboriginal Australians have made,
and continue to make, to the growth of this nation.*

*Thank you for the opportunity we have to teach and learn in this place. Please help us all
to unite in caring for this land with integrity and justice as wise stewards made in your image,
for the good of all those who come after us, and for your glory.*

INTRODUCTION

Importantly, our strategy seeks to further awaken a passion amidst our community for authentic reconciliation where deep relationships are fostered and transformative changes are made.

At William Clarke College our desire is to see the rich heritage and contribution of all Aboriginal and Torres Strait Islander people known, valued and celebrated in our community and beyond. As a Christ-centred community we seek to love God and love others and recognise that all people are created in God's image and are therefore precious.

In pursuing a strategy for reconciliation, we recognise as a community that we are embarking on an important journey. We also recognise that the Bidjigal people of the Darug nation have been on their journey for thousands of years. Our desire is to develop a deep understanding of our local Aboriginal history, language and culture and more broadly, of First Nations people.

As we grow in understanding, we will listen, show respect and celebrate the unique gifts and contribution of Aboriginal and Torres Strait Islander people. Importantly, our strategy seeks to further awaken a passion amidst our community for authentic reconciliation where deep relationships are fostered and transformative changes are made.

God bless



Dr Scott Marsh
Headmaster

OUR COMMUNITY

The College campus is situated on the traditional lands of the Bidjigal people, a clan of the Darug Nation. This territory includes the Hills District stretching from Camden to Wisemans Ferry and incorporates the Cumberland Plain in Western Sydney. Teaching and learning have taken place on this land for centuries as Darug elders have passed down their stories, traditions, and knowledge of the land. Like all Aboriginal and Torres Strait Islander peoples, the Darug Nation suffered significantly post contact. As Sydney was quickly colonised, much of the Darug language was lost and many cultural practices were forcibly ceased. Many Darug men and women, however, are currently working hard to reclaim the language and educate the wider community about the history of their people and the deep connection they had and continue to have with this land. This is a testament to the resilience of the Darug people.

The Team also liaises with our local Aboriginal Education Consultative Group on matters concerning the education of Aboriginal and Torres Strait Islander students within the College, as well as seeking guidance from the Aboriginal and Torres Strait Islander communities regarding our programs and initiatives.

RECONCILIATION STRATEGY TEAM

The Reconciliation Strategy Team is comprised of both Teaching and Support and Operational Staff from across the College who are passionate about reconciliation. The Team also liaises with our local Aboriginal Education Consultative Group on matters concerning the education of Aboriginal and Torres Strait Islander students within the College, as well as seeking guidance from the Aboriginal and Torres Strait Islander communities regarding our programs and initiatives.

Led by the Darug Language and Program Coordinator, the team comprises the following William Clarke College staff:

Mr Jeremy Arthur
Teaching Staff

Mrs Victoria Broady
Darug Language and Program Co-ordinator

Mrs Pamela Lightfoot
Teaching Staff

Dr Scott Marsh
Headmaster

Mrs Nicole Peiris
Teaching Staff

Mr Peter Robson
Teaching Staff

Mrs Kim Rocchi
Support and Operational Staff

Mrs Jenny Ritter
Teaching Staff

Mrs Dominique Sidaros
Teaching Staff

Mrs Nicole Williamson
Teaching Staff

CURRENT CONTRIBUTIONS

William Clarke College acknowledges the contributions made by Aboriginal and Torres Strait Islander peoples and cultures through the:

- Acknowledgment of Country at formal events.
- Development of a College Reconciliation Strategy.
- Education of staff.
- Embedding of Aboriginal and Torres Strait Islander cultures and perspectives into the curriculum.
- Representations of Aboriginal and Torres Strait Islander cultures on campus.
- Active participation with our local Aboriginal Education Consultative Group.
- Curricular and co-curricular projects; including some with a service-learning focus.



THE FOUNDATION OF OUR RECONCILIATION STRATEGY

*“A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another.”
John 13:34-35*

At William Clarke College, through Christ our Wisdom, we seek to do good in God’s world by serving others.

The theme of reconciliation is deeply connected to the life of Jesus Christ. Reconciliation is a significant theme in both the Old and New Testaments. Jesus came to reconcile us with the Father. In fact, scholars have noted that “on the largest scale, God is at work reconciling the entire universe, bringing all things into their proper relation to Jesus Christ” (A Theological Framework for Reconciliation, With Special Reference to The Indigenous Peoples of Australia – Thompson, 2020).

