



Catholic Schools
Parramatta Diocese

Innovate Reconciliation Action Plan

July 2025 - July 2027



RECONCILIATION
ACTION PLAN

INNOVATE

PICTURED: Smoking Ceremony at 2022 Catholic Schools NSW Aboriginal and Torres Strait Islander Education Conference, Gundungurra Country, Blue Mountains |
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Acknowledgement of Country

Catholic Schools Parramatta Diocese acknowledges the Darug and Gundungarra People who are the Traditional Custodians of Country across Western Sydney and the Blue Mountains; Country our organisation operates on.

We thank them for their love and care for the land and waterways for thousands of years.

We pay our respects to Darug and Gundungarra Elders past, present and emerging and extend that to all Aboriginal and Torres Strait Islander peoples including our students, staff and community.



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Our Innovate RAP artwork

‘Faith, Hope, Love’

At Catholic Schools Parramatta Diocese, faith, hope and love form a circle that holds our students, families and communities in safety, belonging and care. This sacred circle is sustained by Country—nurturing us, teaching us and holding our stories. Within this circle First Nations voices are not only heard, they are honoured, and their stories are woven into the fabric of the shared learning journey.

Faith guides us to create learning environments where faith is not just taught, but encountered; where students, families and staff grow spiritually and intellectually, walking together in trust and purpose towards meaningful and flourishing lives.

Hope is what drives us forward to a future shaped by unity and shared responsibility, planting the seeds of hope by working together to heal, to listen, to learn, and to build a better tomorrow.

Love is our foundation; it shapes every relationship we form, action we take and word we speak. It is what makes every person feel safe, supported and free to be themselves. In loving Jesus and loving people, we create a community where every voice matters and everyone belongs.

About the artist

Amy Allerton

Amy is the founder and Director of Indigico Creative, a graphic designer, photographer, cultural consultant and contemporary Aboriginal artist. Amy is a Gumbaynggirr and Bundjalung woman whose family's traditional land is located in the Clarence Valley in a rural area called Cangai in NSW. Amy's identity is strongly grounded in Gomeroi culture, history, dreaming, art and language having been born and raised in Tamworth, NSW, where she still lives with her husband, Rick, and two children.

Amy first started her business journey as a graphic designer in 2014 and has since been collaborating with businesses and partnering with communities Australia-wide to creatively communicate the stories that bring us together. After reconnecting with her artistic roots, Amy merged her skills in digital communication design with her art expression to deliver a modern approach to Aboriginal storytelling in the form of digital art.

Amy's artworks are an extension from her journey of exploring her own cultural identity, bringing her unique ability to speak in colour and imagery to create visual representations of the journeys and values of organisations and communities.

PICTURED: Amy Allerton |
© Indigico Creative



A Message from the Chair

We are proud to present our Innovate Reconciliation Action Plan for 2025 to 2027. Our commitment to reconciliation is unwavering, and we recognise the vital role education plays in building a more just and inclusive future. Together we will foster unity, empowerment, and meaningful change within Catholic Schools Parramatta Diocese (CSPD).

We are dedicated to strengthening educational opportunities and outcomes for Aboriginal and Torres Strait Islander students across Catholic schools in Western Sydney and the Blue Mountains. Our focus is on creating inclusive learning environments where First Nations students feel seen, supported, and empowered to thrive. We remain committed to increasing opportunities for First Nations teachers and education leaders, ensuring that Aboriginal and Torres Strait Islander people's perspectives and knowledge are embedded within our curriculum, schools and workforce.

Our commitment extends to fostering deeper relationships with First Nations communities, enhancing cultural understanding among staff and students, and providing professional development opportunities in cultural competence for teachers, school leaders and support teams. We will also expand our engagement with First Nations businesses and suppliers to ensure Catholic Schools Parramatta Diocese reflects and supports the communities we serve.

To truly advance reconciliation, we recognise that education is key—not just for students but for all members of our school and office communities. That's why we will continue to invest in cultural capability, include Aboriginal and Torres Strait Islander histories and cultures in our way of working, and ensure that reconciliation is embedded in the everyday experiences of our staff and students. We know that words alone are not enough—real change comes from sustained action and a shared commitment across all levels of our system, from leadership through to our classrooms.

We look forward to delivering on our commitments in this Reconciliation Action Plan and working together to build a future where education is a powerful force for reconciliation and understanding.

Elizabeth Crouch AM
Chairperson



A Message from our RAP Champions

On 29 November 1986, Pope John Paul II addressed the Aboriginal and Torres Strait Islander Peoples in Alice Springs. It's a famous reflection that is also associated with a sense that this red earth, so far from either Rome or Jerusalem, can be fully recognised as "terra sancta", holy land. Further, it reads as an affirmation of the dignity of First Nations people and recognition of connection between Aboriginal identity including spirituality and the Catholic faith.

"You are part of Australia and Australia is part of you. And the Church herself in Australia will not be fully the Church that Jesus wants her to be until you have made your contribution to her life and until that contribution has been joyfully received by others."

Many years have passed since Pope St John Paul II delivered these powerful words of hope for First Nations peoples. Since these significant comments from the leader of the global Church, the Australian Catholic Church established the National Aboriginal and Torres Strait Islander Catholic Council (NATSICC), the peak advisory body to the Australian Catholic Bishops on issues relating to Aboriginal and Torres Strait Islander Catholics in 1992. In 1996, The Church issued a heartfelt apology to the Stolen Generations.

Yet reconciliation remains unfinished business for our Church and our nation, as seen in the recent unsuccessful referendum on the Indigenous Voice to the Australian Parliament. Our second Reconciliation Action Plan (RAP) is a meaningful commitment to taking this unfinished business forward, as Catholic Schools Parramatta Diocese and as Church.

