



Emmanuel Anglican College

Reflect Reconciliation Action Plan

March 2025 - March 2026



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Cover Artwork

Artist: Sonya Breckenridge
Title: Bullinah

Description:

Living near the beach is a beautiful blessing. Our sea animals swim around us and the dolphins keeps us safe. The ray of sunshine represents Mother Earth, Creator God.

Please note permission has been granted by Sonya Breckenridge for her artwork titled ‘Bullinah’ to be used for the sole purpose of this publication only. It cannot be reproduced for any other purpose without written consent.

Who We Are

Emmanuel Anglican College is a safe, inclusive coeducational Anglican school community offering a holistic and future focused education from Early Learning through to Year 12. We learn, live and lead on the lands of the Nyangbul people of the Bundjalung Nation in this place known as Bullinah (place of plenty).

We seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion and citizenship strives to create a better world.

Vision For Reconciliation

Emmanuel Anglican College recognises the dignity of every human being and treasures the web of life in which we are bound. We are in Bullinah, place of plenty, the heart of Nyangbul Lands of the Bundjalung Nation. We acknowledge their ongoing Custodianship and connection to Country reaches back tens of thousands of years and continues today. Our vision for reconciliation is expressed as a responsibility to listen deeply. We will do this by practicing respect and being a welcoming and hospitable community for everyone, including Aboriginal and Torres Strait Islander people, staff, students and their families and our local community.

We are open to learning from and walking with Nyangbul people and Elders. Developing our connection to and understanding of the land, waterways, ocean and sky, flora and fauna, increasing in knowledge of it, care for it and ability to safeguard it for generations to come.

As a team, we will learn from Nyangbul and Aboriginal and Torres Strait Islander wisdom and knowledges, to develop a deeper understanding of Aboriginal and Torres Strait Islander ways of being and knowing. We will be agents of change through shared journey making, hosts to truth-telling, working for justice and building our relationships with community.

Acknowledgement Statement

We acknowledge the Nyangbul People of the Bundjalung Nation as the Traditional Custodians of this Land on which we learn, live and lead. We pay our respects to Elders past, present and future.





A Message from Mr Robert Tobias

Principal, Emmanuel Anglican College

It gives me great pleasure to present to you the Emmanuel Anglican College Reconciliation Action Plan (RAP) which represents our community's commitment to walking closer together with Indigenous Australians with hope and respect.

We proudly acknowledge that we live, learn and lead on the lands of the Nyangbul people of the Bundjalung Nation and that their ancestors, stories, traditions, Elders and culture have shaped this land for tens of thousands of years. Our Reconciliation Action Plan is an opportunity to honour this connection, to learn more about this place known as Bullinah (place of plenty), to know and connect with its people, to value and respect their culture and to heal the wounds of the past so that we can contribute to a future of hope founded on genuine and deep respect.

This RAP represents our first formal steps as we embark our journey of reconciliation with a committed and humble sense of purpose. We seek to build a school community that is genuinely safe, inclusive, respectful and honours the dignity of all people. A school community where people feel at home and have a sense of belonging.

Through deliberate action, education, service learning, collaboration and dialogue we aim to develop a culture of respect and understanding for First Nations people. In fulfilling this process, we need to acknowledge the actions of the past that have caused great hurt, damage and distress for all Aboriginal people. We need to listen intently and with great empathy to their stories and respond with a sense of justice, humility, purpose and hope.

I am proud to say that the College has taken two very significant steps as we begin this process. The first being the development of a scholarship program for Aboriginal and Torres Strait Islander students and that we now have five students in our school community benefitting from this program. The second vital step has been to employ an Aboriginal Education Support Officer who will work with all our community to educate, guide, advise and lead our community in the important work of reconciliation.

I am extremely grateful to the Reconciliation Committee for all their work in bringing our Reconciliation Action Plan together and look forward with great hope to seeing it come to life and its goals come to fruition. I invite all our community to join us on this journey.

A handwritten signature in blue ink, appearing to read 'R. Tobias', with a long, sweeping flourish extending to the right.

Mr Robert Tobias



A Message from Ms Kaz Ross

Aboriginal Education Support Officer

As a proud Mutti Mutti woman, who lives and works on Bundjalung Country, I am honoured to contribute to and give voice to our school's Reflect Reconciliation Action Plan. I respectfully acknowledge the Nyangbul people of the Bundjalung Nation as the original custodians of this land where we live, learn, and lead. Bullinah, as Ballina is known in the local dialect, means "place of plenty," reflecting the natural abundance of this region and the rich cultural heritage that has thrived here for thousands of years.

