

REFLECT

Reconciliation Action Plan (RAP) template

Template layout:

This RAP template sets out your organisation's commitment to reconciliation under the headings: relationships, respect and opportunities. Each heading is made up of columns to outline the action, responsibility, timeline and deliverable.

In the **action column** provide brief details of the objectives your organisation will focus on achieving. Try to use plain language and avoid jargon or organisation specific acronyms. It's also a good idea to number your actions so they are easy to reference later.

Use the **responsibility column** to distribute commitments within the RAP across the organisation to ensure broad ownership of the RAP. Ensure all relevant areas of your organisation have actions specific to their knowledge area that they will take responsibility for delivering.

The **timeline column** ensures everyone within your organisation has agreed to achieving actions by specific dates, or to regularly measuring and assessing progress. Please use a month/year format (e.g. July 2012). If the action is ongoing, include the date that you will review the action for effectiveness or will have achieved milestones.

The **deliverable column** should be succinct and straightforward, and describe what your organisation will do to meet the objectives in the 'action' column.

Minimum elements:

The actions already included in this template are minimum elements and must be included in your RAP in order for it to be endorsed by Reconciliation Australia. You may also choose to include items from those listed under suggestions or write your own additional actions/deliverables for each heading.

Submitting your RAP for review:

Once you have completed your draft RAP in this template, please submit it for review by completing the form on our [RAP Online Hub](#). We will then work with you to review the RAP in readiness for endorsement from Reconciliation Australia. There may be about three or four rounds of feedback from Reconciliation Australia before your draft RAP is ready for endorsement. This process usually takes three to six months. For further information, please visit our [RAP Online Hub](#).

MELROSE HIGH SCHOOL, CANBERRA COLLEGE, TORRENS PRIMARY SCHOOL, MAWSON PRIMARY SCHOOL, FARRER PRIMARY SCHOOL

Reconciliation Action Plan for the years 2016 – 2019

Our business

Answer the following questions using paragraphs to describe our business:

- *What is our core business? MHS and PEA Primary Schools, as well as Canberra College: To educate young people, Preschool-Year 12*
- *How many people does our organisation employ? Across the network, c. 450 staff*
- *How many Aboriginal and Torres Strait Islander staff does our organisation currently employ? 4 staff members*
- *What is our organisation's geographic reach (is our organisation state-focused or national)? The schools in this Plan form part of the South Weston Network and this is contained under the ACT Education Directorate. This does not include all schools in the SW Network, simply the PEA schools in transition to and from MHS.*

Our RAP

Answer the following questions using paragraphs to describe:

- *Why is our organisation developing a RAP? The organisation is developing a RAP to formalise our commitments to Reconciliation and improved education and connectedness to the cultures of Aboriginal and Torres Strait Islander people. This is to underpin our profiling of the need for continued action around reconciliation and our commitment, as educators and students, to improving our community's understanding of reconciliation. Across the network, schools in the MHS PEA will contribute to this RAP, discussing their connections to community within and across the network. As per the agreement at the Principal's meeting, MHS has taken the lead on the development of this review and further Reconciliation actions.*
- *What is our organisations reconciliation journey to date? All schools within this group have educational programmes which address reconciliation. All schools also participate in NAIDOC week and have contact officers for Aboriginal and Torres Strait Islander students in their school. MHS has a discrete Indigenous Study Centre, which is staffed with an Aboriginal Education Officer, a classroom teacher and a SLC. In this group, MHS has the largest number of identified Aboriginal and Torres Strait students, enrolled. Each year, more students declare their Aboriginality or Torres Strait heritage. This is increasingly true for many of our schools in the network. Canberra College provides pastoral care, a dedicated liaison officer, SLC, tutorial support and a range of aspirational programs.*
- *Who champions our RAP internally? Internally reconciliation is championed by principals, deputies, our AEO and staff who are connected to centres in different schools. At Canberra College there is a working committee formed from a range of staff members which has been established to work on the Canberra College RAP.*