We would like to thank artist Amy Allerton for her work on our new RAP artwork, together with many of our First Nations students and staff. Amy has named the artwork, "Faith, Hope and Love". The Gospel tradition of Charity or Love is rooted in the understanding of a love and charity that transforms lives. It is a "caritas" that has a heart for justice and service through actions that lovingly transform and achieve justice. Our call to charity and love is radical inclusion and justice.

It is love that initiates respect and leads us to work together for justice with our First Nations colleagues, students, families and friends. In his letter to the Corinthians, St Paul reminds us that love is "the best way of all" (1 Corinthians 12: 31). He goes on to say, "*As it is, these remain: faith, hope and love, the three of them; and the greatest of them is love.*" (1 Corinthians 13:13).

Jack de Groot
Chief Executive Officer



Elizabeth Scully
*Executive General Manager
Communications & Engagement*



Reconciliation Australia CEO Statement

Reconciliation Australia commends Catholic Schools Parramatta Diocese (CSPD) on the formal endorsement of its inaugural Innovate Reconciliation Action Plan (RAP).

Commencing an Innovate RAP is a crucial and rewarding period in an organisation's reconciliation journey. It is a time to build strong foundations and relationships, ensuring sustainable, thoughtful, and impactful RAP outcomes into the future.

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

This Innovate RAP is both an opportunity and an invitation for CSPD to expand its understanding of its core strengths and deepen its relationship with its community, staff, and stakeholders.

By investigating and understanding the integral role it plays across its sphere of influence, CSPD will create dynamic reconciliation outcomes, supported by and aligned with its business objectives.

An Innovate RAP is the time to strengthen and develop the connections that form the lifeblood of all RAP commitments. The RAP program's framework of relationships, respect, and opportunities emphasises not only the importance of fostering consultation and collaboration with Aboriginal and Torres Strait Islander peoples and communities, but also empowering and enabling staff to contribute to this process, as well.

With close to 3 million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. CSPD is part of a strong network of more than 3,000 corporate, government, and not-for-profit organisations that have taken goodwill and intention, and transformed it into action.

Implementing an Innovate RAP signals CSPD's readiness to develop and strengthen relationships, engage staff and stakeholders in reconciliation, and pilot innovative strategies to ensure effective outcomes.

Getting these steps right will ensure the sustainability of future RAPs and reconciliation initiatives, and provide meaningful impact toward Australia's reconciliation journey.

Congratulations CSPD on your Innovate RAP and I look forward to following your ongoing reconciliation journey.

Karen Mundine
Chief Executive Officer
Reconciliation Australia



Our Vision for Reconciliation



At Catholic Schools Parramatta Diocese, our vision for reconciliation is grounded in Christ's message of love and justice. We aspire to be the system of choice for education, employment and partnerships with First Nations peoples, communities and Traditional Custodians across Darug and Gundungurra Country (Western Sydney and the Blue Mountains), home to the largest urban population of First Nations peoples in Australia.

Our strategy calls us to enrich the lives of students through education grounded in excellence, inclusivity and Catholic tradition. We understand the importance of contributing to a number of Closing the Gap targets, specifically Targets 5, 6, 7, 8 and 14, and commit to deepening our organisation's cultural safety so that Aboriginal and Torres Strait Islander students are able to achieve their full learning potential and are supported into further education or employment opportunities following their time at school.

As an organisation with over 6,500 staff, we want our workforce to reflect the communities we operate in. We commit to better understanding those who identify as Aboriginal and/or Torres Strait Islander peoples across our system, increasing First Nations

leadership representation as well as providing a culturally safe workplace and acknowledging and alleviating cultural load.

We acknowledge the historical pain inflicted upon Aboriginal and Torres Strait Islander peoples by the Church, including Catholic schools. We seek to continue healing this relationship by enacting environments of truth telling and listening and walking together in synodality. We have observed the similarities shared between many First Nations peoples and our Catholic traditions in creation, justice, healing and compassion. We endeavour to partner with and invite Aboriginal and Torres Strait Islander peoples and communities, the local Church and other education providers to walk with us on our reconciliation journey.

Catholic Schools Parramatta Diocese commits to bringing this vision to life through flourishing partnerships guided by Aboriginal and Torres Strait Islander peoples, Catholic Social Teaching and the spirit of reconciliation.

Our Business

With 80 schools across Western Sydney and the Blue Mountains, Catholic Schools Parramatta Diocese (CSPD) serves one of the fastest-growing areas of NSW, stretching from Dundas Valley east of Parramatta, north to Richmond, west to Katoomba and south to Luddenham.

There are 58 primary schools and 22 secondary schools, two trade and inquiry campuses, seven co-located Early Learning Centres, 56 co-located Out of School Hours Services, and three High Support Learning settings in the Diocese catering to more than 46,000 students. With 6,500 staff based across our 80 schools and four office locations (three in Parramatta and one in Rooty Hill), we are one of the largest employers in Western Sydney and the Blue Mountains.

PICTURED: Primary students participating in a Smoking Ceremony | © Catholic Schools Parramatta Diocese

In late 2024, CSPD implemented a new Human Resources Information System (HRIS) that will assist the organisation to capture employee data including whether staff choose to identify as an Aboriginal and/or Torres Strait Islander person. This is an ongoing process, and we look forward to strengthening this data as we continue to roll out delivery of our HRIS. We are specifically committed to working with Aboriginal and Torres Strait Islander teaching staff across CSPD schools and hearing about their experiences in our workforce and look forward to using this data to ensure we are focused on their retention and ongoing professional development.