Reconciliation is the process of healing relationships by acknowledging past injustices, often through truth-telling and addressing historical wrongs. In our school community, it is vital to create a space where our future leaders can embrace uncomfortable truths and challenge the structures that cause inequality. By fostering reconciliation, students gain the skills to lead with empathy, respect, and awareness of historical and social contexts, helping to build a more just and equitable future.

Our goal is to weave the principles of reconciliation into everything we do, whether in the curriculum, teaching practices, or community involvement. We want to create a school where fairness, equality, and the recognition of Aboriginal and Torres Strait Islander people and perspectives are part of our shared identity.

In my language, we say "Yarn Mund" which means to speak to the heart. I look forward to working alongside our school community to build cultural understanding and provide meaningful learning experiences that benefit us all.

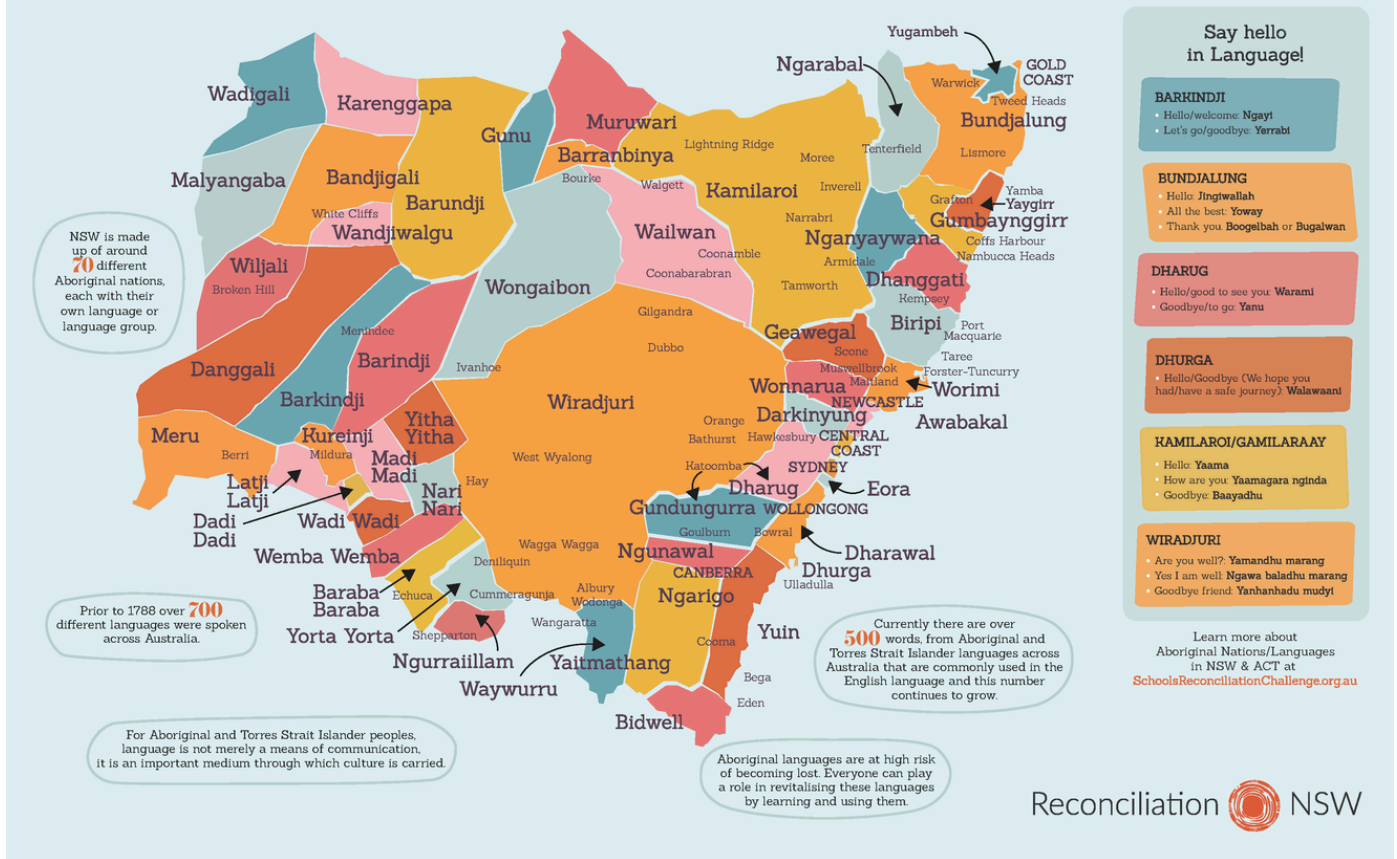
A handwritten signature in blue ink that reads "Kaz Ross".