Melrose High School

- In a Working Party of students at MHS in the ISC, students identified the following reconciliation actions which occur at Melrose High School:
- Acknowledgement at Assemblies

- NAIDOC Week
- Classes coming to the ISC to learn more about culture
- Art classes coming in and learning how to paint
- A.I.M.E. participation
- ISC room with past and present students named and with pictures on the walls
- Staff in the ISC who work with students about culture and language – ‘Lots of Culture’, ‘Hearing people’s stories’, ‘Learning about people’s homes and live’, ‘different mobs’
- Sorry Day – special performances
- Resources in the ISC and the Library
- Community connected to everyone in similar mobs
- Sports programmes – ie., Swim Program with Royal Surf Lifesaver’s, Burruajung
- Family Days and events
- International students come in to learn about our cultures and mobs
- Term 4 at MHS students will access three language groups in 6-8 workshops: Wirradjuri, Kamilaroi/Gamilaraay and Paakantji. These are all languages connected to mobs at our school. **NB** – after consultation with one of our Ngambri Leaders, Paul House, MHS has followed his suggestion and is now teaching Aboriginal language to *all* members of the school, beginning with staff who then go and teach it across their classes over the course of the fortnight – Term 1, 2017.

Torrens Primary School

1. Acknowledgement at Assemblies
2. Resources in the Library
3. Acknowledgment of country at the beginning of preschool sessions
4. Transition visits for Aboriginal and Torres Strait Islander students in grades 5 and 6 to MHS ISC regularly in Term 4
5. Indigenous readers and chapter books in reading resource room
6. Aspirations program – awards/scholarships and excursions

7. Cultural performances/storytellers/presenters
8. Traditional Indigenous Games taught in PE sessions and whole school sports days
9. Learning programs with cross cultural perspectives

Canberra College

1. Acknowledge at Assemblies
2. NAIDOC Week
3. Resources in the Library

Mawson Primary School

1. Mawson PS applied for grants each NAIDOC week and this year hosted an Aboriginal woman who taught contemporary Aboriginal dance to all students
2. Mawson is developing a Reconciliation Courtyard garden with funding from NAIDOC and another grant. The school would like to invite cluster school representatives along for the opening. It is a long term project that will continue into 2017.
3. Annual NAIDOC Assembly in Week 10, Term 2, ahead of the national week.

Network Opportunities

Please note that this section is a direct explication of the opportunities to share and build reconciliation focus across our network, arising from the work each school is currently completing

1. Mawson's Reconciliation Courtyard – NAIDOC focus, 2016 and 2017 – school visits to be organised
 2. MHS NAIDOC Assembly and Yarn-Up – Term 3, 2017 – all cluster schools' Aboriginal and Torres Strait Islander students to be invited
 3. "Bringing Them Home" 20th Anniversary marked at MHS 24th May, 2017 – families and community across the cluster invited
- *Who was involved in the development of our RAP?* The RAP's initial development began at MHS with ISC staff, students at MHS and the RAP partners. It was further added to by schools in the PEA, in an online consult. Once PEA schools have contributed, the RAP will be published for community consult over Term 1-2, 2017.

Our partnerships/current activities

Describe any partnerships or current reconciliation activities you have in place:

- *Community partnerships*
- *At Melrose High School the following community partnerships are in progress:*

- *AIME – Gold School*
- *Gugan Gulwan*
- Reconciliation Australia
- Aunty Agnes Shae
- Tombstone, Uncle Billy Williams
- Wununga (Aboriginal Medical Health Centre)
- Shona Chapman (CEO Belconnen)
- Ginnibi Robinson and Don Bemrose (Engagement – ETD)
- Wununga Health Centre
- Messengers – running a didgeridoo program in Terms 3 & 4 for identified students
- As of Term 3, MHS will have connections with the Pia Wadjarri mob from WA

Torrens Primary School

- *MHS for transition visits*
- *Aspirations program*
- *Gugan Gulwan*
- *Jervis Bay School*
- *Dare to Lead*
- *Winnunga Nimmityjha Aboriginal Health Service*

Canberra College

- *Gugan Gulwan*
- *Winnunga Nimmityjha Aboriginal Health Service*

Mawson Primary School

- Miss Amy Minchin was Miss NAIDOC winner for 2015 and 2015 Highly Commended Indigenous Business of the Year winner and Amy is a NAISDA graduate.

