



RECONCILIATION
ACTION PLAN

INNOVATE

RECONCILIATION ACTION PLAN 2015 - 2018



Association of
Independent Schools
of South Australia

ACKNOWLEDGEMENT OF COUNTRY

Kurna Miyurna

Kurna Yarta

Ngadlu

Tampinthe

Translation Kurna to English:

'We acknowledge the Kurna People and Kurna Country.'

The Association of Independent Schools of South Australia is situated on Kurna land and we acknowledge that the Kurna Elders, past and present, are the traditional custodians of this land.

OUR COVER

The life giving energy of reconciliation is captured in the symbolic entwined 'meeting place' and the colour of the background. This 'meeting place' is the coming together of all Australians, Aboriginal and Torres Strait Islander people and non-Aboriginal and Torres Strait Islander people, to create an Australian culture that acknowledges and deeply respects Australia's First Peoples as a fundamental part of our identity as a nation.

The journey to reconciliation requires us to acknowledge past injustices and this is symbolised by the layered red background - our visual representation of the reconciliation landscape.

The cover expresses our enduring goal of building strong and mutually beneficial partnerships and relationships between the Association of Independent Schools of South Australia and Aboriginal and Torres Strait Islander peoples.



Mr Kym Wallent

Chair of the Board

The Association of Independent Schools of South Australia is built on the belief that autonomy, respect and integrity infuse all aspects of our relationships with one another and the communities we support.

Strengthening relationships with Aboriginal and Torres Strait Islander peoples and learning more about their cultures, lands and histories are important to the AISSA and to our member schools.

The AISSA is proud to have produced an Innovate Reconciliation Action Plan as part of the nation-wide initiative. The actions outlined in this plan encourage increased cultural understanding, appreciation and respect for the history and traditions of Australia's First Peoples.



Mrs Carolyn Grantskalns

Chief Executive

I am delighted to share our first Innovate Reconciliation Action Plan. This plan builds on the foundations of past initiatives and articulates the meaningful and achievable actions that are essential components of our vision for reconciliation.

We hope that the combined elements of our Reconciliation Action Plan will help to achieve our enduring goal of building strong and mutually beneficial partnerships and relationships between the AISSA and Aboriginal and Torres Strait Islander communities. We are committed as an organisation and as a community of individuals to the initiatives laid out in our Reconciliation Action Plan.

We look forward to the time when the aspirations of so many Australians are realised and there is true reconciliation between Aboriginal and Torres Strait Islander peoples and the broader community.

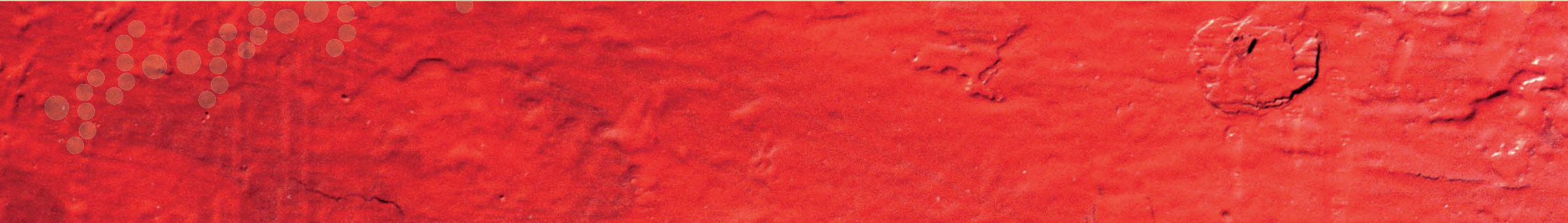


OUR VISION

We believe that Aboriginal and Torres Strait Islander histories and cultures are foundational to our understanding of what makes Australia unique in the world.

Our vision promotes a culture that strengthens respect for Aboriginal and Torres Strait Islander peoples through rich, inclusive learning opportunities that deepen knowledge and understanding of the diversity within and across Australia's First Peoples.

