



RECONCILIATION
ACTION PLAN

REFLECT



SPECIALISED ASSISTANCE
SCHOOL FOR YOUTH

Reconciliation Action Plan

August 2024 – August 2025

Acknowledgement

SASY sits 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 today.



Artwork by Mali Isabel (Arabana and Kokatha)

The artwork 'A beautiful life' is about remaining positive and persevering through the tricky times which can be school for some.

The artwork's centrepiece is a large meeting place that represents the SASY school community. Surrounding this community is smaller meeting places, representing all the unique students and staff that attend the school. Each human symbol placed around the meeting places is all different colours and sizes to represent the individuality of each student and their unique needs. Animal tracks can be seen making their way and coming together at these meeting places to support the growth and inclusivity of the students.



Kangaroo tracks can be seen as Tarndanyangga is the Kurna word for the Adelaide CBD which means male red kangaroo rock. Waterhole symbols are scattered across the canvas to symbolise pockets of calm spaces. Whether it be getting some fresh air, taking some deep breaths, or taking a moment for yourself to simply be. The waterholes are also a reminder that mental health is super important in school environments and SASY creates the much-needed safe, supportive learning environments that cater to students' mental health. Gold stars can be seen throughout the artwork representing the special moments created at school whether it be a proud teacher moment or an impactful moment during a student's schooling career. The gold stars remind us how lucky we are to have the opportunity to have an education and then it should never be taken for granted because it is also some of the best times of our lives. The bright colours used are to encourage freedom of expression from the young people of the future.





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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 Kurna land in the Adelaide CBD, and we will continue to listen to and learn from the Kurna 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,

Rob Snowdon
SASY Chair

Karen Taylor
Chief Executive





From left to right: Rebekah Burns, Dylan Scully, Rebecca Hida, Wynne Plug-Berndt, Holly Browne, Linda Beard. Absent: Harvey Watson & Karen Taylor

What We Do

The Specialised Assistance School for Youth (SASY) is a fee free independent secondary Special Assistance School (SAS) operating specifically for disengaged young people who have complex needs between the ages of 13 and 25. We offer a safe space for young people to reignite their learning through Holistic Practices that support their health and social wellbeing as the precursor to personal growth and community engagement.

SASY is innovative in its practice, flexible and responsive in its delivery, and focusses 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 acknowledge that academic and personal growth best occurs in a safe and supportive environment where physical, emotional, cognitive and behavioural development is supported as part of a holistic learning approach. SASY recognises that wellbeing influences learning, and meaningful learning enhances wellbeing, which is why education and wellbeing are deeply intertwined throughout all programs.

We believe that all young people have the right to learn and to 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.



Our Journey to Reconciliation

This Reconciliation Action Plan (RAP) is our second, yet SASY acknowledges there is much to learn, to reflect on, to commit to, and to act upon in relation to reconciliation. The ongoing commitment to this RAP marks an exciting future for our school. Since our first RAP which was published in 2023, SASY has continued to work towards reconciliation, with a couple of key actions listed below.

Updated Strategic Plan 2025–2028

The SASY Board and Senior Leadership Team continue to prioritise cultural safety, making a clear and public commitment to the actions of building cultural capacity, implementing and updating a RAP, and increasing Aboriginal engagement (staff, students, community).

Identified Aboriginal Role

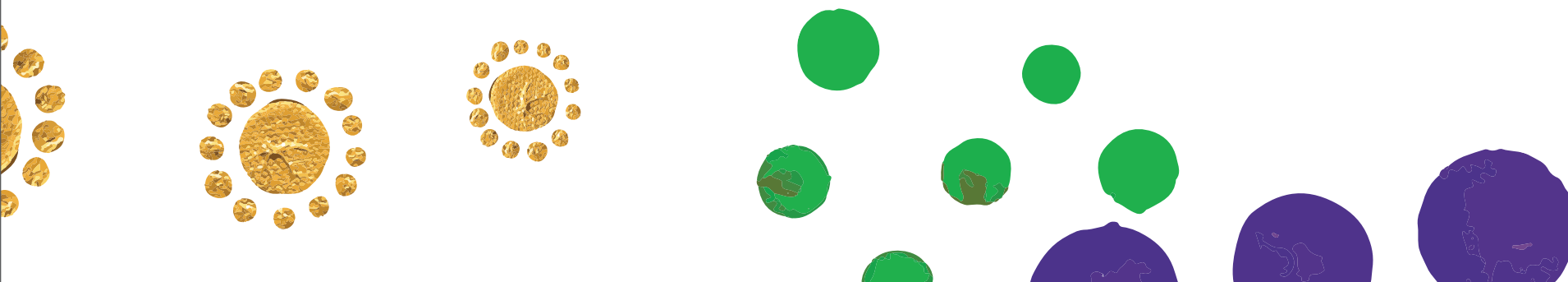
In 2022 SASY created its first Aboriginal identified role, the Aboriginal Engagement Youth Worker. This role has since grown and in late 2024, was realigned to be whole school focussed and no longer requiring a Youth Work specific qualification and renamed to Aboriginal Engagement Officer. This reduced barriers to entry and put the focus on student and family connections, whilst encouraging the utilisation of specialised supports and services where required. We look forward to growing the impact of this role over time.

