



Beaconhills  
College

PAKENHAM & BERWICK

# Balit dharrijirri

## Stand Strong Together





**Back cover image:** Ky-ya Nicholson Ward

*Ky-ya Nicholson Ward is a proud 22 year-old Wurundjeri, Dja Dja Wurrung, Ngurai illum Wurrung, Irish and German woman. She is based in Narm (Melbourne). Ky-ya is a passionate First Nations artist and owner of Djirringu Art. She tells the stories of her ancestors, family and Country. Ky-ya uses her art and knowledge for education and advocacy around the world. Ky-ya is also an activist, community leader, mentor, educator and dancer with Djirri Djirri Cultural Services.*

#### ARTWORK IMAGE MEANING:

**Big meeting places:**

The two meeting places symbolise both Berwick and Pakenham Beacons Hills College campuses. It acknowledges the environment and united community, highlighting the College's 'two campuses, one Beacon'. The meeting places represent the gathering of students and staff to educate, learn and create great friendships and lifelong connections.

**Yellow meeting places and footprints:**

The yellow meeting places represent the journey of growth and learning through each of the five sub-schools. It acknowledges the achievements of each student, and highlights the importance of teaching and passing on knowledge from generation to generation to keep it from disappearing in our youth. The line work coming from the meeting places depicts the school motto 'Let you light so shine' as it represents rays of the sun beaming down.

**Diamond line work in background:**

The diamond line work symbolises resilience and the strong community spirit at Beacons Hills campuses. The diamonds represent working together and friendships.

**Blue river effect:**

The blue river effect symbolises waterways. They are a very important aspect of Wurundjeri culture as they are a form of hydration, healing, hunting and ceremony. The flowing effect within the water depicts flowing forward on a journey of growth with unexpected hurdles and bends but it ends up where it's supposed to be. It also connects both campuses.



Beaconhills  
College

PAKENHAM & BERWICK

# CONTENTS

|                                | PAGE |
|--------------------------------|------|
| Welcome                        | 4    |
| Our community                  | 5    |
| Vision for Reconciliation      | 5    |
| Elders                         | 6    |
| Acknowledgement<br>of Country  | 6    |
| Our commitments<br>at a glance | 6    |
| Background                     | 7    |
| RAP actions                    |      |
| Relationships                  | 8    |
| Respect                        | 14   |
| Opportunities                  | 19   |
| Tracking progress              | 24   |
| Recommended contacts           | 25   |
| Recommended reading            | 28   |
| RAP Working Group              | 30   |
| Contributors                   | 30   |

# WELCOME TO RAP 2025



**Stephen McGinley**  
Executive Principal

**Welcome** to our fourth Reconciliation Action Plan. Beaconhills has proudly continued to take action towards reconciliation since 2016.

This ongoing commitment recognises the importance that Beaconhills College places on reconciliation for the future of our beautiful country and our wonderful peoples, particularly our next generation. This *Reconciliation Action Plan* identifies key priorities for us as a school that support our acknowledgement and respect of the Aboriginal and Torres Strait Islander peoples and culture of our country, Australia.

Many thanks to Birra, our Head of Indigenous Initiatives, as well as to all of the staff on the RAP committee, students and families who have supported us over this journey.

As a College, we look forward to being part of the future that reconciliation brings to our country and to all of our peoples. 🌊



**'Birra' - Lynette George**  
Head of Indigenous Initiatives

Beaconhills College has come a long way since the very first Reconciliation Assembly in 2011 and I am very proud of this journey. The RAP theme of *Balit dharridjirri*, meaning 'stand strong together' in Woiwurrung, reflects the need for the whole community to stand strong together in reconciliation. Let's shine together, belong together, respect together, have compassion together, show integrity together, learn together and listen together as we strive to embed a deep understanding of cultural practices, and reconcile events from the past, the present and take important steps into the future through education. This is a lifelong journey. 🌊

## COLLEGE VISION

To be the leader in personalised holistic education.

## COLLEGE MISSION

To give students opportunities to let their light shine and be a beacon in the lives of others.

## COLLEGE VALUES

| English    | Woiwurrung                    | Boon Wurrung                      |
|------------|-------------------------------|-----------------------------------|
| Respect    | Mundanai<br>(embrace)         | Tilbruk<br>(respect)              |
| Integrity  | Tarrn-doonngi<br>(trust)      | Ngarnga (trust/<br>understanding) |
| Compassion | Balit durru<br>(strong heart) | Balart dorong<br>(strong heart)   |

THE RAP THEME OF  
BALIT DHARRIDJIRRI  
MEANS 'STAND  
TOGETHER STRONG'  
IN WOIWURRUNG.

# OUR COMMUNITY VISION FOR RECONCILIATION

Beaconhills College was established in Melbourne's south-eastern suburbs in 1982. Beaconhills is an independent, open-entry, co-educational school with two campuses in Berwick and Pakenham. Our five sub-schools from Early Learning through to Senior School are designed to give a smaller community feel. Students always feel part of their school 'family'. This sense of community is one of our key strengths and defines our College. So too does our diverse and innovative curriculum, our global outlook and emphasis on caring for others both locally and abroad. ●

The community of **Beaconhills College** embraces and celebrates Australia's Aboriginal and Torres Strait Islander cultures. We strive to embed a deep understanding and empathy of cultural practices, and reconcile events from the past, the present and into the future through the uniting of cultures. Beaconhills College encourages respectful relationships and opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians in the classroom, around the school and in the community. We encourage and support educational opportunities for our local Indigenous families.

Beaconhills College recognises Aboriginal knowledge, cultural traditions and continuing contributions made to the wider Australian society. ●



# ELDERS



## **Murrundindi - Wurundjeri**

Murrundindi is the ngurungaeta (head man) of the Wurundjeri people and a descendant of William Barak. He is an important Elder, storyteller,

musician, artist and keeper of Cultural knowledge, who strives to educate whoever shows respect to his culture. ●



## **Auntie Fay Muir – Boon Wurrung**

Fay Stewart-Muir is a Boon Wurrung, Wamba Wamba and Wergaia Elder. She lives and works on Wadawurrung country. She is a Cultural Educator sharing her First Nations culture with all children from early childhood settings

up to senior students. As an Elder, she sits on both the Koori Magistrate and County Courts in Geelong and Melbourne. Auntie Fay is also an author of children's books. ●

# ACKNOWLEDGEMENT OF COUNTRY

**Beaconhills College** acknowledges the Wurundjeri and Bunurong-Boon Wurrung peoples as the Traditional Custodians of this Land on which our College is built. We honour and respect their ongoing cultural and spiritual connections with this Country. We pay our respects to Elders past, present and future for they hold the memories, the traditions, the cultures and hopes of Aboriginal and Torres Strait Islander peoples.

Beaconhills College acknowledges that Aboriginal and Torres Strait Islander peoples are the Traditional Custodians of lands, waterways and skies across Australia. We recognise that education is the key to unlocking our understanding of Aboriginal and Torres Strait Islander peoples and seek to explore what reconciliation means at Beaconhills College. ●

## **Little Beacons Acknowledgement in Woiwurrung Language**

We at Little Beacons mundanai the Wurundjeri and Bunurong- Boon Wurrung peoples as Traditional Custodians of this Biik on which the College is built.

We mundanai the

(Big Country) buladu biik,

(Below Country) biik-ut,

(Water) baanj,

(Wind) murnmut,

(Sky) wurru wurru,

(Mountains) ngurrak and

(Valley) dun-ngorm.

(Above the clouds)Tharangalk biik and

(Bunjil's home) bunjil-al wilam-u.