- Mr Scott Kneebone , father of children at Mawson Primary and School Board member, has been involved in teaching students about areas of his own and general Aboriginal heritage.

Network Opportunities

Please note that this section is a direct explication of the opportunities to share and build reconciliation focus across our network, arising from the work each school is currently completing

- Build an on-line language resource, with sound files to support language learning across the cluster/Network
- *Internal activities/initiatives*
- MHS – please see below for our student identified activities and initiatives – under 2.

Relationships			
Action	Deliverable	Timeline	Responsibility
1. Establish a RAP Working Group	<ul style="list-style-type: none"> • RAP Working Group: Monique Sutherland, Christine O'Hare, Helen Uren-Randall, Aboriginal and Torres Strait Islander students, Years 7 – 10, wider network partnerships across PEA schools in the South-Weston Network • ISC students at MHS meet – initial Reconciliation discussion • Working Group established. Members: Tahlia Jard, Grace Hindmarch, Tarneaka Malone, Jaleah Saunders, Bella House, Aunty Monique Sutherland, Chris O'Hare and Helen Uren-Randall (MHS), Margaret Wigley and Melissa Planten (Canberra College). Please note that other schools will identify their contacts at a later date. 	April, 2016	Writer: Helen Uren-Randall – SLC Student Engagement
	<p style="text-align: center;">Torrens Primary School</p> <ul style="list-style-type: none"> • Working group established at TPS. Members: Rachel Matthews and Emma Thomas 	June 2016 June 2016	
	<p style="text-align: center;">Canberra College</p> <ul style="list-style-type: none"> • Working party established: Sonya Bell, Theresa Carroll, Claudette Ingham, Susan Johnson, Merle Ketley, Anna McCormack, Jann-Maree Noble, Sanjay D Sharma, Wally Truesdale, Judy VanRijswijk, Julie Watts, Margaret Wigley. 	July 2016	Rachel Matthews
	<p style="text-align: center;">Mawson Primary School</p> <ul style="list-style-type: none"> • Began work on RAP and identifying Reconciliation actions 	February 2016	Margaret Wigley Theresa Carroll

	<ul style="list-style-type: none"> Executive teacher and RAP Coordinator identified 	<p>June 2016</p> <p>June 2016</p>	Trish Ghirardello
2. Build internal and external relationships	<ul style="list-style-type: none"> Gugan Gulwan, AIME, Reconciliation Australia, Aunty Agnes Shae, Tombstone, Uncle Billy Williams, Wununga (Aboriginal Medical Health Centre), Shona Chapman (CEO Belconnen), Ginnibi Robinson and Don Bembrose (Engagement) Community and family of Melrose High School – establish Yarnin’ Groups Develop a list of Aboriginal and Torres Strait Islander peoples, communities and organisations within our local area or sphere of influence that we could approach to connect with on our reconciliation journey (see language associations groups + Yarnin’ Group). Develop a list of RAP organisations and other like-minded organisations that we could approach to connect with on our reconciliation journey (see groups already attached to this action) Establish a cross-network Reconciliation Action that ensures that students are connected from primary school, to high school and through to college. Begin with work on RAP across network and online MHS to host a cross-network Yarnin’ Group for students <p style="text-align: center;">Torrens Primary School</p> <ul style="list-style-type: none"> Transition visits for Aboriginal and Torres Strait Islander students in grades 5 & 6 from TPS to MHS ISC regularly occurs in Term 4 <p style="text-align: center;">Canberra College</p> <ul style="list-style-type: none"> Meetings with parents and carers – annually in Term 1 Narragunnawali RAP decided Working across South Weston MHPA to synthesise RAP network Canberra College’s focus is on establishing aspirational pathways through connections to external organisations for our students transitioning to tertiary 	<p>Term 2, 2016</p> <p>Term 2 and 3, 2016</p> <p>Term 2 and 3, 2016</p> <p>Term 3 –</p> <p>Term 4 –</p> <p>Ongoing</p> <p>Annually – Term 1</p> <p>May 2016</p> <p>August 2016</p>	<p>Aunty Monique</p> <p>Aunty Monique and Helen Uren-Randall</p> <p>Aunty Monique and Helen Uren-Randall</p> <p>Rachel Matthews – DP TPS</p> <p>Margaret Wigley Theresa Carroll</p> <p>RAP team Margaret Wigley Margaret Wigley</p>

