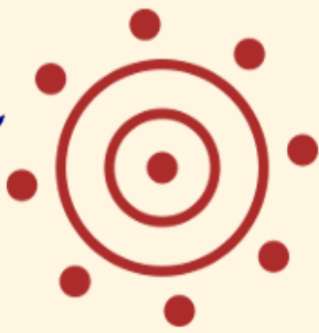
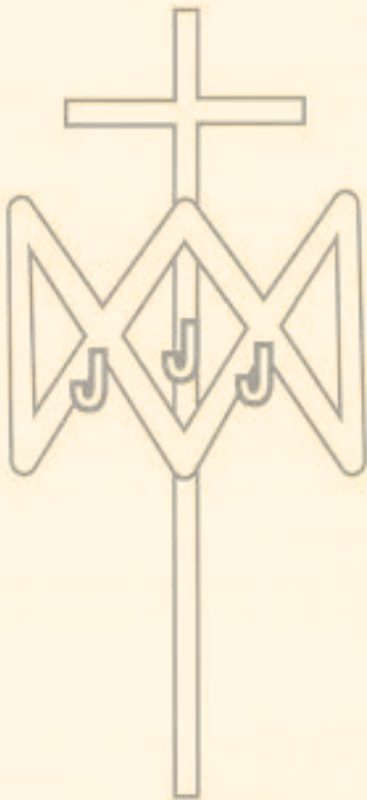


St. Joseph's F.I.R.E Carrier Covenant



2024 Covenant

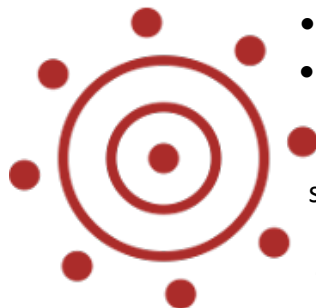


**OPENING THE
DOORS FOUNDATION**

FIRE CARRIER ROLES FOR THE 4 ELEMENTS

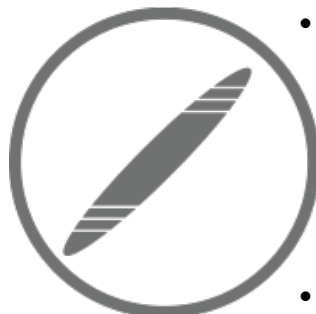
1. SPIRITUALITY
2. CULTURAL RECOGNITION & AWARENESS
3. PRACTICAL RECOGNITION & JUSTICE
4. ECOLOGICAL STEWARDSHIP

1. Recognizing Spirituality through things such as:



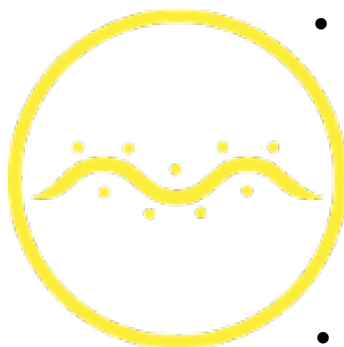
- Using Aboriginal Prayers in classrooms
- Learn Aboriginal Songs/Hymns
- Get Aboriginal education with the support of the CESL Aboriginal Team.
- Engage, collaborate and consult with Aboriginal people to enrich and enhance, spiritual experiences'
- Honour the Aboriginal significant days through prayer
- Perform the Aboriginal rituals in Mass and prayer e.g. Message Stick

2. Recognizing cultural perspectives and demonstrating awareness through things such as:



- Flying the Aboriginal and Torres Strait Islander flags.
- Equipping libraries with an Aboriginal section available to all students.
- Making strong relationships with local elders.
- Senior students read Aboriginal library books to junior students.
- Acknowledge the traditional custodians of the land you are on.
- Visit Aboriginal places. When planning your next travel itinerary, find out if there are places of significance to the local Aboriginal community.
- Develop greater knowledge through the Curriculum on Aboriginal History and Culture.

3. Recognizing practical recognition and justice through things such as:



- Attending social justice meetings at school with the view of advocating for Aboriginal justice.
- Immersions on country led by Aboriginal person/s.
- Embrace Aboriginal stories and culture within the school community.
- Engage in professional development and cross-cultural opportunities.
- Improve school curricula.
- Point out racism.
- Promotion of culturally significant days through the Aboriginal Calendar.