As a Christian College, we recognise:

- The importance of relationships.
- That it is our responsibility under God to be in the business of restoration and reconciliation.
- That true reconciliation is inextricably linked with the person and work of Jesus Christ.

We love because God first loved us. We are called to forgive because of what Jesus has done for us. We say sorry because Jesus has modelled to us deep humility and revealed that we are too often distracted by self-interest as opposed to deep care for others.

As a Christian College we acknowledge Jesus as Lord and the true source of eternal reconciliation.

The priorities of the College's Reconciliation Strategy are centred around our three cultural pillars – Authentic, Relational and Transformative (A.R.T).

These three areas were utilised to ensure that all efforts signaled within this strategy were thoughtfully conceived and importantly, represented a respectful response. Indeed, in embarking on this journey, it is our desire that our efforts connect meaningfully with the Aboriginal and Torres Strait Islander peoples within the College as well as locally and nationally. Importantly, we believe the College’s

Reconciliation Strategy represents our commitment to Christ and his plan for restoration for all.

Having reflected on A.R.T and our desire to connect meaningfully with Aboriginal and Torres Strait Islander peoples, we re-imagined our three cultural pillars so that they also reflected our desire for reconciliation. That is, through A.R.T we desire to be:

Authentic

We want to incorporate meaningful representations of Aboriginal and Torres Strait Islander cultures and histories within the College.

Relational

We want to foster trusting and collaborative relationships in the College and wider community.

Transformative

We want to pursue substantial growth in our community.

Quite appropriately, many of the actions identified within the College’s Reconciliation Strategy will reflect more than one of these pillars.



PRIORITIES AND DOMAINS OF ENGAGEMENT

In the delivery of the Reconciliation Strategy the College seeks to develop and support individuals within the College and the wider community; and make contributions to reconciliation nationally.

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Individual

Priorities that embed practices within the College to further support members of our College community who identify as Aboriginal and/or Torres Strait Islander.

Local

Priorities that embed practices that support members of the local Aboriginal and Torres Strait Islander community, and/or further the learning of the history and culture of the local Aboriginal community.

National

Priorities that embed practices within the College to make contributions to reconciliation nationally, and/or further the learning of histories or Aboriginal and Torres Strait Islander cultures and histories across Australia.

Each of the priorities will also indicate which of the four domains of engagement is employed. The four domains of engagement include:



Respect for Aboriginal and Torres Strait Islander peoples and communities.



Connect with Aboriginal and Torres Strait Islander peoples and communities.
















Understand the history and culture of Aboriginal and Torres Strait Islander peoples and communities.

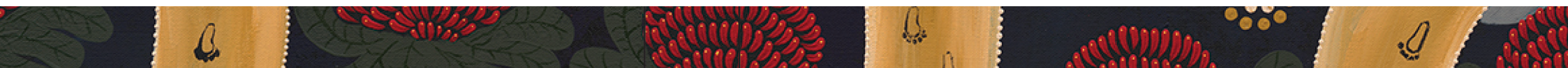



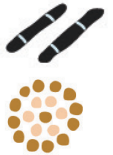




Advocate on behalf of Aboriginal and Torres Strait Islander peoples and communities.





Preamble: It is important to acknowledge that the College is still in the early stages of a journey, in terms of the contributions that are made to reconciliation. Therefore, this document will not address all the changes the College seeks to make long term. Rather, we believe the following actions will address the changes the College feels are of priority in this, our first Reconciliation Strategy.