	<p>studies and work places. This process is assisted with: the National Rugby League Community School to Work program with Andrew Fraser, Patrick Chapman and Andrea Stapp (ETD), Tertiary centres – Tjabal ANU, Yurauna Centre CIT, Ngunnawal Centre University of Canberra, various connections with Aboriginal representatives in the Defence Forces and other public services institutions.</p> <ul style="list-style-type: none"> • Canberra College - Strengthening internal connections between teachers and non-indigenous students with indigenous students through cultural awareness events and the visible showcasing of indigenous culture and reinforcement of its relevance • Canberra College - Future action – canvas students to be members of CC RAP • Canberra College - Future action – Term 4 transition process ISC at MHS <ul style="list-style-type: none"> • Canberra College is currently involved in writing an Action inquiry report on Aboriginal and Torres Strait islander students and their participation in STEM subjects at College level. <ul style="list-style-type: none"> • Canberra College Cares works with various organisations which assist and support pregnant and parenting young people. This includes Winnunga Nimmityjah Aboriginal Health Service for pre and post-natal support; Gungan Gulwan Youth Aboriginal Corporation, Gungahlin, Tuggeranong and West Belconnen Child and Family Centres. <p style="text-align: center;">Mawson Primary School</p> <ul style="list-style-type: none"> • Undertake transition visits each year for Aboriginal and Torres Strait Islander students to MHS to establish continuity and support strengthened connections <p style="text-align: center;">Network Opportunities</p> <p>Please note that this section is a direct explication of the opportunities to share and build reconciliation focus across our network, arising from the</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 3 2016</p> <p>Term 4 2016</p> <p>Terms 2, 3, and 4 – possibly ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>RAP GROUP Margaret Wigley Theresa Carroll RAP Group</p> <p>Margaret Wigley Theresa Carroll Students Sonya Bell, Wally Truesdale, Sanjay Sharma Canberra College Cares – staff</p> <p>Trish Ghirardello</p> <p>ALL</p>
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	<p style="text-align: center;">work each school is currently completing</p> <ul style="list-style-type: none"> • Maintain transition opportunities across settings – primary school to high school, high school to college • Develop student-lead Reconciliation Groups – possibly access AIME and graduated students at college-level to focus on mentoring opportunities within the cluster 	<p>Ongoing</p> <p>Terms 2&3</p>	<p>Helen Uren-Randall and AIME Mentors</p>
<p>3. Participate in and celebrate National Reconciliation Week (NRW)</p>	<ul style="list-style-type: none"> • Encourage our staff to attend a NRW event - • Circulate Reconciliation Australia’s NRW resources and reconciliation materials to our staff. • Ensure our Working Group participates in an external event to recognise and celebrate NRW – please see work with AIME, as well as Bungarra Dance Theatre performance attendance and participation for cultural immersion programmes. Please note that we celebrate reconciliation throughout the year, so the activities at MHS are not confined to NRW alone. <p style="text-align: center;">Torrens Primary School</p> <ul style="list-style-type: none"> • Establish NRW activities at classroom and school level at TPS <p style="text-align: center;">Canberra College</p> <ul style="list-style-type: none"> • Encourage staff to attend a NRW event <p style="text-align: center;">Network Opportunities</p> <p style="text-align: center;">Please note that this section is a direct explication of the opportunities to share and build reconciliation focus across our network, arising from the work each school is currently completing</p> <ul style="list-style-type: none"> • NAIDOC Week Assembly visits to MHS • Yarn-Up at MHS for NAIDOC 	<p>NRW – 2017 for specific events.</p> <p>Ongoing focus 2017 and beyond</p> <p>NRW – 2017 for specific events</p> <p>July 2017</p> <p>July 2017</p>	<p>Key Person: Monique Sutherland – Aboriginal Education Officer</p> <p>Rachel Matthews – DP TPS</p> <p>Melissa Planten – DP</p> <p>Helen Uren-Randall & ALL schools in</p>