Reconciliation Action Plan Committee

The Reconciliation Action Plan (RAP) Committee was formed in 2021 with representation from each of the SASY Hub teams, Senior Leadership Team and Board. Meeting monthly, the group has worked hard to confirm our vision for reconciliation by developing clear task deliverables, and growing connections with community and service providers. To date, their work has contributed to increased awareness, commitment, and action across the school towards reconciliation and we look forward to the continued impact of their collaborative work.

Cultural Capacity and Development

Since 2021, SASY has made a commitment for all staff at SASY to receive cultural capacity and development training, which will be repeated regularly as a commitment to ongoing learning and growth. For the first time in 2024, these workshops were offered to students to grow their knowledge and understanding. In addition to these annual trainings, exposure trips and development opportunities related to Aboriginal and Torres Strait Islander community and culture is encouraged for staff and students alike.



Vision for Reconciliation

Our vision is to establish a place where reconciliation is respectfully embedded in the lived actions of our whole school community. We value and respect our continued connection with the Kurna people and their lands and waters where we learn, heal, connect, and grow. As a school community, we understand that reconciliation is a two-way partnership which inspires generosity of spirit, truth telling and entwines our paths to share the significance of past events.

We recognise how our SASY community can contribute towards and influence positive shifts in race-relations, healing, justice, and reconciliation. Our plan reflects Reconciliation Australia's well-established themes of relationships, respect, and opportunities, which aligns with our own SASY values of respect, trust, acceptance, resilience, connection, and celebration. We are committed to:

- Respectfully acknowledging Aboriginal and Torres Strait Islander people and their enduring connection and Custodianship of the lands, seas, and waterways. We acknowledge people of the Kurna Nation and Elders past and present of the Adelaide Plains on whose land our school stands.
- Creating a place of 'two-way' learning where people from all journeys of life have opportunities to experience, share in truth telling, and proudly celebrate Aboriginal and Torres Strait Islander cultures.
- Engaging with local Aboriginal and Torres Strait Islander people who kindly share and facilitate authentic experiences which promote cultural understanding and appreciation of knowledge, wisdom, and spiritual perspectives.
- Enabling every person an opportunity to be heard, feel safe and accepted at SASY while they access an education as a student, staff member or member of the broader community. We recognise that our Reconciliation journey is a shared responsibility of our whole school community.



RAP Working Group

Name	Position
Karen Taylor	Chief Executive
Harvey Watson	Head of Student Outcomes
Rebecca Hida (Chair)	Staff (teaching)
Holly Browne	Staff (teaching)
Dylan Scully	Senior Youth Worker
Linda Beard	Youth Worker
Rebekah Burns	Youth Worker
Wynne Plug-Berndt	Youth Worker

Previous working group members

Helen Platell, Kelly Chambers, Katherine Goodrick, Nathan Dalziel

Contributors

Specialised Assistance School for Youth – Adelaide Campus would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Rob Snowdon	Board Chair

Relationships



In the Classroom

Action: Aboriginal and Torres Strait Islander People in the Classroom Commitment: 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.