We mundanai Murrundindi and Bambu Fay ●

# OUR COMMITMENTS AT A GLANCE

**Through this RAP** we are committed to support our community to achieve these actions. Our *RAP* provides a framework for our College Board, executive, staff, students, parents and our broader community. We empower all to look beyond the identified actions and to consider what may be possible in their own practice and how they can initiate opportunities.

## **Relationships**

### **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 and children.

### **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.

### **Welcome to Country**

Where appropriate, significant events at our school begin 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.

## **Respect**

### **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.

# BACKGROUND



## Visibly demonstrate respect for Aboriginal and Torres Strait Islander cultures

We ensure a permanent Acknowledgement of respect for the Country on Beaconhills signage, as an ongoing reminder of the shared history of all Australians. We are committed to flying the Aboriginal and Torres Strait Islander flags as daily practice. In consultation with Elders, we continue to name spaces around the College with Wurundjeri and Boon Wurrung language names.

## 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 and cultures. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as Australia Day and Anzac Day.

## RAP launch

Our school is proud to launch our *RAP* at an event that recognises the efforts of the working group and celebrates our school commitment to reconciliation. We will use our *RAP* launch event to inform the wider community about our *RAP* and the many different ways they can get involved and take action toward reconciliation.

## Opportunities

### National Quality Standards – early learning specific

We commit to ensuring that our engagement with the National Quality Standard includes Aboriginal and Torres Strait Islander histories, cultures and contributions in our daily practice and programming, as well as authentic and meaningful engagement with the local Aboriginal and Torres Strait Islander community.

### Aboriginal and Torres Strait Islander languages

We commit to providing students and children with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning

about Aboriginal and Torres Strait Islander languages. We acknowledge the importance of language maintenance and revitalisation efforts and will provide students and children with opportunities to learn – or learn about – the First Language of their local area.

### Aboriginal and Torres Strait Islander owned businesses

We promote supplier diversity through the College's competitive practice procurement policy that supports Aboriginal and Torres Strait Islander owned businesses and their employees in the procurement of goods and services. We maintain a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.

### Integrated curriculum planning as a priority

All staff from across the school are supported to understand and embed Aboriginal and Torres Strait Islander histories and cultures in the curriculum. The cross curriculum priority is considered in the development of units, lesson plans and resources in all learning areas and across all year levels. Curriculum documents are 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.

### Wominjeka scholarships

We are committed to providing opportunities for Aboriginal and Torres Strait Islander students to join our College community through the Wominjeka Scholarship Program. ●

## Reconciliation Action Plan

Our school proudly launched our first *RAP* in 2016 at an event that recognised the efforts of the working group and celebrated our College's commitment to reconciliation. Our launch event aimed to inform the wider community about our *RAP* and the many different ways they can get involved and take action toward reconciliation. It is important this is publicly recognised to declare the actions to which the Beaconhills College *RAP* commits. The *RAP* was endorsed by our Headmaster and Board. This celebration included our wider school community, SEISA schools, local Aboriginal community and local counsellors.

## ONGOING REVIEW

### Ongoing review

Beaconhills College is part of the movement to build reconciliation through strength and respect and create opportunities for our students, families and community. Our commitment is to have ongoing review of our *RAP* to ensure it is current and reflective of our practice, actions, commitments and our vision for the future. We are committed to ongoing review procedures as we undertake the key initiatives and continue to reflect on-going practices.

### The *RAP* is reviewed as follows;

Indigi COM focuses on the strategic intent of the College and reviews the College commitments to reconciliation. This group commits to ensure the key principles are delivered across the College and that our commitments continue to be at the forefront of our vision.

RAP COM oversees the action plan and implementation. Their role is to have a shared vision and to establish goals and actions to support the overall commitments.

Teaching and learning teams. The Working Group Leadership team continues to actively monitor *RAP* development, including the implementation of actions within the Teaching and Learning teams. ●

RAP ACTIONS

# RELATIONSHIPS

IN THE CLASSROOM

**Building relationships** with Indigenous people and communities is an essential part of our vision for reconciliation. Such relationships improve understanding, enable us to embrace diversity and are integral to the success of our College community.

Beaconhills College has a vision to support our non-Indigenous population to understand, through education, Aboriginal and Torres Strait Islander perspectives, create empathy and find solutions for the future. We aim to engender and foster in our students a responsibility to make the world a better place. Beaconhills College also has a vision to be proactive about the visibility of our own Aboriginal heritage in our local area. Creating awareness and celebrating the Aboriginal heritage of the area is bridging the gulf between Aboriginal and Torres Strait Islanders and non-Indigenous Australian peoples, and connecting the past with the present. This is about building and fostering relationships and working towards our vision for reconciliation and community harmony.

#### Action:

### Aboriginal and Torres Strait Islander People in the Classroom

#### Commitment:

We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.

#### Goal:

Having Aboriginal and Torres Strait Islander people present in classrooms (when possible) while teaching about First Nations histories and cultures is especially meaningful in terms of sharing local perspectives from the places where students and children are living and learning.

#### Deliverables:

- Learn about the complex historical relationship between Aboriginal and Torres Strait Islander peoples and educational institutions: In many parts of Australia, unjust colonial policies meant that Aboriginal and Torres Strait Islander people, and/or aspects of their traditional cultures such as their First Languages, were explicitly prohibited within school and classroom spaces. Acknowledging such historical realities is important in understanding why school and classroom environments may still be seen as uncomfortable for Aboriginal and Torres Strait Islander community members and why making a concerted effort to create more inclusive classroom spaces is imperative.  
*Lynette George*  
*Date: 01/03/26*
- Encourage and provide opportunities for Aboriginal and Torres Strait Islander peoples to provide advice to non-Indigenous teachers and educators about how to embed Aboriginal and Torres Strait Islander perspectives in learning activities appropriately, or when it is necessary that learning activities are led by an Aboriginal or Torres Strait Islander person.  
*Lynette George*  
*Date: 01/03/26*
- We aim to establish a list of local Aboriginal and Torres Strait Islander guest speakers/presenters so that all staff can establish connections within the local community and the classroom.  
*Lynette George*  
*Date: 27/06/25*

#### Action:

### Early Years Learning Framework

#### Commitment:

We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.

#### Goal:

- Head of Indigenous Initiatives to support Little Beacons educators, throughout the year, in all areas of curriculum including Early Explorers and language programs. Include an agenda item for planning days or at curriculum meetings: Promoting First Nations ways of knowing and being as an important element of the Early Years Learning and Development Framework.

#### Deliverables:

- Hold a staff meeting or professional learning session: Support your colleagues to understand where the Early Years Learning Framework provides opportunities to engage with Aboriginal and Torres Strait Islander ways of knowing and being by setting time aside to discuss this in a staff meeting or professional learning session.  
*Donna Eyles*  
*Date: 10/04/25*
- External professional learning opportunities: Research and promote relevant external professional learning opportunities, such as conferences and workshops focused on assisting teachers to address Aboriginal and Torres Strait Islander histories, cultures and contributions in their implementation of the Early Years Learning Framework.  
*Lynette George*  
*Due Date: 01/12/25*
- Link to your QIP: Include linkages between reconciliation and the practices, principles and learning outcomes of the Early Years Learning Framework in your service's Quality Improvement Plan (QIP).  
*Donna Eyles*  
*Date: 10/04/25*
- View the Who We Are films: These three films (People, Country/Place and Culture) can serve as a useful catalyst for thinking about contemporary Aboriginal and Torres Strait Islander cultures and perspectives. Use these films to reflect on why Aboriginal and Torres Strait Islander cultures and perspectives matter to early learning, and to the Early Years Learning Framework.  
*Lynette George*  
*Date: 10/04/25*

## RELATIONSHIPS IN THE CLASSROOM

- Include an agenda item during planning days or curriculum meetings: Promoting Aboriginal and Torres Strait Islander ways of knowing and being is an important element of the Early Years Learning Framework. Ensuring that these ways of knowing and being are explored in learning experiences should be flagged as a core agenda item during planning days or curriculum meetings. Where possible, local Aboriginal and Torres Strait Islander community members and organisations should be consulted with, or invited to attend these planning meetings, so that their ideas and perspectives can be considered.