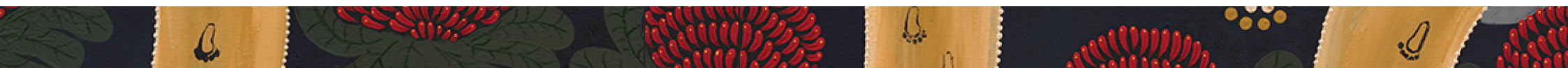
Pillar alignment	Priority	Deliverable	Domain	Timeline
Authentic	Visibly demonstrate respect in meaningful ways around the College campus.	Establish a centralised place where information and acknowledgment of Aboriginal and Torres Strait Islander can be displayed on campus, including: <ul style="list-style-type: none"> the Prayer for Country an Acknowledgement of Marella a Countries and languages map. 	Respect 	2021
		Fly the Aboriginal and Torres Strait Islander flags.	Respect 	2021
		Develop a handbook to be used as a resource for staff and students to ensure appropriate terminology is used throughout the College.	Respect 	2021
		Develop an Aboriginal and Torres Strait Islander peoples and cultures resource bank for staff to access to assist students who identify as Aboriginal and/or Torres Strait Islander.	Understand 	2021
		Attribute a Darug name for buildings and places where appropriate.	Respect 	2022
Relational	Support Aboriginal and Torres Strait Islander staff in their professional development.	Provide an opportunity for staff to identify as Aboriginal and/or Torres Strait Islander.	Respect 	2021
		Provide staff that identify as Aboriginal and/or Torres Strait Islander with information and opportunities to further their career development and engage meaningfully with their culture.	Respect 	2022





Pillar alignment	Priority	Deliverable	Domain	Timeline
Authentic, Relational	Invest in relationships with Aboriginal and Torres Strait Islander Peoples that are part of the College community.	Develop a document that identifies past students who have attended the College and identify as Aboriginal and/or Torres Strait Islander so that we may seek to reconnect them with College programs.	Respect 	2022
		Identify and document members of the College community who identify as Aboriginal and/or Torres Strait Islander, so that meaningful connections can be made.	Connect 	2021
Relational	Support students at the College who identify as Aboriginal and/or Torres Strait Islander.	Clearly indicate for staff, students who identify as Aboriginal and/or Torres Strait Islander.	Respect 	2021
		Implement a cultural support program for students who identify as Aboriginal and/or Torres Strait Islander.	Understand / Respect 	2022
		Invite parents of students who identify as Aboriginal and/or Torres Strait Islander to discuss their desired cultural outcomes for their child/ren.	Respect / Connect 	2022
		Develop Personal Cultural Plans for students who identify as Aboriginal and/or Torres Strait Islander.	Respect 	2022










Pillar alignment	Priority	Deliverable	Domain	Timeline
Authentic	Represent Aboriginal and Torres Strait Islander voices meaningfully and respectfully within the College.	Seek a representative from Aboriginal and/or Torres Strait Islander communities, a parent of a current student who identifies as Aboriginal and/or Torres Strait Islander, and a current student who identifies as Aboriginal and/or Torres Strait Islander to join the Reconciliation Strategy Team.	Understand / Connect 	2021
Transformative	Connect students with the biblical perspective of Reconciliation.	Invite Aboriginal and Torres Strait Islander Christians to share their culture and faith with the College community.	Understand / Connect 	2021
		Display artworks throughout the College that combine both Aboriginal and Torres Strait Islander culture and a Christian faith.	Respect / Connect 	2022
Authentic	Develop the learning of students and teachers regarding the history, culture and issues faced by Aboriginal and Torres Strait Islanders locally.	Provide resources for teachers to develop students understanding of local history, sites of significance, tribes and Marella.	Understand 	2021
		Provide resources regarding 'Marella- The Hidden Mission' for discussion in CD, History, and Society and Culture.	Understand 	2021
		Develop our understanding of how Marella connects to the Stolen Generation.	Understand 	2022

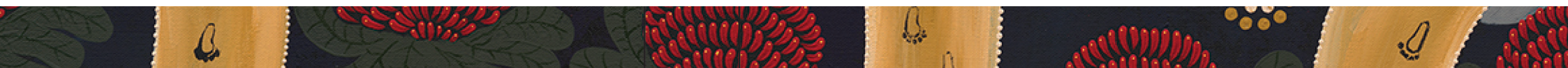
Pillar alignment	Priority	Deliverable	Domain	Timeline
		Plan and implement the Darug Culture and Language Program.	Understand, Connect, Respect Advocate 	2021
Authentic, Relational	Participate in local events and committees that support the education of and about Aboriginal and Torres Strait Islanders peoples.	Continue as active members of the Nurranginy AECG, attending at least 2 meetings per year.	Connect 	2021
		Host one AECG meeting per year.	Connect 	2021
		Investigate other opportunities to participate in local events and committees that support the education of and about Aboriginal and Torres Strait Islander peoples.	Connect 	2022