As a peak educational organisation that leads, supports, represents and advocates for the Independent school sector in South Australia, we actively engage in actions that recognise and respect Australia's First Peoples and promote reconciliation between Aboriginal and Torres Strait Islanders and non-Aboriginal and Torres Strait Islanders. We aspire to influence, and endeavour to support, communities within our sector and the broader community to fully embrace reconciliation.



OUR BUSINESS

The Association of Independent Schools of SA (AISSA) leads, supports, represents and advocates for the Independent sector in South Australia to enhance the success, sustainability and strength of its member schools. The AISSA represents the interests of 94 Independent schools with an enrolment in excess of 46,350 students. SA Independent schools educate students from a wide range of cultural and socio-economic backgrounds. Our schools educate students within a curriculum underpinned by a diverse range of religious beliefs and educational philosophies.

The AISSA is recognised as the peak body for the South Australian Independent school sector and plays a significant leadership role in providing advice and information, representing individual schools and the sector, and shaping change across the sector. The AISSA employs 28 staff who work with our schools to adopt best practice in relation to all aspects of leading learning, school governance and operations. The AISSA provides expert staff to support Principals realise the vision they have for their schools. Currently we have one Aboriginal staff member, and we engage external consultants who are Aboriginal to provide expertise for particular projects.

OUR RAP JOURNEY

Our RAP was collaboratively developed through an iterative process of consultation with staff over a period of a year. The RAP Working Group (RWG) met regularly to refine the Innovate RAP in response to staff feedback. Once drafted, the AISSA engaged an external Aboriginal consultant to provide expert advice.

As part of our RAP journey, the RWG designed and implemented learning opportunities that broadened and deepened the staff's knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures. The development of cultural awareness included a workshop, facilitated by an Aboriginal consultant, that explored the diversity of Aboriginal and Torres Strait Islander identities and perspectives.

The members of the RWG are Carolyn Grantskalns, Chair, Lynda Secombe, Rosemary Kadow, Barbara Murray, Marilyn Wall and Monica Williams. This group is supported by the whole staff to embed into our own workplace practices opportunities to recognise, respect and celebrate the uniqueness of Australia's First Peoples.

RELATIONSHIPS

Sustained relationships built on respect, trust and integrity are foundational to engagement with Aboriginal and Torres Strait Islander peoples.

Strong relationships between Aboriginal and Torres Strait Islander peoples and the AISSA bring different skills and perspectives to our organisation and encourage innovation, success and excellence.

Relationships

Sustained relationships built on respect, trust and integrity are foundational to engagement with Aboriginal and Torres Strait Islander peoples.

Authentic engagement means the AISSA acknowledges the diverse experiences and perspectives of Aboriginal and Torres Strait Islander Australians.

Strong relationships between Aboriginal and Torres Strait Islander peoples and the AISSA bring different skills and perspectives to our organisation and encourage innovation, success and excellence.