Donna Eyles

Date: 01/12/25

- Curriculum audit: Work with educators and/or educational leaders to conduct an audit of current planning documents to identify where, as per the Early Years Learning Framework's promotion of Aboriginal and Torres Strait Islander ways of knowing and being, Aboriginal and Torres Strait Islander perspectives are included in curriculum materials. Identify opportunities for further inclusion.

Donna Eyles

Date: 01/12/25

### Action:

## Opportunities for Aboriginal and Torres Strait Islander students and children

### Commitment:

We commit to providing opportunities for all Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community.

### Goal:

To provide learning opportunities for Aboriginal and Torres Strait Islander students and children that promote a positive, strong sense of identity, belonging and self-belief. This is key to improving learning outcomes for First Nations students and children.

### Deliverables:

- Incorporate the Indigenous Hip Hop Crew into the student wellbeing program.  
Lynette George  
Date: 02/03/26
- Include Aboriginal and Torres Strait Islander students to participate in either Performing or Visual Artists to perform/speak at assemblies.  
Lynette George  
Date: 02/03/26
- Include Aboriginal and Torres Strait Islander students in cultural sessions with Elders and or Indigenous mentors.  
Lynette George  
**Completed: 19/03/25**

- Provide the opportunities for Aboriginal and Torres Strait Islander students to contribute to ideas and discussions around reconciliation activities and projects around the school.

Lynette George

Date: 06/01/26

### Action:

## Aboriginal and Torres Strait Islander Representation on Committees

### Commitment:

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.

### Goal:

Involve Aboriginal and Torres Strait students and community members in meetings and/or cultural gatherings whenever possible. These may include but are not limited to Elder afternoons, RAP meetings, College RAP launch and Reconciliation assemblies. Create meeting times that cater for all members. Aboriginal and Torres Strait Islander parents, students and alumni are represented within the RAP Committee.

### Deliverables:

- RAP committee to consult with Aboriginal and Torres Strait Islander Elders and community on cultural matters, including perspectives in the classroom.  
Lynette George  
Date: 06/12/26
- Aboriginal and Torres Strait Islander students are encouraged to be involved in reconciliation projects and committees.  
Lynette George  
Date: 06/04/26
- Aboriginal and Torres Strait Islander parents, students and alumni are represented within the RAP Committee. Head of Indigenous Initiatives to organise meetings and or yarning circles for discussions around reconciliation at the school.  
Lynette George  
Date: 06/12/26

### Action:

## Elders and Traditional Owners share histories and cultures

### Commitment:

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 local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.

**Goal:**

Involve or seek advice from local Elders in decisions around the school where appropriate. Continue valued partnerships with Wurundjeri Elder Murrundindi and Boon Wurrung Elder Aunty Fay. Work with the Dandenong and Districts Co-operative and Wurundjeri Land Council and Bunurong Land and Sea Council to share cultural and historical knowledge for RAP projects.

**Deliverables:**

- Work with Dandenong and Districts Aborigines Co-operative, Wurundjeri Land Council, Bunurong Land and Sea Council and Boon Wurrung Foundation to share cultural and historical knowledge for RAP.  
Lynette George  
Date: 01/03/26

**Action:****Cultural responsiveness for staff****Commitment:**

We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.

**Goal:**

Improve the level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures will form the basis of building better relationships between First Nations people and the rest of the community. All College staff, teaching and non-teaching, to attend at least one session per year. Support staff to include cultural awareness training as a professional learning opportunity within their formal accreditation processes. Maintain a list of events or opportunities in our community that will enrich the cultural awareness and encourage staff to attend. Examples are Aboriginal and Torres Strait Islander film screenings, museums or art galleries, exhibitions and appropriate community events. Cultural awareness professional development offered to Beaconhills staff.

**Deliverables:**

- Support your staff to include cultural awareness training as a professional learning opportunity within their formal accreditation processes.  
Dean Pearman  
Date: 01/03/26
- Maintain a list of events or opportunities in your community that will enrich the cultural awareness of staff at your school or early learning service and encourage them to attend. For example, Aboriginal and Torres Strait Islander film screenings, museum or art gallery exhibitions and appropriate community events. Contact local Aboriginal and Torres Strait Islander organisations as they may curate lists themselves, or sign up for local publications that may advertise community events.  
Lynette George  
Date: 01/03/26

- All staff teaching and non-teaching staff attend at least one Reconciliation Assembly per year.  
Lynette George  
Date: 01/03/26
- Cultural awareness professional development offered to Beaconhills staff including cultural awareness for staff as they commence employment at Beaconhills. Improving the level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures will form the basis of building better relationships between Aboriginal and Torres Strait Islander people and the rest of the community. Review annually.  
Dean Pearman  
Date: 01/03/26

**Action:****Reconciliation projects****Commitment:**

Our school will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.

**Goal:**

Investigate, instigate and promote reconciliation projects throughout the College. .

**Deliverables:**

- Integrate the language of yarning circles into the daily routine of your school and early learning service.  
Lynette George  
Date: 01/12/25
- Continue to update the Aboriginal and Torres Strait Islander Parent Information page  
Lynette George  
Date: 02/03/26
- In consultation with Elders, name spaces around the College with names from Wurundjeri and Boon Wurrung language.  
Lynette George  
Date: 02/03/26
- Make plans to update Indigenous Garden.  
Lynette George  
Date: 02/03/26
- Students Reconciliation captains work with RAP Chair and Elder Murrundindi to choose an animal and their meaning that represents each section of the College. Captains to present pictures to the section at an assembly.  
Lynette George  
**Completed: 19/03/25**

## RELATIONSHIPS IN THE CLASSROOM

- Conduct a Senior School Indigenous round through our SEISA sports competition. This will include a Welcome to Country and Smoking Ceremony at both campuses.  
Lynette George  
Date: 15/08/25

### Action:

## Welcome to Country

### Commitment:

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 the Land.

### Goal:

Beaconhills to establish protocols around Acknowledgement of Country and Welcome to Country. A target list of key contacts will be developed for organising a Welcome to Country. A Traditional Owner is to give a Welcome to Country address at significant community events. This protocol encourages senior leaders to personally reply to a Welcome to Country. Reconciliation Week to include an acknowledgement of Indigenous Anzacs at Reconciliation Assemblies and an Acknowledgement of Country at Anzac Assembly.

### Deliverables:

- Welcome to Country at formal events: Where appropriate, invite appropriate Traditional Owners/Elders to do a Welcome to Country at formal events and important occasions such as:- the first assembly of the school year - other significant assemblies - awards ceremonies - presentation/speech nights- open days - graduations - the school formal - the launch of National Reconciliation Week or NAIDOC Week - our RAP Launch - the opening of a new building or facility - when VIP guests visit our school.  
Steve McGinley  
Date: 02/03/26

### Action:

## Celebrate National Reconciliation Week

### Commitment:

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. 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.

### Goal:

To provide opportunities for Aboriginal and Torres Strait Islander employees and other employees to build relationships with the local community throughout National Reconciliation Week.