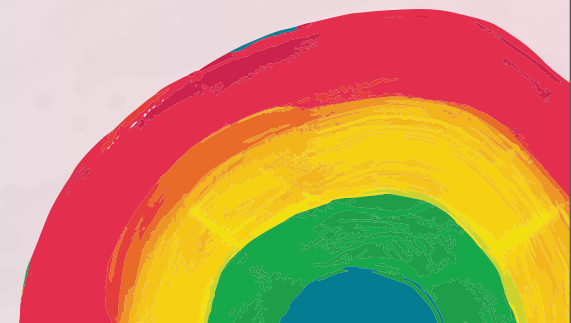
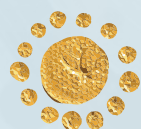
Goal: Welcome Aboriginal and Torres Strait Islander peoples and organisations into the classroom to develop cultural confidence in SASY staff and young people.

DELIVERABLES	TIMELINE	RESPONSIBILITY
SASY is dedicated to the integration of First Nations people and perspectives into our daily holistic practices. This commitment is upheld through active engagement initiatives and the implementation of formal learning programs.	28/02/25	Harvey Watson
SASY is committed to fostering collaboration and furthering partnerships with First Nations individuals and service provider organizations. To achieve this objective, SASY extends invitations for participation in cultural immersion events held throughout the academic year.	30/08/25	Aboriginal Education Support Officer

Action: Opportunities for Aboriginal and Torres Strait Islander Students and Children Commitment: We commit to providing opportunities for our 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.

Goal: SASY will provide opportunities for First Nations young people to celebrate their cultural identities to enhance well-being and increase engagement and learning outcomes by providing a culturally safe environment which celebrates young people's culture

DELIVERABLES	TIMELINE	RESPONSIBILITY
SASY is dedicated to offering avenues for First Nations youth to embrace and celebrate their cultural identities, fostering not only well-being but also heightened engagement and improved learning outcomes. This commitment involves cultivating a culturally safe environment that actively honours and celebrates the diverse cultures of our young people.	27/09/25	Aboriginal Education Support Officer
SASY will conduct a comprehensive review of its school IT systems to enhance the identification of First Nations young people within the broader staffing community, thereby fostering a more inclusive and supportive educational environment.	25/12/24	Rebecca Hida
In alignment with our commitment to equity, SASY is actively exploring updates to its enrolment process to ensure that First Nations young people have fair and equitable opportunities to access our educational programs.	28/04/25	Rebecca Hida



Around the school

Action: Cultural Responsiveness for Staff Commitment: 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.

Goal: Cultural competence training for all staff with truth telling to deepen understanding of Aboriginal and Torres Strait Islander culture; historical, current and future views. Weave cultural training in to create positive role models of Aboriginal and Torres Strait Islander peoples in activities, events, meetings and professional development on a regular basis throughout the year.

DELIVERABLES	TIMELINE	RESPONSIBILITY
SASY is dedicated to expanding cultural activities and experiences available to all staff members, aiming to enrich their understanding and appreciation of diverse cultures.	30/05/25	Wynne Plug-Berndt
To reinforce our commitment to reconciliation, SASY is instituting a requirement for all staff to undergo a minimum of one whole-staff training or workshop. This initiative is designed to enhance awareness regarding the significance of Reconciliation within the SASY community, fostering a shared understanding and commitment among our staff members.	30/09/25	Dylan Scully

With the community

Action: Welcome to Country Commitment: 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.

Goal: Organise and invite a Kurna Elder to provide a Welcome to Country in a number of important events at SASY

DELIVERABLES	TIMELINE	RESPONSIBILITY
At the commencement of each academic year, SASY will initiate a 'Set the Tone' event, commencing with a Welcome to Country featuring a smoking ceremony and a musical performance.	28/01/25	Rebecca Hida
SASY remains committed to hosting its 'Kinship and Community' morning tea, dedicated to fostering connections among the families and community members of First Nations young people.	22/09/25	Aboriginal Education Support Officer

Action: Celebrate National Reconciliation Week Commitment: 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.

Goal: Plan and organise celebrations of Reconciliation Week in each Hub with senior management group

DELIVERABLES	TIMELINE	RESPONSIBILITY
The Head of Student Outcomes at SASY will actively participate in the Reconciliation Action Plan (RAP) Committee. Their role will involve collaborating with Senior Teachers to ensure a comprehensive and unified school-wide approach to Reconciliation Week activities and embedding First nations perspectives into curriculum.	10/03/25	Harvey Watson
SASY will explore the possibility of a whole-school cultural activity for young people during Reconciliation Week, ideally at a culturally significant location. To promote active student engagement and ownership, students will be encouraged to work collaboratively in planning and presenting a Reconciliation Week activity or project.	14/04/25	Linda Beard

Action: Create Stakeholder List Commitment: 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.