4. Recognizing ecological stewardship through things such as:



- Caring for country – learn about Aboriginal Spirituality
- Learn about totems – what is their importance to the environment?
- Adopt a totem. Research animals or habitats that are endangered in your area.
- Honour the Seasons of Creation (The web of Life) Educate yourself around what foods are available in each season.
- Engage in Sandhurst switches off.
- Celebrate Earth Hour.
- Have a nude food policy at school and home!
- Create a knowledge circle that focuses on all things the Earth produces.
- Use water wisely

Covenant

We recognise the special place and culture of Aboriginal peoples within Australia. We acknowledge that Aboriginal peoples have been the caretakers of this Land for more than 60,000 years. We respect their spiritual connection to Mother Earth through the Dreaming.

‘An apology begins the healing process. Apology means understanding, a willingness to enter into the suffering. It implies a commitment to do more’. The late Sir Ronald Wilson, Chair of the National Inquiry into the removal of Aboriginal and Torres Strait Islander children from their families.

We understand that practical measures need to address the disadvantage experienced by Aboriginal people in education, health, employment, and general opportunity.

“Reconciliation is an active pursuit – it’s about getting on with what’s needed and what we know to get the results we all want, and that’s a mixture of measures that target the body, the mind and the spirit.” Mick Dodson, Australian of the Year, National Press Club address, 17 February 2009

True Reconciliation requires national and local solutions achieved through positive and purposeful partnerships not just for today but for tomorrow. We work for Reconciliation, in partnership with those who believe that there can be an alternative to the present order.

Covenants emphasize the ethos and faith belief of Catholic schools and the Social Justice response they are committed to make as part of their Christian identity. Schools’ expressed commitment is reflected in practical goals and actions which they strive to achieve in the year ahead.

School covenants express in ways, specific to each school, recognition of the special contribution Aboriginal peoples and their cultures make to Australian society, their relationship and connection to the land, their present position of disadvantage and social exclusion. They declare the school and school community’s commitment to stand in solidarity with Aboriginal peoples to achieve true reconciliation and acknowledgement, by all Australians, of their rightful position within Australian society.

St. Joseph’s Primary School Numurkah

Our vision for reconciliation is to be a place of learning and teaching that respects Aboriginal protocols, history and culture. We will have strong and mutually beneficial relationships with Aboriginal communities. These relationships will provide for the sharing of knowledge and ideas, and the opportunity to listen and learn from Aboriginal Australians about the past, their current circumstances, and their vision for the future. We will be a place where Aboriginal culture is respected and celebrated.

St. Joseph’s Covenant

Our school has a proud history of working closely with local Aboriginal communities to implement meaningful and respectful reconciliation programs into our school. We are continually liaising with the Catholic Education Sandhurst Limited Aboriginal Education Team who have supported us with ideas for Reconciliation in our local community and who are involved in the continuing development of our Covenant. Our covenant has been developed by staff at our school and with the support and CESL. Together we will continue to work closely with students to include their contribution to this working document.

CHILD SAFE STANDARDS

Culturally safe environments

Aboriginal & Torres Strait Islander Cultural Safety is defined as an environment that is safe for Aboriginal & Torres Strait Islanders, where there is no assault, challenge or denial of their identity and experience (Williams 2008).

St. Joseph's Primary School Numurkah takes account of and makes reasonable efforts to accommodate for the diversity of all children in implementing the Child Safe Standards relating to following standard.

5.1 Schools and school boarding premises must establish culturally safe environments in which the diverse and unique identities and experiences of Aboriginal children, young people and students are respected and valued.

Actions

1. In endorsing and documenting the following activities contained within this FIRE Carrier covenant, Sacred Heart School Tatura commits to completing or putting steps in place to complete all actions through measurable targets outlined by the dates set out in the timeline included.

2. This F.I.R.E Carrier covenant will be made accessible on the school's website to ensure adherence to the child safe standard referred to in the document.