### Deliverables:

- Invite Elders (Traditional Custodians) to speak at assembly, to staff, students and parents.  
Lynette George  
Date: 01/03/26
- Actively promote a strong sense of identity among Aboriginal and Torres Strait Islander children at Beaconhills through Reconciliation Week activities and assemblies.  
Lynette George  
Date: 02/03/26
- All staff are encouraged to participate in at least one assembly at school during National Reconciliation Week and one outside of school event.  
Lynette George  
Date: 02/03/26
- Reconciliation assembly in all sections across the College.  
Lynette George  
Date: 02/03/26
- Selected students to participate in the Worawa College Reconciliation Sports Carnival and report back to school through an assembly.  
Lynette George  
Date: 03/04/25
- Beaconhills marketing team to promote National Reconciliation Week throughout the College and the wider community through student and parent bulletins and the College's social media platforms.  
Lynette George  
Date: 03/04/25

### Action:

## Create stakeholder list

### Commitment:

We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.

### Goal:

Develop a list of stakeholders for the Beaconhills community. List to be on staff intranet and BeaconNet. Beaconhills community to have access to the RAP on the staff intranet and BeaconNet. Also published on the College website.

### Deliverables:

- List of stakeholders to be on staff intranet and Beaconet. Community to have access to the RAP on the website and BeaconNet. To be updated as needed.  
Lynette George  
Date: 01/07/25

**Action:****Build relationships with community****Commitment:**

We commit to forming ongoing relationships with our local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We value these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and the community.

**Goal:**

Commit to a goods and services procurement target with Aboriginal and Torres Strait Islander businesses.

**Deliverables:**

- Set up a list of Indigenous businesses that the school will use. This list will be displayed on the teacher portal and the Indigenous education parent page  
Lynette George  
Date: 30/03/25
- Invite different First Nations businesses to have a stall at our RAP launch to promote their business.  
Lynette George  
Date: 24/03/25
- Invite the community to an evening with Elder Murrundindi.  
Lynette George  
Date: 01/12/25
- Promote the use of school facilities, when available, to local First Nations dance and/or cultural groups to practise for up and coming cultural events. Sessions to be organised by a RAP committee member.  
Lynette George  
Date: 02/03/26

**Action:****Cultural responsiveness for students and children****Commitment:**

Our everyday program will have ways for children and students to learn about Aboriginal and Torres Strait Islander perspectives, contributions and cultures, in and outside the classroom. We will include cultural responsiveness principles our students and children have learned in the ethos of our classrooms and across our school.

**Goal:**

Have a breadth of Aboriginal and Torres Strait Islander voices in the classroom and curriculum and to provide meaningful engagement opportunities with Aboriginal and Torres Strait Islander voices, which may be in contrast to those represented in mainstream media.

**Deliverables:**

- Staff appreciate the value of engaging with, and learning from, Aboriginal and Torres Strait Islander staff, students, Elders and wider community members in the classroom.  
Lynette George  
Date: 27/06/25
- Staff are aware of the importance of recognising, and being sensitive to, situations during which it may not be fair, reasonable or appropriate to expect Aboriginal and Torres Strait Islander people to share personal or cultural knowledges.  
Lynette George  
Date: 27/06/25
- Encourage students, children and their families to attend appropriate local Aboriginal and Torres Strait Islander events, such as public community days, festivals and performances.  
Lynette George  
Date: 27/06/25
- Investigate relationships and connections with other another school via TEAMS if possible through a past Beaconhills teacher.  
Lynette George  
Date: 27/06/25

**Action:****Reconciliation network****Commitment:**

We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.

**Goal:**

Build a network of people and schools that have a common vision for Indigenous and non-indigenous children in our schools.

**Deliverables:**

- RAP Chair and members of the RAP team to promote the Beaconhills College RAP with other schools and share our core values of reconciliation and curriculum practices. Aim to hold a Listen and Learn session with like schools  
Lynette George  
Date: 09/05/25
- Establish a student voice in the RAP process  
Lynette George  
**Completed: 16/02/25**
- Contribute to and attend the Narragunnawali Awards Network.  
Donna Eyles  
Date: 06/12/25 ●

Walert Djilak Djirri

RAP ACTIONS

# RESPECT

IN THE CLASSROOM

**Respect** is at the heart of our core values at Beaconhills College. When challenged by difference, respect enables us to look, listen and learn about other cultures and to explore similarities and differences. True understanding will emerge from embracing *Learning That Matters*. We continue to respect the special place of Aboriginal and Torres Strait Islander peoples as the first custodians and we respect the unique contribution of Aboriginal and Torres Strait Islander peoples to the development of this nation. Respect is important to Beaconhills College's vision for reconciliation. It is the foundation for positive relationships, supportive learning environments, valuing of peoples' diverse backgrounds and cultures, acknowledging and celebrating peoples' differences and creating an inclusive school environment. Equipping students with education and knowledge about Australia's Aboriginal and Torres Strait Islander communities will hopefully nurture empathy and a sense of responsibility. Gaining a greater understanding will, over time, create respect for our Aboriginal and Torres Strait Islander peoples where society can and will embrace all people from all backgrounds.

#### Action:

### Teach about reconciliation

#### Commitment:

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.

#### Goal:

Teach about reconciliation through our shared histories, cultures and achievements and to explore options for each of us to participate in national reconciliation activities. Teaching about the different themes set by Reconciliation Australia. Teach about reconciliation throughout the year.

#### Deliverables:

- Teach about the different theme set by Reconciliation Australia. Target resources on staff intranet and shared with staff professional development at section meeting. Continue to share with children during Assembly Program.  
Lynette George  
Date: 01/03/26
- Some activities that have been established are but not limited to - \* French - Senior School students translate school RAP \* English - developing a list of Indigenous authors for teachers, using poetry - voices of the century unit. \* Embed into the House Program \* Themes in the sectional bulletins  
Lynette George  
Date: 01/12/25
- Visual Arts (Media) looking at representation of reconciliation from different perspectives. Digital Technologies creating posters/infographic/coding to teach content.  
Lynette George  
Date: 06/12/26

#### Action:

### Teach about days of national significance

#### Commitment:

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.

#### Goal:

To celebrate and educate about First Nations national days of significance.

#### Deliverables:

- Reconciliation Assembly in all sections. • International Day of Indigenous People -House Assembly. • All staff are encouraged to participate in at least one event during National Reconciliation Week. • Acknowledge 13 February as the 10th Anniversary of the Apology and provide professional development to the wider community.  
Lynette George  
Date: 27/06/26
- Align the College's values of *Respect, Compassion and Integrity* to teach about First Nations national days of significance.  
Lynette George  
Date: 06/01/26

#### Action:

### Explore current affairs and issues

#### Commitment:

We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our school operates.

#### Goal:

Raise awareness of current affairs and issues in the public domain of particular significance to First Nations peoples and the process of reconciliation. Beaconhills is in the process of evaluating the incorporation of Aboriginal and Torres Strait Islander perspectives in curriculum. All excursions, incursions and guest speakers will be recorded and evaluated by the HOF and RAP Committees.

## RESPECT IN THE CLASSROOM

### Deliverables:

- As the College we will continually evaluate Aboriginal and Torres Strait Islander perspectives in the curriculum. All excursions, incursions and guest speakers will be recorded and evaluated by HOF and committee. The College will explore historical and current affairs and issues relating to Aboriginal and Torres Strait Islander peoples.  
Lynette George  
Date: 27/06/25
- Planning to ensure there are clear links to modern and past events that include Indigenous voices through speakers, current events, etc., including Indigenous perspectives on 26 January, being Survival Day/Invasion Day.  
Lynette George  
Date: 22/02/26
- Raise awareness of current affairs and issues through our Assembly Program.  
Lynette George  
Date: 22/02/26
- Aim to have truth telling about Australian Indigenous peoples throughout the curriculum and in documentation, including the impacts of the White Australia Policy  
Lynette George  
Date: 22/02/26

### Action:

## Acknowledgement of Country

### Commitment:

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.

