



Narragunnawali
Reconciliation in Education



SASY

Reconciliation Action Plan

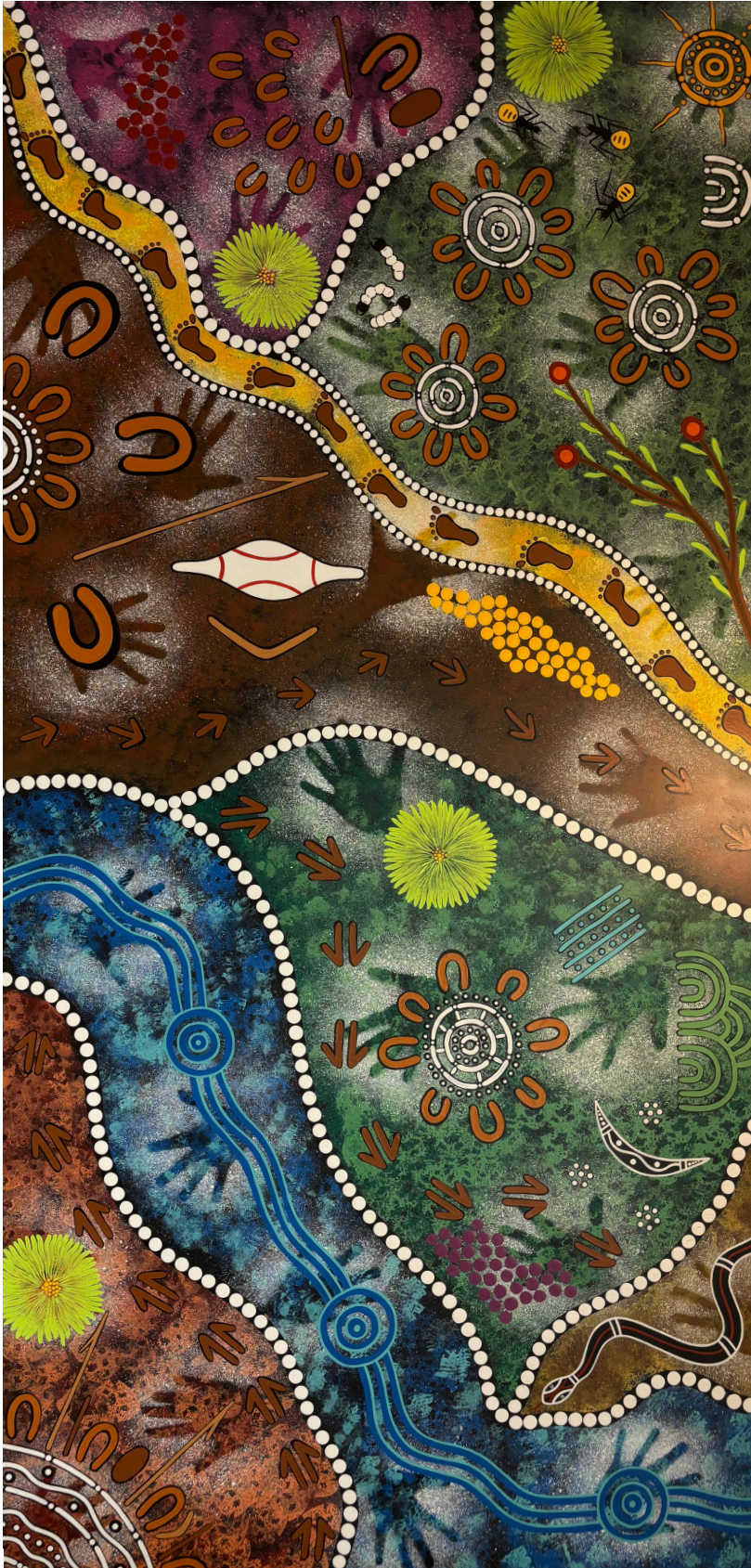
FEB 2026 – FEB 2027

ACKNOWLEDGEMENT OF COUNTRY

Today we meet on Tarntanya, the place of the Red Kangaroo Rock or as we know it, Adelaide. We acknowledge Kaurna people have connected to this Land for generations and continuing to this day.