CSPD is a leader in Vocational Education and Training through our highly successful trade training programs including at CathWest Innovation College, vocational education and training programs across 26 sites and our virtual School of Now.

We work with a range of stakeholders and partners across the Catholic education sector, government (local, state and federal), universities, sporting and retail organisations, construction companies, and many others.

Parish and school communities work together to provide faith-filled, welcoming and caring environments that nurture young people to grow in faith and learning. Under the pastoral leadership of the Bishop of Parramatta, the Most Reverend Vincent Long Van Nguyen OFM Conv DD, students and staff are encouraged to reach out to those most in need.

CSPD recognises the work of our Innovate RAP is predominantly focused on our Support Teams staff but is committed to encouraging our schools to engage with the Narragunnawali Program as we walk the journey of reconciliation together.



Our historic commitment to Reconciliation and First Nations peoples




PICTURED: CSPD Students performing a cultural dance |
© Catholic Schools Parramatta Diocese

Reflect RAP

In September 2021, CSPD formalised its commitment to reconciliation by launching its first RAP, Reflect, which was successfully implemented by September 2022. Despite being on the journey of reconciliation for years through our commitment to First Nations education, it was through the Reflect RAP where CSPD began to deepen its understanding of reconciliation and the importance of humbly approaching this work as well its sphere of influence and ways it can make a positive impact across the organisation.

CSPD successfully delivered most deliverables outlined in the Reflect RAP with only two rolling over into our Innovate RAP, meaning CSPD is well prepared to continue growing in this space. Some key learnings from the Reflect RAP include:

- The need to not only include but to be led and informed by Aboriginal and Torres Strait Islander peoples and work in all First Nations related activities.
 - Cultural load is a serious issue that must be appropriately addressed to support the wellbeing of Aboriginal and Torres Strait Islander staff. This will be explored further through CSPD's Innovate RAP.
 - Organisational engagement is imperative to the success of a RAP to ensure staff feel empowered in the reconciliation journey both personally and professionally.
 - Reconciliation must be championed by senior leadership.
 - First Nations peoples must have a seat at the table and CSPD has endeavoured to ensure strong First Nations representation in our Innovate RAP Advisory Committee.
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Jarara

Historically, CSPD has had a combination of both First Nations and non-First Nations support staff in clusters to drive First Nations education in schools that were focused on providing individual First Nations student support.

With a shifting culture across CSPD, it became clear that a change in structure was necessary to meet the growing needs of First Nations students and school ecosystems. Over the course of CSPD's Reflect RAP, it became clear that a more strategic and well-resourced approach to First Nations education was needed which led to the creation of our Jarara Cultural Centre. 'Jarara' is a Wiradjuri word meaning 'water tumbling over rocks'.

The Jarara Cultural Centre, based out of our Aengus Kavanagh Centre in Rooty Hill, is comprised of 10 staff members, majority First Nations peoples, who work with CSPD students, their families, schools and communities. Their work consists of:

- Developing personalised cultural pathways (PCPs) with the aim being to ensure all students feel they are known to the school
- Developing personalised pathway plans for students in grades 10, 11 and 12
- Providing curriculum support to ensure First Nations perspectives are embedded and taught to all students
- Providing cultural competence in schools and teams to build capacity and understanding of First Nations peoples, histories and cultures
- School based cultural activities by providing opportunities to schools to engage and learn
- Engaging with community to seek advice and support community needs
- Support the wellbeing and advocacy of students by partnering with our Wellbeing and Attendance teams
- Advocating for First Nations families of CSPD for enrolment support, fee support and uniform fees
- Supporting Aboriginal and Torres Strait Islander students with their own individual cultural connections

The work of Jarara often goes beyond the above and is reactive to the needs of our community to ensure the ways of Aboriginal and Torres Strait Islander Ancestors and Elders continues in our communities.



PICTURED: CSPD student having their face painted with traditional ochre | © Catholic Schools Parramatta Diocese

Partnerships with Aboriginal and Torres Strait Islander Organisations and Businesses

To drive positive relationships and provide opportunities for young First Nations peoples, CSPD has formed partnerships with the below organisations. We thank them for their ongoing engagement and support as we seek to drive positive outcomes.

- Baabayn Aboriginal Corporation
- NRL School to Work
- Murama Cultural Load
- Murama Junior Rangers
- CareerTrackers
- Jannawi Dance Plan
- Western Sydney Airport and Connectivity Centre
- Australian Catholic University
- Blacktown Arts Centre
- Royal Botanic Gardens Aboriginal Education and Engagement
- Aboriginal Employment Strategy
- Linkup
- Yenu Allowah
- Merana Aboriginal Corporation
- Kimberwalli
- Darug Strategic Management Group
- Mission Australia
- Sydney Olympic Park Authority
- Indigenise
- Mawambal Reference Group
- TIPIAC
- Indigenous Culinary Institute
- Kallico Catering
- Indigico Creative
- NITV
- Dalmarri
- Greater Western Aboriginal Health Service
- Mt Druitt and Blacktown Youth Service Network

Reconciliation focused efforts across CSPD



Cultural Learning Uplift

In late 2024 in preparation for the launch of our Innovate RAP, CSPD's Executive Leadership team (ELT) and members of the Board undertook a two-hour truth telling workshop with BlackCard. The workshop sought to educate, engage and empower participants with knowledge of First Nations histories, cultures as well as speak to the ongoing impacts of colonialism in Australia.

The ELT participating in this workshop kicked off our commitment to cultural learning, a key focus for our Innovate RAP, and demonstrates our commitment to unlearning and learning in reconciliation.