### Goal:

A permanent Acknowledgement of respect for the Country on Beaconhills signage as an ongoing reminder of the shared history of all Australians. Acknowledgement of Country to form part of standard protocols of the Beaconhills Community

### Deliverables:

- Written acknowledgement on reception building and on front signage at all campuses.  
Lynette George  
Date: 24/04/25

- Other opportunities for an Acknowledgement of Country -written into all meeting document templates. - all staff meetings - all school assemblies - other significant assemblies- awards ceremonies - presentation/speech nights - open days - graduations - the school formal - the launch of National Reconciliation Week and NAIDOC Week - RAP Launch - the opening of a new building or facility - when VIP guests visit the College.  
Lynette George  
Date: 24/04/26
- The RAP student leaders will be trained in how to say the Acknowledgement of Country in Woivurrung. This will be said at all assemblies form term 2.  
Lynette George  
Date: 23/04/25

### Action:

## Visibly demonstrate respect for Aboriginal and Torres Strait Islander cultures

### Commitment:

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.

### Goal:

Commitment to demonstrating respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school.

### Deliverables:

- Flying the Aboriginal and Torres Strait Islander flags every day at all campuses.  
Lynette George  
Date: 23/04/25
- Review an Aboriginal or Torres Strait Islander Artist in Residence Program  
Lynette George  
Date: 30/06/25
- All Junior School and Middle School classrooms to display AIATSIS language maps  
Lynette George  
Date: 14/03/25
- A Junior School shared space at the Berwick and Pakenham Campus named Wominjeka Room.  
Lynette George  
Date: 23/04/25

- Play spaces around the College named in Woiwurrung and Boon wurrung in consultation with Elders. - Little Beacons at both campuses bush experience play spaces - Pakenham Junior School outdoor play space  
Lynette George  
Date: 14/03/25
- Art works displayed on building with explanation of story and artist.  
Lynette George  
Date: 22/02/26
- Display boards around the school with up and coming reconciliation events and themes.  
Lynette George  
Date: 22/07/26

#### Action:

### Celebrate days of national significance

#### Commitment:

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.

#### Goal:

Celebrate days of national significance. Add reconciliation dates to existing calendars and diaries. Share calendars with students and staff, and encourage them to share it with their families and wider community.

#### Deliverables:

- Add reconciliation dates to existing calendars and diaries. Share the calendar with students and staff, and encourage them to share it with their families and wider community too.  
Steve McGinley  
Date: 28/03/25
- Have an Indigenous SEISA sports round to promote Reconciliation within our wider community.  
Lynette George  
Date: 14/08/25
- Hold barbecues across the College to promote Reconciliation Week and NAIDOC Week. Funding recipients Opening the Doors Foundation and Victorian Aboriginal Child and Community Agency (VACCA).  
Lynette George  
Date: 14/07/25
- Support members of the school community engaging in broader community events and gatherings.  
Lynette George  
**Completed: 22/02/25**

#### Action:

### Aboriginal and Torres Strait Islander flags

#### Commitment:

Our school flies/displays the Aboriginal and Torres Strait Islander flag to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.

#### Goal:

Fly the Aboriginal and Torres Strait Island flags at both campuses. Flags and meaning of flags in each building and added into the curriculum.

#### Deliverables:

- Fly the Aboriginal and Torres Strait Islander flags at both campuses. Have flags and meaning of flags in displayed in each building and record meaning of flags on the school parent page.  
Lynette George  
Date: 27/06/25

#### Action:

### Physical Acknowledgement of Country

#### Commitment:

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.

#### Goal:

A permanent 'Acknowledgement of respect for the Country' on Beaconhills signage as an ongoing reminder of the shared history of all Australians. Written acknowledgement on website. Written acknowledgement on reception building at both Campuses. Acknowledgement on email signatures

#### Deliverables:

- Written Acknowledgement on website, on reception building at both campuses and on main board (roadside).  
Lynette George  
Date: 22/03/25

## RESPECT IN THE CLASSROOM

### Action:

### RAP Launch

#### Commitment:

Our school is proud to launch our *RAP* at an event that recognises the efforts of the working group and celebrates our school or service's commitment to reconciliation. We will use our *RAP* launch event to inform the wider community about our *RAP* and the many different ways they can get involved and take action toward reconciliation.

#### Goal:

To build awareness within our whole community of the commitment the College has towards supporting reconciliation.

#### Deliverables:

- Declaring actions Beaconhills College are committing to in our *RAP*.  
Lynette George  
Date: 24/04/25
- Invite the wider school community including SEISA schools, local Aboriginal community and local councils and share our *RAP* with other schools or help other schools investigate what a *RAP* would mean to them.  
Lynette George  
Date: 24/04/25

### Action:

### Take action against racism

#### Commitment:

We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our school.

#### Goal:

Commit to increasing the communities awareness of diverse representations and experiences of racism. Critically engage with differing media viewpoints and representations of racism in Australia today, and draw on resources such as Beyond Blue's Invisible Discriminator film clip and All Together Now's Everyday Racism app to strengthen our schools awareness of the diverse—direct, indirect or institutional—experiences of racism.

#### Deliverables:

- Critically engage with differing media viewpoints and representations of racism in Australia today, and draw on resources such as Beyond Blue's Invisible Discriminator film clip and All Together Now's Everyday Racism app to strengthen our schools awareness of the diverse—direct, indirect or institutional—experiences of racism.  
Yvonne Ashmore  
Date: 24/04/26
- Include awareness of racism through in-house planning and implementation.  
Yvonne Ashmore  
Date: 24/04/26
- Include teaching about racism in Junior School Wellbeing programs.  
Diana Harold-Reid  
Date: 22/02/26
- Include teaching about racism in RAVE and Ethics curriculum  
Kathy Mildred  
Date: 22/02/26
- Use text study to understand and critically evaluate racism.  
Bec Graham  
Date: 22/02/26 ●

RAP ACTIONS

# OPPORTUNITIES

IN THE CLASSROOM

**Opportunities** for Aboriginal and Torres Strait Islander students at Beaconhills College will provide practical measures to address the disadvantage experienced by Aboriginal and Torres Strait Islander peoples. We hope our experiences will light the way for others and help contribute to a positive future for Aboriginal and Torres Strait Islander peoples. There are many opportunities employed at Beaconhills College which are very important to our school's vision for reconciliation. The combination of the entire suite of strategies makes for a simple yet very effective way to achieving reconciliation. From little things big things grow.

---

**Action:**

## Embed cross-curriculum priority

**Commitment:**

All staff from across the school are supported to understand and embed Aboriginal and Torres Strait Islander histories and cultures in the curriculum. Teachers will consider the cross-curriculum priority when developing units, lesson plans and resources in all learning areas and across all year levels.

**Goal:**

Support all staff to understand and embed Aboriginal and Torres Strait Islander histories and cultures in the curriculum in and outside of the classroom.

**Deliverables:**

- Continue to develop a comprehensive resource bank to support teachers and children.  
Lynette George  
Date: 06/12/26
- Survey staff on what professional development they would like to undertake throughout the year that directly relates to their methods or interest.  
Lynette George  
Date: 21/06/25
- All planning documents - Aboriginal and Torres Strait Islander histories and cultures: where relevant. (The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority provides opportunities for all students to deepen their knowledge and understanding of Australia by learning about the world's oldest continuous living cultures. Students learn that Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.)  
Lynette George  
Date: 06/12/26

---

**Action:**

## Curriculum planning

**Commitment:**

Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.

**Goal:**

Establish an audit of current scope and sequence to determine the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded.

**Deliverables:**

- Gaps identified and opportunities for strengthening the representation of Indigenous perspectives in the curriculum verified each semester. This action also matches the action of embedding cross-curriculum priority.  
Lynette George  
Date: 06/12/26

---

**Action:**

## Australian Professional Standards for Teachers

**Commitment:**

We support all teachers to know about and engage with the Australian Professional Standards for Teachers' focus on reconciliation, in particular Focus Area 2.4. As a result, teachers understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation.