3. A review at the end of school year will be conducted and the plan will be updated and passed to the following year's F.I.R.E Carrier coordinator / Indigenous Liaison Officer

Our Short Term and Long-Term Targets

6 Months 12 Months 2 Years Ongoing

SPITITUALITY

Focus Area: Learn, Teach, Share, Grow towards understanding Aboriginal Spirituality (Holistic)

Action	Responsibility	Timeline	Suggested Activities / Resources
Through Prayer and knowledge gain/engage a deeper awareness of justice issues.	All staff	Ongoing	Continue to incorporate Aboriginal prayers and symbols in liturgy by using the message stick during reading of the Word and at school masses.
Use Aboriginal prayers and songs for class prayer.	Classroom	Ongoing	Learn and use the Aboriginal Our Father for the opening of the school year mass, so that it may be used by community at other year level liturgies.
Explore the significance of spirituality in Aboriginal art.	Classroom	Ongoing Yearly / Ongoing	<i>Introduce John Dunn's Stations of the Cross to the St. Joseph's Community</i> <i>Explore purchase and implementation of Two-Way Cross for Easter time and other liturgies.</i>
Create an Aboriginal identity during time of Advent.	All Staff	Ongoing	<i>Perform 'Turning of the Coolamon Ceremony' using the Coolamon Liturgy during for Advent</i> <i>Use images of an Aboriginal nativity scene, Aboriginal Mary, Joseph and Jesus and create Aboriginal symbols for the Jesses and Christmas trees.</i>
Listen to Aboriginal Stories	All Staff	Ongoing Ongoing	Complete the Australian's Together Introduction Workshop with all staff Reading Dream Time stories appropriate to our Source of Life, Inquiry and Literacy Units.
Connections	Indigenous Liaison Officer All Staff	Yearly	Investigate local Aboriginal sites as possible excursion locations for all students.

Cultural Recognition & Awareness

Focus Area: Recognise Cultural Perspectives, Demonstrate Awareness

Action	Responsibility	Timeline	Suggested Measurable Target
Embrace Aboriginal stories and culture within school ceremonies.	Classroom Teachers F.I.R.E Carriers	Ongoing	Engage with local Aboriginal groups and organisations and make connections with local elders where possible.
	F.I.R.E Carriers	Ongoing	Acknowledge Country at school assemblies, gatherings, masses and in daily class prayer.
	F.I.R.E Carriers	Ongoing	Presenting of the message stick through a Gospel procession at masses. Holding the message stick during the reading of the Gospel at masses.
Publicly display our schools respect for Aboriginal people.	All Staff F.I.R.E Carriers	Ongoing	Acknowledge Country on the school website and in the school's printed material.
	School Admin	Ongoing	<i>Include the Acknowledgement of Country in the school newsletter</i>
	Indigenous Liaison Officer	Yearly / Ongoing	Commissioning of FIRE Carriers – <i>see in Practical Reconciliation.</i>
	Indigenous Liaison Officer	Ongoing	Exhibit FIRE Carrier flame in prominent position – entry to the school office.
	Classroom Teacher All Staff F.I.R.E Carriers	Ongoing Yearly / Ongoing	Display Aboriginal posters in classrooms and on display boards. Develop, maintain and update a Reconciliation Board. Celebrate Sorry Day and NAIDOC Week and commemorate the National Apology Day
Seek advice from ACM on cultural wisdom and seek knowledge of the local Aboriginal community.	Indigenous Liaison Officer F.I.R.E Carriers	As required	As needed seek advice through the CESL Aboriginal Education Team and the ACM
Engage in professional development and cross-cultural opportunities to	All Staff	Yearly	Identify and upskill staff in using Indigenous perspectives resources found both in the staff and student libraries.

better cater for the needs of Aboriginal students in our schools.	Indigenous Liaison Officer	Yearly	Provide professional development for staff – <i>See Practical Reconciliation.</i>
	All Staff	Yearly	Educate the school community of the Aboriginal story of the land on which the school is situated through masses, school events and in class.
	All Staff	Ongoing	Maintain Aboriginal perspectives in curriculum through lines – <i>see Practical Reconciliation.</i>

Practical Reconciliation & Justice

Focus Area: Walk the Journey, Put learnings into practice.