Additionally, our Innovate RAP Working Group and key staff in reconciliation undertook a four-hour face to face workshop with BlackCard. This workshop focused on elevating the cultural awareness of participants, exploring ways to respectfully engage with First Nations peoples and communities in alignment with Innovate RAP deliverables as well as grew their understanding of truth telling, First Nations issues and affairs as well as fostering a sense of ongoing learning in reconciliation.

We thank BlackCard for joining CSPD on our cultural learning journey and look forward to a fruitful partnership throughout our Innovate RAP.

Staff across CSPD are also offered the opportunity to participate in 'Crossing Cultures, Hidden Histories', a transformative professional learning experience aimed at all CSPD staff and designed to deepen their understanding of Aboriginal and Torres Strait Islander peoples, cultures and 65,000-year history.

This immersive workshop is endorsed by Catholic Schools New South Wales (CSNSW) and Julie Waddell, Lead at CSPD's Jarara Cultural Centre, and explores First Nations history through powerful artwork, storytelling and reflection. Participants gain insight into the lasting impact of government policies, intergenerational trauma and the importance of cultural identity which in turn builds their capacity to be culturally responsive in our schools and communities we operate in, engage in meaningful conversations and develop strategies to support Aboriginal and Torres Strait Islander students.

Further, 'Crossing Cultures, Hidden Histories' embeds the Australian Institute for Teaching and School Leadership's (AITSL) 'Building a culturally responsive Australian teaching workforce' Report and 'Indigenous cultural responsiveness self-reflection' Tool through this immersive professional learning.

It is also consistently referred to through the Jarara Team Teach Network; a group of educators who meet quarterly to share best practice and celebrate student outcomes.

Cultural and Ceremonial Leave

As part of our commitment to fostering an inclusive and respectful workplace, CSPD launched its Cultural and Ceremonial Leave in August 2023. This additional three day paid leave recognises and enables Aboriginal and Torres Strait Islander staff to participate in cultural practices and ceremonies and uphold cultural responsibilities without the burden of sacrificing their personal leave. Through this leave policy, we are working to create a culturally safe workplace that respects and values the unique contributions of Aboriginal and Torres Strait Islander cultures.

CSPD Teacher Scholarship Program

The CSPD Teacher Scholarship Program is a valuable initiative aimed at supporting Year 12 students from CSPD schools who aspire to pursue full-time teaching degrees. Focused on fostering education among Aboriginal and Torres Strait Islander students, the program collaborates with the Jarara Team to provide tailored support for aspiring educators.

Currently, there are 5 First Nations students participating in the 2024 Teacher Scholarship Cohort and 6 First Nations students in the 2025 Teacher Scholarship Cohort. This increase in applications highlights the program's importance and its role in encouraging more First Nations students to enter the teaching profession.

Commitment to Closing the Gap

In alignment with the Federal Government's 'Closing the Gap' Report, CSPD commits to developing an annual report showcasing our organisation's efforts to contributing to Closing the Gap targets and outcomes that focus on positive health and wellbeing, families and kin, justice for all, connection to Country, culture and languages, employment and economic development as well as education and early years development. Our organisation is specifically committed to contributing to Targets 5, 6, 7, 8 and 14 however our work may contribute to other Targets that will be captured in our annual Closing the Gap Report.

As an organisation with an unwavering commitment to Aboriginal and Torres Strait Islander communities, students, and families, we will be aligning our analytical framework and discussion of our efforts with the approach adopted in the Federal Government's annual reports beginning with the Commonwealth's Closing the Gap 2024 Annual Report and 2025 Implementation Plan.

This approach groups the socio-economic outcomes and targets into seven interrelated areas, reflecting the need to develop actions holistically to advance the aspirations of First Nations peoples. The importance of this approach cannot be overstated in the collective effort to close the gap between First Nations and non-First Nations peoples, particularly because these outcomes and targets are not only interconnected but also mutually reinforcing.

While all Australian governments share responsibility for working with their partners to implement actions, programs, and initiatives that contribute to achieving the Closing the Gap goals, all organisations – including non-governmental education providers such as CSPD – also play a crucial role. In this first edition of Catholic Schools Parramatta Diocese (CSPD) Closing the Gap Report 2025, we focus on recognising, acknowledging, and celebrating the strengths and resilience of Aboriginal and Torres Strait Islander peoples and cultures, rather than adopting the often-counterproductive emphasis on deficits and deficiencies. This strengths-based approach enables us to work effectively with First Nations students and families through the various support mechanisms available across our schools and the organisation.

Through many of the deliverables outlined within this RAP, CSPD will continue to deepen its commitment to closing the gap.



Our Lady of the Way Primary Emu Plains

At Our Lady of the Way Primary, their commitment to honouring and celebrating Aboriginal cultures is brought to life through weekly, one-hour lessons in Darug language and culture for students from Kindergarten to Year 6. These lessons encompass language acquisition, respect for cultural heritage, and an understanding of key historical events, fostering a deep appreciation and respect for Aboriginal traditions within our school community. The lessons have profoundly impacted students, enhancing cultural awareness and strengthening the school's inclusive environment.

To further foster an inclusive environment in the school all meetings and school events begin with an Acknowledgement of Country led by First Nations students, underscoring respect for and connection to the land. Our Lady of the Way has also created a digital Acknowledgement of Country for consistent use in gatherings.

Additionally, in 2024 the school introduced an annual celebration dedicated to Aboriginal cultures, including captivating storytelling through dance and a visit from Aboriginal author, Gregg Dreise, allowing students to experience the richness of Aboriginal narratives and traditions firsthand.



St Columba's Catholic College Springwood

In 2024, Aboriginal and Torres Strait Islander students from several CSPD schools came together in the Blue Mountains for the inaugural Aboriginal and Torres Strait Islander Senior Students Forum at St Columba's Catholic College Springwood.