			the cluster
4. Raise internal awareness of our RAP	<ul style="list-style-type: none"> • Develop and implement a plan to raise awareness amongst all staff across the organisation about our RAP commitments. <ul style="list-style-type: none"> ➤ Working Party to promote RAP commitments in Term 4 through Yarnin' Group ➤ Staff in schools to present RAP at staff meetings in Term 4 across the network, after the Term 3 Community Consultation <p style="text-align: center;">Torrens Primary School</p> ➤ Share RAP with TPS staff at assigned staff meeting in Term 4 • Develop and implement a plan to engage and inform key internal stakeholders of their responsibilities within our RAP. <ul style="list-style-type: none"> ➤ Plan to be devised by Working Party in Term 4, 2016. Please note that this will be done in partnership with Reconciliation Australia partners and will, more broadly, include staff across the identified schools who have completed the Aboriginal and Torres Strait Islander Cultural Competence Certificate + three staff at Torrens Primary School have completed this training 	<p>Term 4</p> <p>Term 4</p> <p>Established Term 4, 2016 Implemented Term 1, 2017</p>	Helen Uren-Randall, Aunty Monique Sutherland, RAP Working Party members and identified holders of the Aboriginal and Torres Strait Islander Cultural Competence Certificate
5. <i>Include other unique relationships actions and targets related to our core business and vision for reconciliation.</i>	<p><i>Suggestions:</i></p> <ul style="list-style-type: none"> • <i>Build partnerships with Aboriginal and Torres Strait Islander peoples and organisations.</i> • <i>Raise external awareness of our RAP: community</i> • <i>Raise awareness of/explore opportunities to support the Recognise campaign.</i> • <i>Support our state/territory based reconciliation council.</i> <p style="text-align: center;">Torrens Primary School</p> <ul style="list-style-type: none"> • TPS to explore designing native garden beds with UC landscaping design professor. 	Underway, 2017	Rachel Matthews