Action	Responsibility	Timeline	Suggested Measurable Target
Take Practical Measures toward Reconciliation and Justice	F.I.R.E Carriers All Staff Grade 5 / 6	Daily / Yearly	<i>Raise the Aboriginal flag daily (next to the Australian flag) and display the Torres Strait Islander flag (raise it on special event days, lower on Sorry Day).</i>
	F.I.R.E Carriers	Ongoing	Presenting of the message stick through a Gospel procession at masses. Holding the message stick during the reading of the Gospel at masses.
As a school community we commit to being active and intentional in working together in harmony for respect, unity and reconciliation.	Indigenous Liaison Officer	Ongoing	Inviting elders to significant events and school celebrations.
	F.I.R.E Carriers Indigenous Liaison Officer	Yearly Ongoing	Raising funds for OPENING THE DOORS FOUNDATION by Fire Carriers Leaders each year.
	School Community Indigenous Liaison Officer Student Pastoral Wellbeing	Ongoing Yearly review	Intentional focused work with staff, school board and parent community around Aboriginal prayers / reconciliation / reflections on our attitudes / information about what we are teaching.
	Indigenous Liaison Officer All Staff	Semesterly	One (1) staff meeting per semester dedicated to sharing of Indigenous Perspectives in learning and teaching.
Acknowledge and teach the 'true' history of Australia	Classroom Teachers All Staff	Ongoing / Yearly review	Teach and learn the truths of history, including the local Yorta Yorta history. Know the Victorian Curriculum and how to integrate Indigenous perspectives into various curriculum areas.
		Ongoing	<i>Allocate staff time to discuss this and create planning documents to support – as part of the Australian's Together Workshop. Termly reviews of implementation success.</i>
Empower the FIRE Carrier leaders to share the learning and message within the school	F.I.R.E Carriers Classroom Teachers	Yearly	FIRE Carrier Ceremony once yearly, to induct selected students and staff as FIRE Carriers. Ceremony to have a sacred focus and be held onsite with Catholic, spiritual and Indigenous rituals included.

	Indigenous Liaison Officer F.I.R.E Carriers	Ongoing	Reflection with F.I.R.E Carriers and nurture growth as a F.I.R.E Carrier.
	Indigenous Liaison Officer F.I.R.E Carriers	Yearly	Attend significant gatherings such as the Reconciliation Mass, Sorry Day breakfast/events, NAIDOC week celebrations, AsheFest activities with Aboriginal students and FIRE Carrier leaders.
	Indigenous Liaison Officer F.I.R.E Carriers	Yearly	Participate in knowledge sharing/focussed days/sessions with CESL Aboriginal Team and other local Aboriginal people. Both FIRE Carrier teachers and FIRE Carriers to access.
	Indigenous Liaison Officer F.I.R.E Carriers	Yearly	Participate in knowledge sharing/focussed days/sessions with CESL Aboriginal Education Team and other local Aboriginal people. Both FIRE Carrier teachers and FIRE Carriers to access.
	All Staff	Ongoing	Explicit teaching of Indigenous perspectives through the Victorian curriculum - as above.
	Indigenous Liaison Officer	Ongoing	Display and maintain Aboriginal artefacts in the front office with intent to access local Yorta Yorta artefacts. Add to this display over time

Ecological Stewardship

Focus Area: Ecological renewal and sustainability depends upon spiritual awareness and an attitude of responsibility – Caring for country