Pillar alignment	Priority	Deliverable	Domain	Timeline
Authentic, Relational	Establish meaningful and respectful relationships with local Aboriginal and Torres Strait Islander communities.	Collaborate with the Darug community in relation to the development and ongoing facilitation of the Darug Culture and Language Program.	Understand Connect, Respect, 	2021
		Provide opportunities for the Darug community to provide feedback regarding the Reconciliation Strategy, the Darug Culture and Language program, and other initiatives or activities that involve the teaching and learning of Aboriginal and Torres Strait Islander cultures and histories.	Understand, Connect 	2021
		Investigate opportunities to partner with and support other Aboriginal and/or Torres Strait Islander communities.	Understand, Connect, Respect 	2022
		Develop a document that identifies members of the community who identify as Aboriginal and/or Torres Strait Islander and would be willing to assist teaching staff in the delivery of the curriculum.	Connect 	2022



Pillar alignment	Priority	Deliverable	Domain	Timeline
Authentic, Relational, Transformative	Provide an opportunity for local Aboriginal and Torres Strait Islander Christians and the College community to meet together.	Host a Reconciliation event once a year at the College.	Connect, Advocate  	2022
Authentic, Relational, Transformative	Provide opportunities for students and staff to serve the Darug community.	Provide students with the opportunity, as part of the Darug Culture and Language Program, to meaningfully contribute to the Darug community.	Understand, Respect  	2021
Authentic Transformative	Investigate the Anglican churches involvement and contribution to reconciliation.	Invite Anglicare's Aboriginal and Torres Strait Islanders liaison worker to present to students.	Understand 	2022
Authentic	Progress student learning of the histories and cultures of Aboriginal and Torres Strait Islanders Peoples nationally.	Develop a resource bank for staff containing resources to assist staff in the delivery of lessons regarding Aboriginal and Torres Strait Islander peoples, cultures and histories.	Understand 	2021
		Provide resources for Christian Development, History, Society and Culture to meaningfully teach about the histories of Aboriginal and Torres Strait Islander peoples nationally, including the Stolen Generation.	Understand 	2022



Pillar alignment	Priority	Deliverable	Domain	Timeline
		Make contributions to NAIDOC week and Reconciliation Week.	Understand Advocate Respect 	2021
Relational, Transformational	Provide opportunities for students to serve Aboriginal and Torres Strait Islander communities.	Embed the learning of current issues facing Aboriginal and Torres Strait Islander peoples into the Service-Learning program.	Understand 	2022
		Coordinate an opportunity for students to serve Aboriginal and/or Torres Strait Islander communities.	Connect 	2022
Authentic, Relational	Provide opportunities for staff to develop in their understanding of Aboriginal and Torres Strait Islander Peoples and Cultures.	Engage staff in cultural competency training.	Understand 	2021 (select) 2023 (all)
		Provide information regarding the Reconciliation Strategy for all staff, including at new staff induction.	Understand 	2021
		Provide updates to staff regarding the progress of the Reconciliation Strategy.	Understand 	Ongoing



TRACKING PROGRESS AND REPORTING

The Reconciliation Strategy Team will monitor and report on the progress of the priorities. The committee will review the implementation of the Indigenous Strategy. A revised plan will be written every 3 years.

The Reconciliation Strategy Team will:

- Meet quarterly to monitor and review the implementation of the Reconciliation Strategy 2021-2023.
- Report on the progress of priorities to the Executive annually.
- Develop the Reconciliation Strategy 2024-2027.

FEATURE ARTWORK

The feature artwork was completed by a local Darug artist, Leanne Watson. Having grown up in Kellyville, Leanne now works as an artist, illustrator and is the president of the Darug Custodian Aboriginal Corporation.

The Kellyville area has a sad history for the Aboriginal community. The work tells a story of the College and Darug community coming together to learn in a healing and nurturing way, surrounded by the environment. Represented in the centre of the piece are the Darug people, the College and the Marella Mission.

William Clarke College is located very close to where the Marella Mission Farm existed between 1948 - 1979. Most would now know the area as Bernie Mullane Sporting Complex. Marella was a terrible place for many Aboriginal children who were sent away from their families. The waratahs are symbolic of the healing that will take place in the people and in the country.