Led by St Columba's staff and CSPD's Jarara Cultural Centre, the event offered amazing opportunities for students to explore career pathways including CSPD's Teacher Scholarship program, engage in cultural activities, meet other First Nations students and take part in an engaging student panel looking at education, employment and the cultural experiences of young people in Western Sydney. The Forum will continue to run annually as we support our First Nations senior students transition beyond secondary education into further education or employment.



PICTURED: 2025 Aboriginal and Torres Strait Islander Senior Students Forum | © Catholic Schools Parramatta Diocese

Xavier College Llandilo

Xavier College Llandilo is committed to fostering reconciliation by promoting respect, understanding, and meaningful engagement between Aboriginal and Torres Strait Islander communities and the wider school community. Each year, all incoming Year 7 students participate in a Cultural Immersion Day, where they are introduced to Aboriginal histories, languages, and cultural practices, laying the foundation for a deep respect and understanding that they will carry throughout their time at the college.

Xavier College also offers First Nations student leadership opportunities centred on reconciliation, enabling students to actively contribute to initiatives that strengthen community connections and promote cultural awareness.

Additionally, Xavier College hosts a First Nations student-led art exhibition that provides a creative platform for students to express their reflections on reconciliation, celebrate Aboriginal and Torres Strait Islander arts and cultures, and foster open dialogue within the school community. Through these initiatives, alongside Acknowledgement of Country at gatherings and partnerships with local Aboriginal Elders, Xavier College is empowering students to be champions of a respectful and unified future.

St Agnes Catholic High School Rooty Hill

St Agnes Catholic High School actively promotes reconciliation through a range of initiatives that foster cultural understanding, inclusivity, and respect. Student cultural leaders advocate for reconciliation within the school, while a dedicated staff leadership position focuses on cultural diversity and inclusion, ensuring these values are embedded in school practices.

St Agnes also facilitates representation in the Aboriginal Education Consultative Group (AECG), amplifying the voices of Aboriginal and Torres Strait Islander students in discussions on education.

The school has hosted Kinchela Uncles for truth-telling sessions, allowing students and staff to learn firsthand about historical injustices and the importance of truth in reconciliation. Weekly sessions with the Jarara Cultural Centre offer further engagement opportunities, deepening students' connection to their cultural heritage.

Additionally, St Agnes offers Aboriginal Studies in Stage 6, enabling students to explore Aboriginal histories and contributions in greater depth and supporting informed, respectful dialogue on social justice and reconciliation.



PICTURED: Jannawi Dance Clan with CSPD students performing at Jamison Park, Penrith, NAIDOC Week 2024 | © Catholic Schools Parramatta Diocese

Our RAP Governance

RAP Advisory Committee

Our RAP Advisory Committee will meet quarterly and is responsible for scoping how CSPD will contribute to and advance reconciliation across our organisation and in the communities we operate in.

- **Jack de Groot** | CEO, RAP Champion & Chair of the RAP Advisory Committee
- **Elizabeth Scully** | Executive General Manager Communications & Engagement & RAP Champion
- **Amanda Fotheringham** | RAP Project Manager (Gamilaroi & Muruwari)
- **Julie Waddell** | Jarara Lead (Gamilaroi)
- **Lyndal Simmonds** | Jarara Lead (Yuin)
- **Daniel Lynch** | Executive General Manager People & Culture
- **Gerard Giesekam** | Executive General Manager Finance & Infrastructure
- **Lucy-Ann Quartey** | Engagement Director (Greater Sydney) at National Indigenous Australians Agency & parent of First Nations students in CSPD Schools (Badulgal and Meriam)
- **Dr Georgia Durmush** | Senior Lecturer at Western Sydney University (Weilwan & Gomeroi)

RAP Working Group

The RAP Working Group has been established to support our RAP Advisory Committee and the implementation of deliverables outlined within our Innovate RAP. The RAP Working Group will meet monthly.

- **Amanda Fotheringham** | RAP Project Manager & Chair of the RAP Working Group (Gamilaroi & Muruwari)
- **Yvette King** | RAP Officer (Gomeroi)
- **Alex Manning** | Talent Acquisition Manager
- **Brooke Scarfe** | Industrial Relations Advisor
- **Jeremy Hind** | Head of IT Education Platform
- **Kath Grant** | Employee Relations Manager
- **Kristy Haywood** | Executive Assistant, Communications & Engagement
- **Mark Compton** | Head of Student Engagement & former CSPD Principal
- **Michael Hopley** | Lead Manager GREP, Ambrose Consultant & former CSPD Principal
- **Murray Liddle** | Procurement & Contracts Manager
- **Olivia O'Connor** | Communications Manager
- **Siao Cooper** | Organisational Development Manager
- **Virginia Fortunat** | Mission Partner

Relationships

Building strong relationships between First Nations peoples and non-First Nations peoples is crucial to CSPD because it fosters an inclusive, respectful, and culturally aware learning environment. This will be evident in the way we engage with and respond to feedback from community members. These relationships promote mutual understanding, value diverse perspectives, and help bridge historical gaps ensuring that all students and staff feel valued and supported.


For Aboriginal and Torres Strait Islander students, CSPD seeks to create and foster a sense of connection and pride in cultural heritage while also enhancing the educational experience for non-First Nations students by broadening their understanding of Australia's rich cultural landscape. This is predominantly delivered by Jarara Cultural Centre and their partnerships for our students. As a result, this work cultivates a more harmonious society where everyone can contribute to and benefit from a shared commitment to reconciliation, equity, and social justice.