Action	Responsibility	Timeline	Deliverables
1. Celebrate National Reconciliation Week to increase awareness of the importance of reconciliation at an individual and organisational level.	Chief Executive	May Annually	AISSA RAP Working Group (RWG), all staff and invited school staff attend the SA Celebration breakfast.
	Educational Consultant	May Annually	Key messages from the SA Celebration disseminated to the AISSA staff, SA Independent schools and posted on the AISSA website.
	RAP Working Group	May Annually	Organise at least one internal event for NRW each year.
	Educational Consultant	May Annually	Register the AISSA NRW event via Reconciliation Australia's NRW website.
2. Celebrate the Anniversary of the National Apology to increase awareness of the importance of the National Apology at an individual and organisational level.	Chief Executive	February Annually	AISSA staff and invited school staff attend the SA Celebration breakfast.
	Educational Consultant	February Annually	Key messages from the SA Celebration disseminated to the AISSA staff, SA Independent schools and posted on the AISSA website.
3. Form and maintain partnerships with Aboriginal and Torres Strait Islander organisations to foster relationships built on respect, trust and integrity.	Chief Executive	August 2015	Aboriginal and Torres Strait Islander organisations are identified which have a purpose shared by the AISSA and relationships are built through meaningful and respectful interaction. Where appropriate MoUs are signed.
	RAP Working Group	August Annually	Develop and implement an engagement plan to identify new partnerships and maintain existing partnerships with Aboriginal and Torres Strait Islander organisations. Seek feedback from these organisations about the guiding principles for future engagement with Aboriginal and Torres Strait Islander organisations.
	Educational Consultant	August Annually	Maintenance of the above mentioned register of identified Aboriginal and Torres Strait Islander organisations.
	RAP Working Group	August Annually	Form and maintain partnerships with organisations seeking to promote opportunities for success for Aboriginal and Torres Strait Islander peoples.
4. Increase engagement with Elders and representatives from Aboriginal and Torres Strait Islander communities.	Chief Executive	May Annually	Invite Elders and representatives from Aboriginal and Torres Strait Islander communities to work with the AISSA where appropriate and meaningful.

5. Seek to work with Elders to establish an Aboriginal and Torres Strait Islander Advisory Group to provide cultural advice and other relevant information as feedback on the AISSA RAP.	Chief Executive	July 2017	Seek to work with Elders to establish an Aboriginal and Torres Strait Islander Advisory Group to provide cultural advice.
	Chief Executive	July 2018	Work with the Elders' Advisory Group to seek ongoing cultural advice at least once a year.
6. The RWG continues to actively monitor RAP development, including implementation of actions, tracking progress and reporting.	Chief Executive	February 2015	RWG oversees the development, endorsement and launch of the RAP.
	RAP Working Group	December Annually	Meet at least four times per year to monitor RAP implementation. Report on RAP.
	RAP Working Group	August 2016	Establish formal Terms of Reference for the RWG.
7. Offer all staff the opportunity to serve on the RWG.	Chief Executive	January Annually	New members welcomed into the RWG to ensure an ongoing, inclusive and vital RWG. All Aboriginal and Torres Strait Islander staff are invited to be part of the RWG.
8. Engage member schools in understanding AISSA's RAP commitment to encourage them to develop their own plans.	Chief Executive	April Annually	Promote AISSA's RAP commitment to all stakeholders (member schools).
9. Member schools and early childhood settings are encouraged to develop a RAP using the Narragunnawali School RAP model.	Educational Consultant	May 2015	Information disseminated to member schools about Narragunnawali.
10. Educational Consultant engaged with member schools and early childhood settings to promote the development of a RAP using the Narragunnawali School RAP model.	Educational Consultant	February Annually	Information disseminated to member schools about how to complete a school based RAP and lodge this RAP on Narragunnawali. Central workshop provided to promote Narragunnawali and support schools engage with the process. Increased number of schools lodging their RAP on the Narragunnawali website.
	Educational Consultant	June Annually	
	Educational Consultant	December Annually	
11. Support member schools and early childhood settings to meet the targets contained in their RAPs.	Educational Consultant	May Annually	Member schools are offered support in developing their RAP.
12. Work with Reconciliation Australia to include any AISSA-specific content in the Narragunnawali Schools Program.	Educational Consultant	December Annually	Attend quarterly Reconciliation South Australia Education Steering Committee cross-sectoral meetings.
	Educational Consultant	December Annually	Contribute AISSA-specific actions for inclusion in the Narragunnawali program on a quarterly basis.
13. Build closer links with Reconciliation SA.	Chief Executive Educational Consultant Educational Consultant	January Annually January Annually January Annually	Join the Friends of Reconciliation SA Program. Dissemination of materials from Reconciliation SA. Attendance at events and conferences promoted by Reconciliation SA.