We pay our respects to Elders past and present and acknowledge the Kaurna peoples knowledge and connection to Country and culture. We also extend our respects to other Aboriginal and Torres Strait Islander peoples.

ART WORK BY DAVID BOOTH



This artwork was developed by First Nations artist David Booth with SASY young people in 2025.

Through the use of Aboriginal symbols and imagery, the artwork represents SASY as a central gathering place, connected to the Karrawirra Parri (River Torrens) and other significant locations throughout the Adelaide city.

The piece reflects the voices, experiences and connections of young people, while honouring First Nations culture, stories and connection to Country.



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MESSAGE FROM THE SASY CHAIR AND CE

On behalf of the SASY Board and Senior Leadership Team, we are pleased to endorse the SASY Reconciliation Action Plan (RAP) August 2024 – August 2025. At SASY, we believe that reconciliation is ongoing and involves all of us.

This SASY RAP outlines specific actions to deepen our understanding of Aboriginal and Torres Strait Islander cultures, further our relationships with Aboriginal and Torres Strait Islander peoples, and contribute to meaningful reconciliation in action. Led by our Reconciliation Action Plan Committee, this document will engage our staff, students and broader community in meaningful reconciliation actions that will continue to develop SASY as a socially active and safe community for all.

SASY is privileged to educate the next generation of South Australian young people on Kaurna land in the Adelaide CBD, and we will continue to listen to and learn from the Kaurna people as we acknowledge their deep connections to land, sea, culture and community. By working with disengaged and vulnerable young people, SASY understands the importance of individual voices and creating a safe, inclusive environment for all.

We actively seek the voices and perspectives of First Nations people in our day-to-day work and future planning for our school. Without these voices, SASY cannot hope to address the diverse needs of Aboriginal and Torres Strait Islander peoples, and acknowledges their significant and important input into SASY operations and education to date.

With support from our dedicated Reconciliation Action Plan Committee, leadership team and broader community, SASY is providing a place of teaching and learning that meaningfully integrates the rich culture and history of the land we work and learn on, and its traditional custodians. By learning from and acknowledging the history of this country, together we can begin to build a more equitable and compassionate future for all Australians.

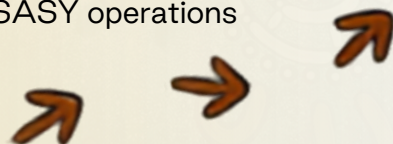
SASY commits to listening, to connecting, to learning, and to growing, so that our staff, future generations of young people, and the broader community can continue a path of reconciliation. We invite you to walk alongside us together so we can make a meaningful impact and contribute to a more inclusive and understanding society.

Kind Regards,

David Martin
SASY Chair



Karen Taylor
Chief Executive



WHAT WE DO

The Specialised Assistance School for Youth (SASY) is a fee free independent secondary Specialised Assistance School (SAS) operating specifically for disengaged young people who have complex needs between the ages of 13 and 25, in Years 7–12.

SASY is innovative in its practice, flexible and responsive in its delivery, and focuses on providing an environment which enables young people to recognise and achieve their potential.

Through research and practice, SASY's unique approach to reconnecting young people to learning is made up of the following four components we call Holistic Practice: holistic learning, restorative practice, trauma informed practice, and an inclusive community.

We believe that all young people have the right to learn and be supported with personalised care, fair assessment, collaborative and individual learning programs, practice critical and creative thinking, find their voice, and actively engage in the community as an individual with a positive sense of self.