Action	Deliverables	Timeline	Responsibility
1 Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations	Research best practice and principles that support partnerships with Aboriginal and Torres Strait Islander stakeholders and organisations	July 2025	EGM Communications & Engagement
	Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement including NATSIEC, Muru Mittigar, Merana, Darug Custodian Aboriginal Corporation and Baabayn Aboriginal Corporation	December 2025	Lead: RAP Project Manager Support: EGM Communications & Engagement
	Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations	March 2026	EGM Communications & Engagement
	Develop and implement a First Nations Education Strategy	July 2026	EGM Learning Outcomes



Action	Deliverables	Timeline	Responsibility
2 Build relationships through celebrating National Reconciliation Week (NRW)	Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff	May 2026 & 2027	EGM Communications & Engagement
	RAP Advisory Committee members to participate in an external NRW event	27 May - 3 June 2026 & 2027	RAP Project Manager
	Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW	27 May - 3 June 2026 & 2027	Chief Executive Officer
	Organise at least one NRW event each year	27 May - 3 June 2026 & 2027	EGM Communications & Engagement
	Register all our NRW events on Reconciliation Australia's NRW website	May 2026 & 2027	EGM Communications & Engagement
3 Promote reconciliation through our sphere of influence	Develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce	July 2026	EGM Communications & Engagement
	Explore and maintain membership with Reconciliation NSW	July 2025	RAP Project Manager
	Become part of Reconciliation NSW's Reconciliation Industry Networking Group (RING)	October 2025	RAP Project Manager
	Communicate our commitment to reconciliation publicly	March 2026 & 2027	Lead: Chief Executive Officer Support: EGM Communications & Engagement
	Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes	December 2025 & 2026	Lead: Chief Executive Officer Support: EGM Communications & Engagement and RAP Project Manager

Action	Deliverables	Timeline	Responsibility
	Collaborate with RAP organisations and other like-minded organisations to develop innovative approaches to advance reconciliation	December 2025 & 2026	RAP Project Manager
	Develop the CSPD Closing the Gap Report delivered in line with the federal government reporting timeline and strategy	March 2026 & 2027	EGM Communications & Engagement
	Celebrate the work of Aboriginal and Torres Strait Islander staff and students by creating relevant communications content, seeking media coverage and award nominations	July 2025 & 2026	EGM Communications & Engagement
	Connect with other Catholic Dioceses to explore the relationship between Catholicism and First Nations spirituality	March 2026	EGM Mission
	Support communities across our Diocese to celebrate Catholicism and First Nations spirituality	July and December 2025 & 2026	EGM Mission
	Develop digital collateral for all CSPD resources i.e. Acknowledgement of Country, NRW and NAIDOC Week celebrations	July 2025 & 2026	EGM Information Technology
 Promote positive race relations through anti-discrimination strategies	Research best practice and policies in areas of race relations and anti-discrimination	July 2025	EGM People & Culture
	Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs	March 2026	EGM People & Culture
	Develop, implement, and communicate an anti-discrimination policy for our organisation	December 2026	EGM People & Culture
	Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to consult on our anti-discrimination policy	July 2026	Lead: RAP Project Manager Support: EGM People & Culture



Action	Deliverables	Timeline	Responsibility
	Educate senior leaders on the effects of racism	March 2026 & 2027	Lead: RAP Project Manager Support: EGM People & Culture
	Review all CSPD school libraries to ensure First Nations focused materials are culturally appropriate and use strengths-based language	July 2026	Lead: EGM Information Technology Support: EGM Learning Outcomes
 Promote Narragunnawali: Reconciliation in Education to staff and external stakeholders	Promote Reconciliation Australia's Narragunnawali: Reconciliation in Education program to all our schools, and encourage these schools to develop their own RAPs via the Narragunnawali platform	February 2026 & 2027	EGM Communications & Engagement
	Identify key reconciliation staff to participate in workshops run by the Narragunnawali team to build capacity across the organisation about how to support schools and services to effectively utilise the Narragunnawali platform and resources to drive reconciliation in education	December 2025	Lead: EGM Learning Outcomes Support: RAP Project Manager
	Encourage teaching staff to engage with the professional learning (including webinar) resources available via Reconciliation Australia's Narragunnawali: Reconciliation in Education online platform	December 2025 & 2026	EGM Communications & Engagement
	Encourage schools to sign up to the Narragunnawali News mailing list	December 2025 & 2026	EGM Communications & Engagement
	Nominate schools within our network that have shown exceptional commitment to reconciliation for a 2025 and 2027 Narragunnawali Award	January 2027	EGM Communications & Engagement
	Help promote and encourage schools that have shown exceptional commitment to reconciliation to apply for the 2025 and 2027 Narragunnawali Awards	January 2027	EGM Communications & Engagement
	Support one CSPD school to implement a Narragunnawali RAP	March 2027	RAP Project Manager



Respect

Respect is at the heart of our beliefs as an organisation and we seek to embed this across our schools and in our workplaces each day. CSPD recognises how imperative it is to build and foster respectful relationships with First Nations students, staff members, communities and the organisations we work with.

CSPD aims to create a culturally safe environment for all members of our community and this is achieved through respectful two-way relationships, listening to and elevating First Nations voices and acknowledging truth telling in all of our work.