RESPECT

We believe Aboriginal and Torres Strait Islander histories and cultures are foundational to our very understanding of what makes Australia unique in the world.

Respect for Aboriginal and Torres Strait Islander peoples, cultures, lands and histories is important to the AISSA and our member schools.

Respect

We believe Aboriginal and Torres Strait Islander histories and cultures are foundational to our very understanding of what makes Australia unique in the world. There is strength in working together as an organisation to intentionally and purposefully demonstrate respect. Respect is important to the AISSA because we are situated on Kaurna land.

Respect for Aboriginal and Torres Strait Islander peoples, cultures, lands and histories is important to the AISSA employees because respect is essential in building and maintaining strong positive relationships. There is strength in each of us as individuals intentionally and purposefully demonstrating respect as part of our everyday being.

Respect for Aboriginal and Torres Strait Islander peoples, cultures, lands and histories is important to the AISSA and our member schools.

Action	Responsibility	Timeline	Deliverables
1. Cultural awareness training and development for all staff to increase cultural awareness at an individual and organisational level.	Chief Executive Educational Consultant Educational Consultant Chief Executive	May 2015 January 2015 January 2016 January 2017 January 2018 December 2018	RWG to provide an initial background and foundation for staff to connect with the development of AISSA's RAP at both a personal level and an organisational level. All staff visit Warriparinga Kaurna Cultural Centre. To engage staff in a shared experience to help shape and bring into focus an appreciation for multiple perspectives on Aboriginal and Torres Strait Islanders' cultural backgrounds. Developing a cultural fitness training package for all staff. Trial a cultural fitness training package for all staff. Cultural Fitness training embedded in all staff inductions.
2. Provide opportunities for staff to develop deep understanding and learning that leads to embracing the practice of Acknowledging Country and Welcome to Country in a meaningful and respectful manner.	Educational Consultant Chief Executive Chief Executive Chief Executive Educational Consultant Chief Executive Educational Consultant Chief Executive Chief Executive	May 2015 June 2015 June 2015 December 2015 December Annually December Annually December Annually January 2016 January 2017	Seek cultural advice to inform the development of policy regarding the occasions when an Acknowledgement to Country is used. Reflection on current practice within the organisation with respect to Acknowledging Country. Policy practice document to be developed to ensure a Welcome to Country or Acknowledgement of Country is included at all appropriate events. Policy embeds Acknowledgement of Country and/or Welcome to Country in AISSA events. Develop a list of key contacts for organising a Welcome to Country and maintaining respectful partnerships. Invite a Traditional Owner to deliver a Welcome to Country to at least one significant AISSA event throughout the year. Develop and update an electronic library of different ways to deliver an Acknowledgement of Country or organise a Welcome to Country that maintains the intent and respect of the practice. Seek cultural advice. Implement a policy practice document of the Acknowledgement of Country/ Welcome to Country at all appropriate AISSA events. Acknowledgement of Country/Welcome to Country embedded at all appropriate AISSA events.

3. Acknowledge NAIDOC Week to celebrate the histories, cultures and achievements of Aboriginal and Torres Strait Islander peoples and to further develop cultural awareness at an individual and organisational level.	Chief Executive	July Annually	Provide an opportunity for the AISSA staff to engage in an event during the NAIDOC Week.
	RAP Working Group	September Annually	Review HR policies and procedures to ensure that there are no barriers to staff participating in NAIDOC activities.
4. Celebrate Kurna Language to deepen and broaden organisational knowledge of Aboriginal and Torres Strait Islander cultures.	Chief Executive	January 2015	Provide an opportunity for staff to learn together the Acknowledgement of Country in Kurna.
	Chief Executive	January Annually	Provide at least one opportunity a year for staff to say the Acknowledgement of Country in Kurna.
	Educational Consultant	September 2016	Provide an opportunity for staff to learn together the Kurna place names in Adelaide and surrounding areas.
	Educational Consultant	January 2017	All staff begin to learn to speak and write in Kurna language.
	Educational Consultant	April 2017	All staff continue to learn to speak and write in Kurna language.
	Educational Consultant	August 2017	All staff continue to learn to speak and write in Kurna language.
	Educational Consultant	November 2017	All staff continue to learn to speak and write in Kurna language.
5. Celebrate Aboriginal and Torres Strait Islander languages to deepen and broaden organisational knowledge of Aboriginal and Torres Strait Islander cultures.	Educational Consultant	November 2018	Provide an opportunity for staff to learn together the Acknowledgement of Country in the language of the country of non-Kurna member schools.
6. Display Aboriginal and Torres Strait Islander artworks in the AISSA premises.	Chief Executive	December 2018	Investigate the purchase or leasing of Aboriginal and Torres Strait Islander artworks, with a preference for local Aboriginal artworks.