Action	Responsibility	Timeline	Suggested Measurable Target
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<p>Take Practical Measures toward teaching and learning of how Indigenous people cared for and lived off the land.</p>	<p>All Staff Indigenous Liaison Officer F.I.R.E Carriers Sustainability Team</p>	<p>Yearly / Ongoing</p>	<p>Provide professional development for staff – <i>See Practical Reconciliation</i></p>
	<p>Indigenous Liaison Officer</p>	<p>As Required</p>	<p>Engage a local Aboriginal elder/person to teach how local Aboriginal people have lived for tens of thousands of years.</p>
	<p>All Staff</p>	<p>Yearly / Ongoing</p>	<p><i>Providing opportunities for staff to access the caring for land historical resource – Dark Emu by Bruce Pascoe. Explicitly teach students about caring for the land through the use of Dark Emu for Kids by Bruce Pascoe.</i></p>
	<p>All Staff</p>	<p>Yearly</p>	<p>Know the Victorian Curriculum and how to integrate Indigenous perspectives into various curriculum areas. <i>Allocate staff time to discuss this and create planning documents to support. Australians Together</i></p>
<p>Develop the knowledge and skills of our sustainability leaders and F.I.R.E Carriers.</p>	<p>Indigenous Liaison Officer Sustainability Team Seniors Teachers</p>	<p>Yearly Review</p>	<p>Leadership Program for F.I.R.E Carriers and Sustainability Team for program discussions and implementation.</p>
	<p>F.I.R.E Carriers Sustainability Team</p>	<p>Ongoing</p>	<p>Whole class lessons focussing on sustainability through the eyes of historical Aboriginal practices.</p>
	<p>Indigenous Liaison Officer F.I.R.E Carriers</p>	<p>Seasonal Review</p>	<p><i>Explore opportunity for Native / Bush Tucker Garden within the school grounds. Explicitly teach students about the plants chosen, their background and how Aboriginal people have used them through time. Regular use of the garden for a variety of purposes.</i></p>

	Sustainability Leaders All Staff	Ongoing	Know the Victorian Curriculum and how to integrate Indigenous perspectives into various curriculum areas.
Engage in sustainable events and practices around the school.	Indigenous Liaison Officer	Yearly / Ongoing	<i>Sign up to Earth Care.</i>
	Whole School	Ongoing	Engage the whole school in Sandhurst Switches Off.
	Whole School	Yearly	<i>Celebrate Earth Hour.</i>
	Sustainability Team	Review	<i>Have a nude food blitz for term three.</i>
	Sustainability Team	Review	<i>Complete a waste audit for the whole school in term two and provide feedback to the school at assemblies</i>
	Sustainability Team F.I.R.E Carriers	Yearly	<i>Sustainability leaders share learning and provide opportunities for the whole school to be engaged and immersed in particular ways to help the land and country.</i>
Empower the FIRE Carrier leaders to share the learning and message within the school.	Indigenous Liaison Officer F.I.R.E Carriers	Yearly	FIRE Carrier Ceremony once yearly, to induct selected students and staff as FIRE Carriers. Ceremony to have a sacred focus and be held onsite with Catholic, spiritual and Indigenous rituals included.
	Indigenous Liaison Officer F.I.R.E Carriers	When Available	Attend significant gatherings such as the Reconciliation Mass, Sorry Day breakfast/events, NAIDOC week celebrations, AsheFest activities with Aboriginal students and FIRE Carrier leaders.
	Indigenous Liaison Officer F.I.R.E Carriers Staff	When Available	Participate in knowledge sharing/focussed days/sessions with CESL Aboriginal Education Team and other local Aboriginal people. Both FIRE Carrier teachers and FIRE Carriers to access.
	F.I.R.E Carriers	Ongoing	

	<p>Indigenous Liaison Officer F.I.R.E Carriers Staff</p> <p>F.I.R.E Carriers Whole School</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>FIRE Carriers to share their knowledge with other classes through presentations at assemblies and in all classes around the school. Leading Indigenous focussed whole school and class liturgies.</p> <p>Explicit teaching of Indigenous perspectives through the Victorian curriculum - as above in Practical Reconciliation.</p> <p>Display and maintain Aboriginal artefacts in the front office with intent to access local Yorta Yorta artefacts. Add to this display over time.</p>
<p>Share the story of totems, how they are attached to the environment and what that means for us today regarding Ecological Stewardship.</p>	<p>Indigenous Liaison Officer F.I.R.E Carrier Sustainability Team</p>		<p><i>Explore opportunity to create an Indigenous space as a learning space to tell this story. Incorporate into this space the Native/Bush Tucker Garden.</i></p> <p><i>Assist the FIRE Carriers and Sustainability Team with the process of planning, fundraising and implementing the garden, space and / or project.</i></p>