Respect			
Action	Deliverable	Timeline	Responsibility
6. Investigate Aboriginal and Torres Strait Islander cultural learning and development	<ul style="list-style-type: none"> MHS has a long and ongoing commitment to increasing awareness of Aboriginal and Torres Strait Islander cultures, histories and achievements within our organisation. In 2016, our focus is to increase language access to Kamiliaroi/Gamilaraay, Wiradjuri and Paakantyi language groups through a workshop process, over Term 4, 2016. This is a trial language curriculum. Smoking Ceremony to be undertaken in response to community concerns about student services areas at MHS. Devise a Q&A or Aboriginal and Torres Strait Islander cultures, histories and achievements; publish for whole staff for completion. Capture data and measure our staff's current level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and achievement. MHS is currently increasing the number of staff who are accredited in the Aboriginal and Torres Strait Islander Cultural Competence Course. To date there are three staff members who have completed this (2015) and another 7 who have indicated interest to complete by the middle of 2017. Torrens Primary School have three staff who have completed this qualification <p style="text-align: center;">Canberra College</p> <ul style="list-style-type: none"> Canberra College endeavours to further embed Aboriginal and Torres Strait Islander cultural aspects throughout the various faculties' curriculum and build on the validity of the contributions of the various indigenous cultures, philosophies and technological viewpoints 	<p>Term 4, 2016</p> <p>January 2017</p> <p>Term 1, 2017</p> <p>2015-2018</p> <p>2016</p> <p>2017 and beyond</p>	<p>Monique Sutherland and Helen Uren-Randall</p> <p>Ngambri Leader – Paul House</p> <p>Helen Uren-Randall</p> <p>PD Process promoted by the ACT ETD</p> <p>RAP Committee</p>
7. Participate in and celebrate NAIDOC Week	<ul style="list-style-type: none"> Raise awareness and share information amongst our staff of the meaning of NAIDOC Week which includes information about the local Aboriginal and Torres Strait Islander peoples and communities. Organise AIME guest speaker for NAIDOC Week Assembly 	<p>July, 2016</p>	<p>Aunty Monique and Des Proctor – A/g SLC Student</p>

	<ul style="list-style-type: none"> Organise community guest speaker for NAIDOC Week Assembly Torrens Primary School TPS have a student committee who determine how the school celebrates NAIDOC week each year. TPS aim to expand this by including parents and community members in the planning of NAIDOC Week celebrations <p style="text-align: center;">Canberra College</p> <ul style="list-style-type: none"> Canberra College Indigenous foods created through various classes across the college in order to involve all students in the celebration Canberra College Gugan Gulwan provided barbecue for whole school and entertainment 	<p>Ongoing Reconciliation Action</p> <p>Ongoing</p> <p>Term 2, 2016</p>	<p>Engagement – Term 3, 2016</p> <p>Rachel Matthews</p> <p>Jann Noble M.Wigley Theresa Carroll</p>
8. Raise internal understanding of Aboriginal and Torres Strait Islander cultural protocols	<ul style="list-style-type: none"> Organise smoking ceremony for Wellbeing Wing at MHS Organise local Elder to work with students on renaming the ISC at MHS Develop and implement a plan to raise awareness and understanding of the meaning and significance behind Acknowledgement of Country and Welcome to Country protocols (including any local cultural protocols). 	<p>Term 4, 2016</p> <p>Term 4, 2016</p>	<p>Aunty Monique and Helen UR</p>
9. <i>Include other unique respect actions related to our core business and vision for reconciliation.</i>	<p><i>Suggestions:</i></p> <ul style="list-style-type: none"> Please see the Pia Wadjaari mob visit Bungarra Dance Theatre excursion and workshop AIME commitments Teaching of land and culture in mainstream classes Network commitment to developing a RAP <ul style="list-style-type: none"> ➤ MHS to lead RAP development – 2016 ➤ PEA schools in the Network to add to RAP documentation, Term 3, 2016 ➤ Data from this collated by Des Proctor/Helen Uren-Randall ➤ Document published for public consultation to MHS website, Week 3, Term 3 – link provided to PEA schools in the Network to open consultation to their families and communities 	<p>Ongoing over 2016</p> <p>Term 3 – PEA schools to provide their RAP commitments and connections and return to Des Proctor and</p>	<p>Aunty Monique, Chris O’Hare, Des Proctor and Helen Uren-Randall</p> <p>Staff in Network – DP or identified contact</p>