Ms Kaz Ross



Artwork by EAC student, Eliza Smith

ABORIGINAL NATIONS/LANGUAGES IN NSW & ACT



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Limitations of this map

This map is based on the AIATSIS map of Indigenous Australia, created for a general readership. It is not definitive, and other resources, such as AUSTLANG, also map language and social groups.

The map's underlying information is contested, and some traditional custodians may not agree with its representation. The borders between groups are intentionally blurred, as they are not intended to be exact. www.reconciliationnsw.org.au

Partnerships and Activities

While our journey toward reconciliation is still in its early stages, we have already begun taking meaningful steps through a number of partnerships and activities that reflect our commitment to learning, respect and collaboration with Aboriginal and Torres Strait Islander peoples. Our Reconciliation Action Plan now provides a clear and purposeful framework to guide and deepen this work as we continue to grow in our understanding.

- Employment - Aboriginal Education Support Officer; 2 days per week
- Kylie Caldwell and Ash Moran - Staff Cultural Awareness Learning Day
- Story Wall with local artist Sonya Breckenridge and Aboriginal students
- Engagement with Aunty Deb Cook - Aboriginal Education Consultative Group
- Yarns with Aunty Lenore Parker and Aunty Rhoda Roberts preparing for "Emmanuel and the Paperbark Tree"
- Development of an Anti-Racism Policy
- Development of a Yarning Circle space on school grounds

Our Goals

Emmanuel Anglican College has committed to 23 goals across the areas of Relationships, Respect and Opportunities. These apply variously in the classroom, around the school and in the community.

Relationships in the Classroom

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander People in the Classroom	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.
Early Years Learning Framework	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.
Opportunities for Aboriginal and Torres Strait Islander Students and Children	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.

Relationships around the School

RAP ACTIONS	COMMITMENT
Cultural Responsiveness for Staff	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.
Reconciliation Projects	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.

Our Goals

Relationships with the Community

RAP ACTIONS	COMMITMENT
Welcome to Country	Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land.
Celebrate National Reconciliation Week	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.
Build Relationships with Community	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.

Respect in the Classroom

RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia.
Explore Current Affairs and Issues	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.

Our Goals

Respect around the School

RAP ACTIONS	COMMITMENT
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.
Visibly demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.
Care for Country	We commit to actively connecting with, and caring for, the Country/place on which our school stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.

Respect with the Community

RAP ACTIONS	COMMITMENT
Celebrate Days of National Significance	We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day.
Aboriginal and Torres Strait Islander Flags	Our school flies/displays the Aboriginal and Torres Strait Islander flag at our school 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.
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 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.
Take Action Against Racism	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.

Our Goals

Opportunities in the Classroom

RAP ACTIONS	COMMITMENT
Curriculum Planning	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.

Opportunities around the School

RAP ACTIONS	COMMITMENT
Inclusive Policies	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.
Staff Engagement with RAP	Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.
RAP Budget Allocation	We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.

Opportunities with the Community

RAP ACTIONS	COMMITMENT
Local Sites, Events and Excursions	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.
Celebrate RAP Progress	We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.



‘Bullinah’

Artwork by Sonya Breckenridge

About the Artist

Sonya Breckenridge is a contemporary artist of Dunghutti/Bundjalung (Nyangbul/Widjabul Wia-bal) heritage. Sonya’s work in painting, weaving and public art is representation of her family history, memories and connection to culture.

Sonya grew up on Cabbage Tree Island and spent time on her father’s ancestral land of Green Hill before returning to Ballina (Bullinah). These rich experiences of living and connecting together with family on Country have informed many of Sonya’s paintings. These stories have come from listening, understanding and respecting her family and Elders. Her vibrant colour palette and symbolic linework shares her connection to water and stories of different meeting places, often representing her people and her family. Sonya has six children and twelve grandchildren, all of whom are an inspiration in her storytelling.

The original artwork hangs in the reception area of the school; please take the time to view this work.

Scan for more of Sonya’s work.





Reconciliation Action Plan Committee Members

The Emmanuel Anglican College Reconciliation Action Plan (RAP) committee is a small, dedicated group of staff from across the College. We thank the following people for their time and commitment in developing the Reconciliation Action Plan.

- Robert Tobias, Principal
- Kaz Ross, Aboriginal Education Support Officer
- Julie Fryer, Deputy Principal
- Amanda Middleton, Director of Secondary
- Richard Browning, Chaplain
- Jody Baker, Primary Teacher
- Nicole Wilson, ELC Director
- Sarah Powell, ELC Educator
- Rachel Mills, ELC Educator
- Amy Quitoriano, Library Manager
- Melissa Tronoff, Secondary Teacher

Further Information

This document has been adapted from Emmanuel Anglican College's Reconciliation Action Plan, developed through Reconciliation Australia's Narragunnawali: Reconciliation in Education program.

Scan for further details of all goals and deliverables.



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