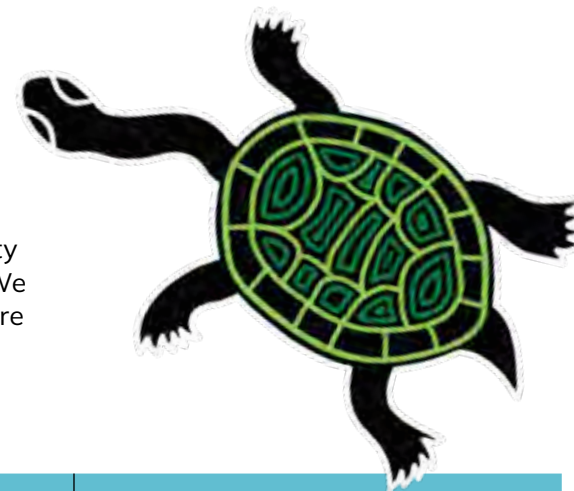
Action	Deliverables	Timeline	Responsibility
 Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning 	Conduct a review of cultural learning needs within our organisation	March 2026	Lead: EGM People & Culture Support: RAP Project Manager
	Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors to inform our cultural learning strategy	June 2026	Lead: EGM People & Culture Support: RAP Project Manager
	Develop, implement, and communicate a cultural learning strategy document for our staff	March 2027	Lead: EGM People & Culture Support: RAP Project Manager
	Provide opportunities for RAP Advisory Committee and Working Group members, P&C Managers and other key leadership staff to participate in formal and structured cultural learning	December 2025 & 2026	Lead: RAP Project Manager Support: EGM People & Culture
	Executive Leadership and Senior Leadership to participate in cultural capability training on an annual basis	December 2025 & 2026	Lead: RAP Project Manager Support: EGM People & Culture
	Implement cultural learning into CSPD onboarding processes	December 2026	Lead: EGM People & Culture Support: EGM Information Technology
	Explore and deliver professional learning and development opportunities for CSPD staff teaching First Nations spirituality as part of Religious Studies in CSPD schools	September 2026	Lead: EGM Mission Support: EGM People & Culture



Action	Deliverables	Timeline	Responsibility
	Explore First Nations spirituality learning opportunities for employee groups including our Faith In Action Coordinators (FIAT) to be included in our system Cultural Learning Strategy	December 2025 & 2026	Lead: EGM Mission Support: EGM People & Culture
7 Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols	Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols	December 2026	EGM Communications & Engagement
	Develop, implement and communicate a cultural protocol document, including protocols for Welcome to Country and Acknowledgement of Country	December 2026	Lead: EGM Communications & Engagement Support: RAP Project Manager
	Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year	December 2025 & 2026	EGM Communications & Engagement
	Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings	December 2025 & 2026	Lead: Chief Executive Officer Support: EGM Communications & Engagement
	Explore and deliver ways to acknowledge First Nations peoples in liturgy across CSPD	September 2026	EGM Mission
8 Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week	RAP Advisory Committee to participate in an external NAIDOC Week event	First week in July 2025 & 2026	RAP Project Manager
	Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week	June 2025 & 2026	EGM People & Culture
	Promote and encourage participation in external NAIDOC events to all staff	June 2025 & 2026	Chief Executive Officer
	Organise and host at least one NAIDOC Week event for Support Teams staff	First week in July 2025 & 2026	EGM Communications & Engagement

Opportunities


As an organisation that operates across Western Sydney and the Blue Mountains, CSPD recognises the opportunity it has to positively contribute to reconciliation in areas of employment, procurement and enrolment opportunities. We want to ensure that our workplace and schools reflect the communities we operate in and efforts to bring that desire to fruition are highlighted in the work we are committed to delivering over the duration of our Innovate RAP.




Action	Deliverables	Timeline	Responsibility
 Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development	Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities	December 2025	EGM People & Culture
	Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy	June 2026	Lead: EGM People & Culture Support: RAP Project Manager
	Develop and implement an Aboriginal and Torres Strait Islander recruitment, retention and professional development strategy	December 2026	Lead: EGM People & Culture Support: RAP Project Manager
	Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders	June 2025	EGM People & Culture
	Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace	September 2025 & 2026	EGM People & Culture
	Establish an annual conference for Aboriginal and Torres Strait Islander staff focused on connection and professional development	May 2026 & 2027	EGM Communications & Engagement






Action	Deliverables	Timeline	Responsibility
	Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation	June 2025	EGM People & Culture
	Maintain CSPD's Teacher Scholarship Program and continue to grow the representation of Aboriginal and Torres Strait Islander students pursuing education degrees by paying their HELP debts upfront and supporting their transition into a teaching position with CSPD	August 2025 & 2026	EGM People & Culture
	Create dedicated positions to gain workplace experience for Aboriginal and/or Torres Strait Islander recipients in the Teacher Scholarship Program	August 2025 & 2026	EGM People & Culture
	Explore the development of an Aboriginal and Torres Strait Islander Traineeship Program	June 2026	Lead: EGM People & Culture Support: EGM Learning Outcomes
	Partner with CareerTrackers and commit to providing a minimum of one internship per year	November 2025	EGM People & Culture
 Improve the retention and wellbeing of Aboriginal and Torres Strait Islander staff members	Support First Nations staff to connect with their Country and mob	December 2026	Lead: RAP Project Manager Support: EGM People & Culture
	Develop a mechanism to remunerate cultural load for Aboriginal and Torres Strait Islander staff	December 2025	EGM People & Culture
	Nominate and support 1 CSPD Lead Counsellor to become a First Nations Mental Health Champion	June 2026	EGM Student Support
	Engage with Aboriginal and Torres Strait Islander advisors when reviewing CSPD's Staff Wellbeing Framework	March 2026 & 2027	Lead: EGM Student Support Support: RAP Project Manager
	Establish a First Nations Employee Network Group	March 2026	RAP Project Manager