OPPORTUNITIES

The AISSA and Aboriginal and Torres Strait Islander peoples will both be enriched through the reciprocal sharing of skills and perspectives.

The AISSA must proactively seek opportunities to work in partnership with Aboriginal and Torres Strait Islander peoples, organisations and communities.

Opportunities

The AISSA and Aboriginal and Torres Strait Islander peoples will both be enriched through the reciprocal sharing of skills and perspectives. For this to occur, the AISSA must proactively seek opportunities to work in partnership with Aboriginal and Torres Strait Islander peoples, organisations and communities.

Action	Responsibility	Timeline	Deliverables
1. Seek to employ Aboriginal and Torres Strait Islander staff.	Chief Executive	December Annually	Develop and implement an Aboriginal and Torres Strait Islander employment and retention strategy which includes: • Reviewing HR procedures and policies to ensure barriers to Aboriginal and Torres Strait Islander employees do not exist. • Maintaining a culturally safe and inclusive environment for all Aboriginal and Torres Strait Islander employees. • Advertising all vacancies in Aboriginal and Torres Strait Islander media. • Consulting with Aboriginal and Torres Strait Islander staff to identify professional learning opportunities.
2. Provide opportunities for Aboriginal and Torres Strait Islander suppliers to provide goods and services to the AISSA.	Chief Executive	February Annually January Annually	Dissemination to the AISSA staff and SA Independent schools of websites listing suppliers of Aboriginal and Torres Strait Islander goods and services. Develop at least one more commercial relationship with an Aboriginal and Torres Strait Islander business.
3. Recommence the Aboriginal and Torres Strait Islander student teacher support program to increase support for Aboriginal and Torres Strait Islander student teachers.	Chief Executive	December 2017 June 2018 December Annually December Annually	Engage with the 4 providers of teacher training to gather support and develop the program. Form partnerships with at least 5 schools eager to engage in the program. Deliver the program as agreed with providers of teacher training in conjunction with partner schools. Review and expand the partnership as appropriate.
4. Seek opportunities to support performances by Aboriginal and Torres Strait Islander artists.	Chief Executive Educational Consultant Chief Executive	December Annually December Annually December Annually	Attendance by staff at performances. Dissemination to member schools of information about such performances. Invite Aboriginal and Torres Strait Islander performers to perform at AISSA events as appropriate.

Tracking progress and reporting

Action	Responsibility	Timeline	Target
1. Report achievements, challenges and learnings to Reconciliation Australia for inclusion in the Impact Measurement Report.	Chief Executive Educational Consultant	September Annually September Annually	Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually. Investigate participating in the RAP Barometer.
2. Report RAP achievements, challenges and learnings internally and externally	Educational Consultant	December Annually	Publically report our RAP achievements, challenges and learnings.
3. Review progress against plan.	Chief Executive	December Annually	All actions are completed as planned.
4. Review, refresh and update RAP.	Chief Executive	December 2018	Review, refresh and update RAP based on learnings, challenges and achievements. Send draft RAP to Reconciliation Australia for formal feedback and endorsement.