**Goal:**

Provide opportunities for teachers to attend relevant Aboriginal and Torres Strait Islander professional development. Head of Indigenous Initiatives to identify and circulate information on relevant professional development. The Australian Professional Standards for Teachers includes a Focus Area directly relating to reconciliation: Standard 2: Know the content and how to teach it Focus Area 2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Aboriginal and Torres Strait Islander Australians and non-Indigenous Australians

**Deliverables:**

- Support teachers to understand and meaningfully address the Standards: Ensure that teaching staff are aware of available resources that will help to develop a better understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions.
- To promote staff (teaching and general staff) involvement in the RAP committee.  
Lynette George  
Date: 17/04/26

- Support teachers to strengthen student understanding of Aboriginal and Torres Strait Islander histories, cultures, languages and contributions in the classroom by inviting Aboriginal and Torres Strait Islander people into their classroom, and hearing stories from local Elders and traditional Owners, explore meaningful opportunities for visiting local sites and embed the Aboriginal and Torres Strait Islander histories and cultures as a cross-curriculum priority. Teach about the Aboriginal and Torres Strait Island flags, days of significance, contemporary events and issues, languages, Welcome to Country and Acknowledgement of Country protocols.  
Lynette George  
Date: 19/03/25
- RAP working party and Indigi-COM to investigate professional development opportunities to enable teaching staff to lead whole-school reconciliation projects and develop relationships with the local Aboriginal and Torres Strait Islander community.  
Dean Pearman  
Date: 22/02/26

#### Action:

### Inclusive policies

#### Commitment:

All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.

#### Goal:

All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia.

#### Deliverables:

- Add Aboriginal and Torres Strait Islander histories and perspectives to curriculum documentation as a curriculum priority.  
Dean Pearman  
Date: 06/12/26
- New staff to complete cultural awareness induction.  
Lynette George  
Date: 28/04/25
- Head of Indigenous Initiatives to offer professional development

to staff in line with professional teaching standards. Encourage all staff do at least one Indigenous in-service per year.

Lynette George

Date: 06/12/26

- Head of Indigenous Initiatives to monitor Aboriginal and Torres Strait Islander children with academic and well being progress with guidance from Heads of House teams.  
Lynette George  
Date: 06/12/26

#### Action:

### Staff engagement with RAP

#### Commitment:

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.

#### Goal:

Staff commitment to the Reconciliation Action Plan (RAP). Present *RAP* to all staff. Provide opportunities for College staff to join working parties or to participate in RAP initiatives.

#### Deliverables:

- Present *RAP* to all staff. Provide opportunities for staff to join the working party or participate in *RAP* initiatives. Use staff meetings and briefings to keep staff up to date on the *RAP* progress.  
Lynette George  
Date: 28/04/26
- Working Group Leadership team continues to actively monitor RAP development, including implementation of actions and tracking progress.  
Lynette George  
Date: 06/12/26
- In order to publicly declare the actions Beaconhills College is committing to in the *RAP*, it will be approved by the highest level of leadership in our school. *RAP* to be endorsed by the Executive Principal and College Board.  
Lynette George  
Date: 24/04/25

## OPPORTUNITIES IN THE CLASSROOM

### Action:

### RAP budget allocation

#### Commitment:

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* actions out of respect for the time and resources that they have contributed.

#### Goal:

*RAP* budget; a budget has been formed to enhance the *RAP* programs and projects across the College.

#### Deliverables:

- A budget has been formed to enhance the *RAP* programs and projects across the College  
Lynette George  
Date: 28/04/25

### Action:

### National Quality Standard

#### Commitment:

We commit to ensuring that our engagement with the National Quality Standard involves the inclusion of Aboriginal and Torres Strait Islander histories, cultures and contributions in our daily practice and programming, as well as authentic and meaningful engagement with the local Aboriginal and Torres Strait Islander community.

#### Goal:

Demonstrate a commitment to ensuring engagements with the NQS include Aboriginal and Torres Strait Islander histories, cultures and contributions in our daily practice and programming, as well as authentic and meaningful engagement with the local First Nations community.

#### Deliverables:

- See relationships in the classroom goal.  
Steve McGinley  
Date: 06/12/26
- Commitment to ensuring engagements with the NQS include Aboriginal and Torres Strait Islander histories, cultures and contributions in our daily practice and programming, as well as authentic and meaningful engagement with the local First Nations community.  
Lynette George  
Date: 22/02/26

### Action:

### Reconciliation awards

#### Commitment:

We commit to creating opportunities to acknowledge students, children, staff and community members who are making an outstanding contribution to progressing reconciliation in our school.

#### Goal:

Create opportunities to acknowledge students, children, staff and community members, making outstanding contributions to progressing reconciliation in our school.

#### Deliverables:

- Reconciliation Captain in each section of the school to form the children's voice of the *RAP* working party.  
Lynette George  
Date: 06/12/26
- Recognise students and staff contributions at *RAP* launch.  
Lynette George  
Date: 28/04/25
- Investigate giving a 'Spirit Award' during the Reconciliation assemblies.  
Lynette George  
Date: 01/05/25

### Action:

### Local sites, events and excursions

#### Commitment:

We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.

#### Goal:

Explore local and significant sites with Traditional owners

#### Deliverables:

- Through our Acknowledgement of Country students and staff learn about the 'Country' in which the College is on. First priority is to start local then branch out.  
Lynette George  
Date: 06/12/25
- Beacon Explorers programs include a Welcome to Country by a traditional custodian where possible. Where a traditional custodian is not available a member of the Beacon Explorers team will conduct an Acknowledgement of Country that describes the area.  
Lachlan Groh  
Date: 03/04/26

- As a part of our planning process staff are to work with members of our local Aboriginal and Torres Strait Islander community to organise an excursions to a significant sites.  
Lynette George  
Date: 20/02/26
- Little Beacons Early Learning (five year olds) participate in an overnight ‘On Country’ camp with a family member. Family members to participate in a yearning circle session with an Elder. Donna Eyles  
Date: 22/10/25
- Year 9 explore significant Indigenous sites in NARRM (Melbourne) during City Experience each year.  
Glen Haywood  
Date: 06/12/26

Action:

Employment Strategy

Commitment:

We commit to the development and implementation of an Aboriginal and Torres Strait Islander Employment Strategy. This will assist in attracting Aboriginal and Torres Strait Islander candidates to vacancies, as well as supporting current Aboriginal and Torres Strait Islander employees.

Goal:

We commit to creating opportunities to acknowledge students, children, staff and community members, who make outstanding contributions to progressing reconciliation in our school.

Deliverables:

- Have a register of local Aboriginal and Torres Strait Islander local business that Beaconhills College supports by using their services.  
Lynette George  
Date: 29/11/26
- The statement of ‘Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Beaconhills College’ to be included in all employment opportunities advertised.  
Steve McGinley  
Date: 28/04/25

Action:

Celebrate RAP progress

Commitment:

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.

Goal:

We commit to reflecting on the progress of the RAP.

Deliverables:

- Beaconhills College is committed to launch our RAP on 24 April, 2025. We will celebrate the progress of the RAP at our Reconciliation assemblies and end of year celebrations. RAP Chair to tick off RAP deliverables throughout the year.
- A RAP Committee survey will be sent to staff and randomly selected students to capture feedback on the progress of our RAP activities.
- The RAP Committee will review the results and make recommendations for further discussion.  
Lynette George  
Date: 24/04/26
- RAP success to be shared via parent newsletters, student bulletins and the schools registered social media platforms throughout the year.  
Leigh Parry  
Date: 06/12/26

Action:

Support Aboriginal and Torres Strait Islander owned businesses

Commitment:

We promote supplier diversity and support Aboriginal and Torres Strait Islander owned businesses and their employees through the procurement of goods and services related to our RAP, as well as our general business. We maintain a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.