	<ul style="list-style-type: none"> ➤ Consultation runs Week 3-Week 10 of Term 3, 2016 ➤ Data from public consultation collated by Helen Uren-Randall in readiness for Network RAP Meeting in Term 4, 2016 – Week 2, hosted by MHS. Each school to determine who should attend and represent. Please note that MHS has a RAP Working Party that has five students who have driven the work of identifying reconciliation action at MHS. They will participate in this meeting and if other schools have students willing to do the same, then a full student consultation and review, at this point seems like a feasible Network process ➤ Once agreement has been reached across the Network about the RAP, Helen Uren-Randall to send to Reconciliation Australia for first round of formal review and feedback from our partners there ➤ Once feedback is received, Helen UR to send details to Network group for online consultation and discussion – what needs changing? What do we need to do? Are our actions deliverable and do they address our reconciliation aims? Would we like to have a group meeting with Reconciliation Australia representatives? – All responses dependent on feedback from Reconciliation Australia partners <ul style="list-style-type: none"> • RAP Finalised – Target Date is by the conclusion of Term 4, 2017 to implement RAP initiatives for 2017. Please note, though, that reconciliation work is already being undertaken in all schools participating in this RAP and that the aim of this is to improve the profile of reconciliation and to work across the Network to ensure that reconciliation is a priority and that students are supported in transition between the schools in the Network. <p style="text-align: center;">Canberra College</p> <ul style="list-style-type: none"> ➤ Canberra College ongoing academic counselling to encourage aspirational thinking and behaviours including tutorial support and pathways and monitoring for future careers in order to support an equitable and egalitarian wider society 	<p>Helen Uren-Randall by the end of Week 2, Term 3.</p> <p>Publish RAP Consultation – deferred to Term 1, 2017 - 11th April to 12th May 2017</p> <p>Working Party to meet – Week 4/5 Term 2, with RA Representative</p> <p>Term 2, 2017</p> <p>Ongoing</p>	<p>Des Proctor and Helen Uren-Randall</p> <p>Des Proctor</p> <p>Network RAP members</p> <p>Network RAP members</p> <p>Margaret Wigley Sonya Bell</p>
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	<ul style="list-style-type: none"> Communicate and encourage staff to use Reconciliation Australia's Share Our Pride online tool to all staff. 		
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Opportunities			
Action	Deliverable	Timeline	Responsibility
10. Investigate Aboriginal and Torres Strait Islander employment	<ul style="list-style-type: none"> Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation. Identify current Aboriginal and Torres Strait Islander staff to inform future employment and development opportunities. 		
11. Investigate Aboriginal and Torres Strait Islander supplier diversity	<ul style="list-style-type: none"> Develop an understanding of the mutual benefits of procurement from Aboriginal and Torres Strait Islander owned businesses. Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses. 		
12. <i>Include other unique opportunities actions related to our core business and vision for reconciliation.</i>	<p style="text-align: center;">Melrose High School</p> <ul style="list-style-type: none"> Undertake to trial an identified parent/community position on the School Board for a local Ngambri – Ngurmal Walgalu – Wallabolloa – Ngunnawal member Increase access to FLO programmes for students in Years 9&10 Work on partnerships with Paul House and the Thunderstone group to improve language acquisition within the school Increase leadership opportunities for Aboriginal and Torres Strait Islander students through AIME <p style="text-align: center;">Torrens Primary School</p> <ul style="list-style-type: none"> TPS to work with Aspirations program to provide students with scholarships and programs designed around career and learning interests. 	<p>Term 1, 2017</p> <p>Ongoing over 2016-2018</p>	<p>Helen Uren-Randall Simon Vaughan</p> <p>Helen Uren-Randall & Aunty Monique Sutherland</p> <p>Rachel Matthews</p>

Tracking and Progress			
Action	Targets	Timeline	Responsibility

13. Build support for the RAP	<ul style="list-style-type: none"> • Define resource needs for RAP development and implementation. • Define systems and capability needs to track, measure and report on RAP activities. • Complete the annual RAP Impact Measurement Questionnaire and submit to Reconciliation Australia. 	30 September, annually	
14. Review and Refresh RAP	<ul style="list-style-type: none"> • Review and refresh RAP based on learnings, challenges and achievements. • Submit draft RAP to Reconciliation Australia for formal review and endorsement. 		

Contact details

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