Action	Deliverables	Timeline	Responsibility
 Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes	Develop and implement an Aboriginal and Torres Strait Islander procurement strategy	December 2025	EGM Finance & Infrastructure
	Maintain Supply Nation membership	August 2025 & 2026	EGM Finance & Infrastructure
	Send relevant CSPD staff to Supply Nation's Connect Tradeshow	August 2025 & 2026	EGM Finance & Infrastructure
	Review and identify existing First Nations and Supply Nations suppliers previously and currently engaged by CSPD to inform future opportunities	December 2025 & 2026	EGM Finance & Infrastructure
	Create register of First Nations and Supply Nation suppliers	December 2025	EGM Finance & Infrastructure
	Invite a minimum of one Supply Nation business to tender on contracts above \$100,000.00 where available and suitable	July 2026	EGM Finance & Infrastructure
	Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff	December 2025 & 2026	EGM Finance & Infrastructure
	Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses	December 2025 & 2026	EGM Finance & Infrastructure
	Develop commercial relationships with Aboriginal and/or Torres Strait Islander businesses	December 2025 & 2026	EGM Finance & Infrastructure
	Ensure cultural awareness and belonging by reviewing all CSPD schools and early learning centres infrastructure design	December 2026	EGM Finance & Infrastructure



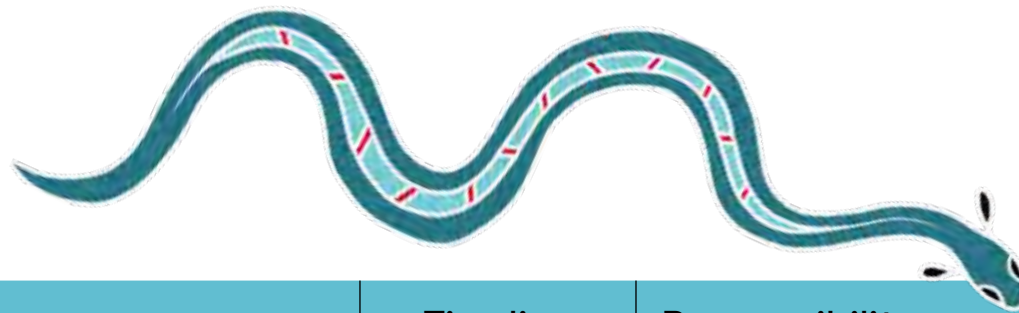
Action	Deliverables	Timeline	Responsibility
 Support further enrolment opportunities for Aboriginal and Torres Strait Islander students	Review CSPD Enrolment Strategy with a focus on removing barriers for Aboriginal and Torres Strait Islander students to enrol and/or continue their education with CSPD	July 2025	EGM Finance & Infrastructure
	Launch CSPD's Aboriginal and Torres Strait Islander Student Enrolment Scheme to encourage growth of First Nations students in CSPD schools	July 2025	EGM Finance & Infrastructure





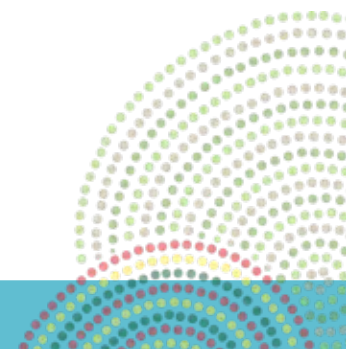
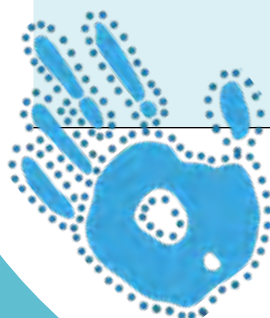
PICTURED: Primary students participating in cultural education with local Elder | © Catholic Schools Parramatta Diocese



Governance



Action	Deliverables	Timeline	Responsibility
 Establish and maintain an effective RAP Advisory Committee (RAC) to drive governance of the RAP	Maintain Aboriginal and Torres Strait Islander representation on the RAC	June & December 2025 & 2026	Lead: Chief Executive Officer Support: RAP Project Manager
	Establish and apply a Terms of Reference for the RAC	June 2025	EGM Legal, Governance & Risk
	Meet at least four times per year to drive and monitor RAP implementation	May, August, November & February 2025, 2026 & 2027	RAP Project Manager
 Provide appropriate support for effective implementation of RAP commitments	Define resource needs for RAP implementation	November & April 2025, 2026 & 2027	RAP Project Manager
	Engage our senior leaders and other staff in the delivery of RAP commitments	November & April 2025, 2026 & 2027	Lead: Chief Executive Officer Support: EGM Communications & Engagement
	Define and maintain appropriate systems to track, measure and report on RAP commitments	June & December 2025 & 2026	RAP Project Manager
	Maintain an internal RAP Champion from senior management	February 2026 & 2027	Chief Executive Officer





Action	Deliverables	Timeline	Responsibility
15 Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally	Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date to ensure we do not miss out on important RAP correspondence	June 2025 & 2026	RAP Project Manager
	Contact Reconciliation Australia to request our unique link to access the online RAP Impact Survey	August 2025 & 2026	RAP Project Manager
	Complete and submit the annual RAP Impact Survey to Reconciliation Australia	September 2025 & 2026	RAP Project Manager
	Dedicate one quarterly Support Staff meeting to focus on RAP and reconciliation at CSPD	October 2025 & 2026	EGM Communications & Engagement
	Report RAP progress to all staff and senior leaders quarterly	February, May, August, November 2025 & 2026	RAP Project Manager
	Publicly report our RAP achievements, challenges and learnings annually	March 2026 & 2027	EGM Communications & Engagement
	Participate in Reconciliation Australia's biennial Workplace RAP Barometer	June 2026	RAP Project Manager
	Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP	May 2027	RAP Project Manager
16 Continue our reconciliation journey by developing our next RAP	Register via Reconciliation Australia's website to begin developing our next RAP	February 2027	RAP Project Manager



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Catholic Schools
Parramatta Diocese