Goal:

We maintain a list of local, regional, state based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.

Deliverables:

- Head of Indigenous Initiatives to keep register of recommended local Aboriginal and Torres Strait Islander owned businesses updated and seek advice on how to implement procurement policies and procedures.
- Other opportunities to use College facilities.  
Lynette George  
Date: 24/04/26

## OPPORTUNITIES IN THE CLASSROOM

# TRACKING PROGRESS AND REPORTING

### Action:

## Aboriginal and Torres Strait Islander languages

### Commitment:

We commit to providing students and children with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about Aboriginal and Torres Strait Islander languages. We acknowledge the importance of language maintenance and revitalisation efforts and will provide students and children with opportunities to learn – or learn about – the First Language of their local area.

### Goal:

We commit to providing students and children with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about First Nations languages.

### Deliverables:

- Head of Indigenous Initiatives (Holl) to purchase and/or develop maps that are suitable for all ages. These maps will indicate the Kulin Nation and where we are on Country. Maps to be placed in classrooms and on boards around the school at each campus.  
Lynette George  
Date: 30/06/25
- Wurundjeri language – Woiwurrung to be a focus language. Starting with greetings and animals and building from there. Holl and other committee members to start a word bank while consulting with local community.  
Lynette George  
Date: 03/04/26
- Continue with Woiwurrung language taught at Little Beacons through approved language program. Language use to be continued into the Junior School.  
Lynette George  
Date: 03/04/26 ●

**Action** Keep contact with Reconciliation Australia and update Beaconhills College achievements.

TARGET Report to Reconciliation Australia.

RESPONSIBILITY Head of Indigenous Initiatives.

TIMELINE Ongoing.

**Action** Record actions completed and not completed, and review.

TARGET Reports to the Executive Principal and Campus principals.

RESPONSIBILITY Indigi Com, RAP Com.

TIMELINE Once a semester.

**Action** Record success in *The Beacon* (yearbook).

Communicate to wider community in *Lux Luceat* (magazine), on our website and through social media.

TARGET Opportunity for the College community to share in success.

RESPONSIBILITY Committee and marketing.

TIMELINE Annually.

**Action** Keep a photo record of events and successes on the Beaconhills College Indigenous education page.

RESPONSIBILITY Indigi Com, RAP Com, Teaching and Learning Com, marketing.

TIMELINE Quarterly. ●

RECOMMENDED

# CONTACTS

## RECOMMENDED CONTACTS

### Traditional Owner groups

#### WURUNDJERI WOI WURRUNG CULTURAL HERITAGE ABORIGINAL CORPORATION— MELBOURNE

- Cultural Practices—Welcome to Country/ Smoking ceremony
- Education Team
- Cultural Heritage Unit
- Research Unit
- Narrap Team (natural resources management)

[www.wurundjeri.com.au](http://www.wurundjeri.com.au)

#### WURUNDJERI ELDER MURRUNDINDI

- Welcome/smoking
- Educational sessions all ages
- Expert Yidarki player
- Camps programs and much more

Clothing and merchandise

[www.murrundindi.com.au](http://www.murrundindi.com.au)  
<mailto:murrundindi@me.com>

#### BUNURONG LAND AND SEA CORPORATION

- Cultural Practices—Welcome to Country/ Smoking ceremony
- Cultural Heritage Unit
- Cultural Awareness Training

[www.bunuronglc.org/](http://www.bunuronglc.org/)

#### BIIK BUNDJIL—BOONWURRUNG

- Educational sessions—all ages
- Boonwurrung Wellness
- First People awareness and PD
- Cultural walks and ceremonies
- Consultation

[www.biiqbundjil.com/](http://www.biiqbundjil.com/) ●

### Organisations

#### VAEAI VICTORIAN ABORIGINAL EDUCATION ASSOCIATION INC.

- Peak Victorian education body
- Koorie Education Calendar

[www.vaeai.org.au](http://www.vaeai.org.au)

#### VACL—VICTORIAN ABORIGINAL CORPORATION FOR LANGUAGES

- Advice on languages and resources

[www.vaclang.org.au](http://www.vaclang.org.au)

#### WHOLESALES EDUCATIONAL RESOURCES ( VIC)

##### Yarn Strong sista

- Wholesale educational resources (VIC)
- Early childhood primary specialist
- Storytelling
- Professional Development
- Fashion and wares
- Anti-bias resources

[www.yarnstrongsista.com](http://www.yarnstrongsista.com)

Shop 3/516 Elizabeth Street, Melbourne  
 (03) 9338 3492

#### SHOP ONLINE AND CITY ADDRESS: SHOP 3/ 516 ELIZABETH STREET, MELBOURNE

- Early childhood primary specialist
- Storytelling
- Resources
- Professional development
- Fashion and wares
- Anti-bias resources

#### KINYA LERRK – ALL INDIGENOUS PRODUCTS

- Acknowledgement of Country plaques
- Book resources
- Homewares
- Artist – Emma Bamblett

[www.kinyalerrk.com.au](http://www.kinyalerrk.com.au)

#### CLOTHING THE GAPS

Clothing The Gaps is a Victorian Aboriginal-led and controlled - and majority Aboriginal-owned - business and social enterprise

- Clothing
- Posters
- Ally friendly materials
- Social enterprise endeavours

[www.clothingthegaps.com.au](http://www.clothingthegaps.com.au)

#### WHOLESALES EDUCATIONAL RESOURCES (NSW)

##### The Koori curriculum

- Wholesale educational resources (NSW)
- Teacher resources
- Gifts and stationery
- Coaching
- Pre-recorded and live webinars
- Team training

[www.kooricurriculum.com](http://www.kooricurriculum.com)

#### WHOLESALES EDUCATIONAL RESOURCES (QLD)

##### Riley Callie Resources

- Wholesale educational resources (QLD)
- Teacher resources
- Children's readers
- Bush food collection
- Gifts and stationery

[www.rileycallieresources.com.au](http://www.rileycallieresources.com.au) ●

## Visual artists

### THANRANGALK ART

Mandy Nicholson

- Big projects, multimedia, installations and soundscapes and lightscapes.

[www.bunjils-country.com.au](http://www.bunjils-country.com.au)

[bunjils\\_country@yahoo.com.au](mailto:bunjils_country@yahoo.com.au)

### DJIRRINGU.ART

Ky-ya Nicholson Ward (artist)

- Canvas and digital artwork
- Woiwurrung language resource cards

[www.djirringu.com](http://www.djirringu.com)

[kyyaward21@gmail.com](mailto:kyyaward21@gmail.com)

### MARBEANGROOK DESIGNS (WURUNDJERI)

- Basket weaving
- Emu feather earrings
- Marngrooks
- Tea light holders
- Greetings cards and framed art prints

[admin@marbeangrook.com.au](mailto:admin@marbeangrook.com.au)

[marbeangrookdesigns.com.au](http://marbeangrookdesigns.com.au) 📍

## Artists (Cultural/ performance)

### DJIRRI DJIRRI WURUNDJERI DANCERS

- Dance performance or workshops
- Welcome to Country or Acknowledgement of Country
- Explanation of cultural traditions for all ages
- Woiwurrung language workshops
- Cultural awareness training

[www.djirri-djirri.com.au](http://www.djirri-djirri.com.au)

[bookings@djirri-djirri.com.au](mailto:bookings@djirri-djirri.com.au)

### UNCLE KUTCHA EDWARDS

- Music shows
- Cultural workshops
- Guest speaking
- Mentorship

[www.kutcha-edwards.com](http://www.kutcha-edwards.com)

[kutchaedwards@yahoo.com.au](mailto:kutchaedwards@yahoo.com.au)

(03) 54221222 / 0408799893

### PIRRITU -A NGIYAMPAA MAN AND FIRST NATIONS SINGER-SONGWRITER.

A Ngiyampaa man and First Nations singer-songwriter.