RAP WORKING GROUP

**Karen
Taylor**

Chief Executive



**Harvey
Watson**

Executive Principal



**Carolyn
Grantskalns**

Board Member



**Dina
Matheson**

Senior Teacher



**Dylan
Scully**

Senior Youth Worker



**Jess
Hunt**

Youth Worker



**Shane
Forster**

Youth Worker



**Spencer
Ayling**

Youth Worker



**Telithia
Padrissa**

Teacher



**Wynne
Plug-Berndt**

Youth Worker



The RAP Working Group would like to acknowledge the work of Sunny Stefanovski in putting together this document. We also want to acknowledge the contributions of Kath and Tracie to the development of the RAP actions.



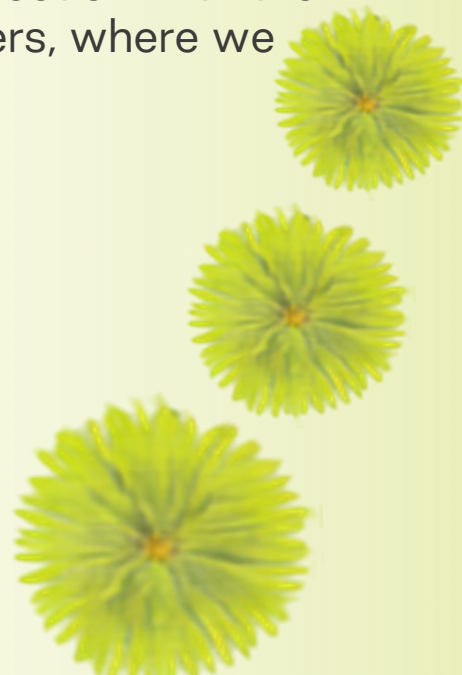
VISION FOR RECONCILIATION

SASY will establish a culturally safe environment where reconciliation is embedded into the lived actions of our school community.

We aim to do this through a two-way partnerships between Aboriginal and Torres Strait Islander peoples and non-Indigenous people that inspires generosity, truth-telling, and promoting social responsibility and accountability.

SASY empowers staff to embed themes of reconciliation in meaningful ways where our learners and wider community feel seen, valued and connected. This includes creating culturally safe environments where Aboriginal and Torres Strait Islander Peoples perspectives are seen, and truth-telling, and diverse histories & knowledge are respected.

We value and respect our continued connection with the Kurna People, and their Lands and Waters, where we learn, heal, teach, and grow together.



RELATIONSHIPS IN THE CLASSROOM



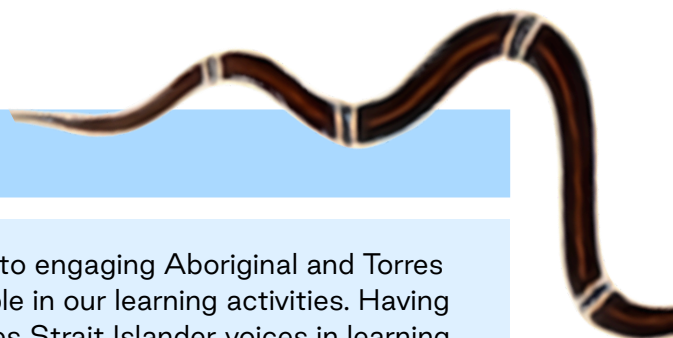
RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.

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.

RELATIONSHIPS WITH THE COMMUNITY

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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.
Create Stakeholder List	We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.
Build Relationships with Community	We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community.
Family and Community Room	We commit to establishing a space in our school for Aboriginal and Torres Strait Islander families and community members to catch up and have a cup of tea, meet with staff, students and children, hold meetings or get together with other community members.



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.

RESPECT IN 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.



RESPECT IN THE COMMUNITY



RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	Our school flies/ displays the Aboriginal and Torres Strait Islander flag 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.
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.



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
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.

SPECIALISED ASSISTANCE SCHOOL FOR YOUTH

30 CHESSER ST, ADELAIDE, SA 5000

WWW.SASY.SA.EDU.AU - @SASYSCHOOL

P (08) 8227 0823