- Music performances and singing workshops in education settings (childcare, primary, secondary), speaking and panel discussions
- Music recording and production
- Event production and management

[www.pirritu.com](http://www.pirritu.com)

[pirritumusic@gmail.com](mailto:pirritumusic@gmail.com)

0437871572

### ALLARA BRIGGS-PATTISON

- Storyteller
- Composer/Director/Producer
- Musician
- Soundscape designer

[www.allara.co](http://www.allara.co)

[allarabriggspattison@gmail.com](mailto:allarabriggspattison@gmail.com)

0450913350 📍

## On Country

### YALLUK BULLUK – SONIA WESTON

- Cultural heritage Bunurong
- Walking on Country – Inverloch
- Education
- Care for Country

[yallukbulluk@gmail.com](mailto:yallukbulluk@gmail.com)

### DEAN STEWART—NARRM

Walking Country - Walking Birrarung Tour—Yarra River

[ATAEM@optusnet.com.au](mailto:ATAEM@optusnet.com.au)

### LIVING CULTURE

A not-for-profit organisation providing cultural, environmental, educational and holistic healing programs to schools, organisations and the general public.

- Camps programs

[www.livingculture.org.au](http://www.livingculture.org.au)

[info@livingculture.com.au](mailto:info@livingculture.com.au)

0426404268 📍

RECOMMENDED

# READING

# RECOMMENDED BOOKS: OUR FAVOURITES

## *Welcome to Country*

Aunty Joy Murphy  
and Lisa Kennedy

## *Wilam A Birrarung Story*

Aunty Joy Murphy &  
Andrew Kelly

## *Country Family Respect*

Aunty Fay Muir &  
Sue Lawson

## *Bundjil creation story*

Carolyn Briggs

## *Ask Aunty, Seasons*

Aunty Munya  
Andrews &  
Charmaine Ledden-  
Lewis

## *Sorry Sorry*

Alex Kerr

## *Baby Business*

Jasmine Seymour

## *Say Yes, A story of Friendship, Fairness and a Vote for Hope*

Jennifer Castles &  
Paul Seden

## *Our Dreaming*

Kirli Saunders & Dub  
Leffler

## *Our Home, Our Heartbeat*

Briggs

## *Come Together, Things Every Aussie Kid Should Know about the First Peoples*

Isaiah Firebrace

## *Come Together Again, A Celebration of First Nations Music, Song and Dance*

Isaiah Firebrace

## *Fair Skin Black Fella*

Renee Fogorty

## *Day Break*

Matt Chun

## *Looking after Country with Fire*

Victor Steffensen

## *Kookoo Kookaburra*

Mad Magpie

## *Hello and Welcome*

Gregg Dreise

## *Skin Again*

Bell Hooks

## *Finding Our Heart, A Story about the Uluru Statement for Young Australians-*

Thomas Mayor &  
Blak Douglas

## *Tell me why*

Robyn Templeton &  
Sarah Jackson

## *Freedom Day, Vincent Lingiari and the story of The Wave Hill Walk-Off*

Rosie Smiler, Thomas  
Mayor & Samantha  
Campbell

## *Alfred's War*

Rachel Bin Salleh &  
Samantha Fry

## *Charlie's Swim*

Edith Wright &  
Charmaine Ledden-  
Lewis

## *Tom Tom*

Rosemary Sullivan &  
Dee Huxley

## *Bartja and Mayila*

Sue Atkinson &  
Annette Sax

## *Walking on Country, what do you hear?*

*Walking on Country,  
what do you see?*

April Clarke & Brett  
Cardwell

## *Young Dark Emu: A Truer History*

Bruce Pascoe

## *The Little Red Yellow Black Book – An Introduction to Indigenous Australia Going to the Footy*

Debbie Coombes

## *Listen*

Duncan Smith &  
Nicole Godwin

## *Stories for Simon*

Lisa Miranda Sarzin

## *Back on Country*

Adam Goodes &  
Ellie Laing

## *Somebody's Land*

Adam Goodes &  
Ellie Laing

## *An Important message from Mr Beaky*

Cassie Leatham &  
Sue Lawson

## *Always Was Always Will Be*

Thomas Mayo

## *The First Scientists This Book Thinks Ya Deadly!*

Corey Tutt

## *Bindi*

Kirli Saunders

## *Black Cockatoo*

Carl Merrison &  
Hakea Hustler

## *Our Race for Reconciliation Bidhi Galing: Big Rain*

Anita Hesiss

## *Songlines, First Knowledges*

Margo Neale &  
Lynne Kelly

## *Welcome to Country*

Marcia Langton

## *The Yield*

Tara June Winch

## *Becoming Kirrali Lewis*

Jane Harrison

## *The Boy from the Mish*

Gary Lonesborough

## *12 Days of Bush Christmas*

Megan Van Den  
Berg & Emma  
Bamblett

# RAP WORKING GROUP

# CONTRIBUTORS

Beaconhills College would like to acknowledge the following contributors to the development of this RAP.

| Name               | Position             |
|--------------------|----------------------|
| Yvonne Ashmore     | Staff (non-teaching) |
| Ruth Holland       | Staff (teaching)     |
| Cate-Linne Fraser  | Staff (teaching)     |
| Leigh Parry        | Staff (non-teaching) |
| Lachlan Groh       | Staff (teaching)     |
| Marcus Roberts     | Staff (teaching)     |
| Lyndall Fokkens    | Staff (teaching)     |
| Bec Graham         | Staff (teaching)     |
| Andy Tomkins       | Staff (teaching)     |
| Steven Terrell     | Staff (teaching)     |
| Lynette George     | Staff (teaching)     |
| Sarah D'Costa      | Staff (teaching)     |
| Glen Haywood       | Staff (teaching)     |
| Diana Harold- Reid | Staff (teaching)     |
| Kristy Bellu-Lane  | Staff (non-teaching) |
| Simone Sierig      | Staff (teaching)     |
| Purva Ghaisas      | Staff (teaching)     |
| Kathy Mildred      | Staff (teaching)     |
| Dean Pearman       | Staff (teaching)     |
| Steve McGinley     | Principal / Director |
| Donna Eyles        | Staff (teaching)     |

| Name                                                                           | Role/Organisation                                                     |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Murrundindi Hunter                                                             | Wurundjeri Elder                                                      |
| Senior, Middle, Junior School<br>and Little Beacons student<br>Representatives | Reconciliation captains                                               |
| Fay Stewart-Muir                                                               | Boon Wurrung Elder                                                    |
| Jack George                                                                    | Indigenous student mentor and alum                                    |
| Merrilee Jongsma                                                               | Head of Teaching and Learning<br>- Junior School,Beaconhills Berwick  |
| Emily VanDykhuisen                                                             | Head of Teaching and Learning<br>- Junior School,Beaconhills Pakenham |
| Adric Gardner                                                                  | Head of Teaching and Learning<br>- Middle School,Beaconhills Pakenham |
| Victoria Spicer-Stuart                                                         | Head of Teaching and Learning<br>- Middle School,Beaconhills Berwick  |
| Sarah Popelier                                                                 | Head of Teaching and Learning<br>- Senior School,Beaconhills Pakenham |
| Martin Toman                                                                   | Head of Teaching and Learning<br>- Senior School,Beaconhills Berwick  |





Beaconhills  
College

PAKENHAM & BERWICK



251  
AY-YX