Goal: The SASY Reconciliation Action Plan (RAP) Working Group, in conjunction with other staff members, will persist in developing a comprehensive Stakeholder list. This list aims to encompass a diverse range of experiences, both on-site and off-site, contributing to a more inclusive and enriched educational environment.

DELIVERABLES	TIMELINE	RESPONSIBILITY
The SASY Reconciliation Action Plan (RAP) Working Group, in conjunction with other staff members, will persist in developing a comprehensive Stakeholder list. This list aims to encompass a diverse range of experiences, both on-site and off-site, contributing to a more inclusive and enriched educational environment.	31/07/25	Wynne Plug-Berndt

Action: Build Relationships with Community Commitment: 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.

Goal: Opportunities for staff events to be held with Aboriginal and Torres Strait Islander individuals, organisations, and businesses run by Aboriginal and Torres Strait Islander

DELIVERABLES	TIMELINE	RESPONSIBILITY
SASY is unwavering in its commitment to establishing new relationships and nurturing existing ones with Kaurna and neighbouring communities. This endeavour includes extending invitations to SASY community events and active participation in First Nations events, thereby fostering collaboration and a sense of community cohesion.	27/06/25	Rebecca Hida

Action: Family and Community Room Commitment: 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.

Goal: Establish a dedicated space within SASY for First Nations young people and families to gather.

DELIVERABLES	TIMELINE	RESPONSIBILITY
Upon the completion of the "Yarning Space", SASY will disseminate communication to parents and caregivers, highlighting the availability of this space. Furthermore, the Yarning Space will be incorporated into school tours, showcasing its significance and purpose within our educational community.	23/09/24	Linda Beard

Respect



In the Classroom

Action: Teach about Reconciliation Commitment: 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.

Goal: Develop an understanding of the concept, history, and progress of the reconciliation journey within SASY hubs.

DELIVERABLES	TIMELINE	RESPONSIBILITY
Reconciliation will maintain a prominent presence in the SASY showcase on a bi-annual basis. Additionally, SASY will institute an annual whole-school planning session and professional development opportunity on reconciliation for all four hubs, ensuring a cohesive and informed approach across the institution.	02/09/24	Rebekah Burns
SASY is committed to the ongoing integration of First Nations knowledge, perspectives, and culture across all educational programs, underscoring our dedication to fostering a holistic and inclusive learning environment.	03/02/25	Rebecca Hida

Action: Explore Current Affairs and Issues Commitment: 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.

Goal: Raise awareness of current issues in a sensitive way to support and provide a respectful space to express student views.

DELIVERABLES	TIMELINE	RESPONSIBILITY
The First Nation's Program at SASY will persist in its development throughout 2024–2025, offering valuable opportunities for both young people and staff to explore and engage in discussions surrounding the issues and perspectives of First Nations peoples and cultures.	25/11/24	Rebecca Hida
As part of our commitment to fostering awareness, SASY will subscribe to Koori Mail and other First Nations publications. These resources will be strategically displayed throughout the SASY premises, serving as conversation catalysts for both staff and young people.	03/02/25	Wynne Plug-Berndt

Around the school

Action: Acknowledgement of Country Commitment: 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.

Goal: All formal events start with an Acknowledgment of Country with the opportunity for individuals; students and staff to creatively contribute.

DELIVERABLES	TIMELINE	RESPONSIBILITY
SASY will incorporate an Acknowledgement of Country at all meetings and events, extending this practice to include out-of-hours events. In a concerted effort to encapsulate the SASY community spirit, a video will be created featuring the SASY community, prominently highlighting the Acknowledgement of Country. This visual representation aims to further underscore our commitment to recognising and respecting the traditional custodians of the land on which we gather.	17/03/25	Holly Browne

With the community

Action: Aboriginal and Torres Strait Islander Flags Commitment: Our school flies/displays the Aboriginal and Torres Strait Islander flag at your 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.

Goal: Consider how and where SASY could display flags as a sign of respect.

DELIVERABLES	TIMELINE	RESPONSIBILITY
The RAP Committee will conduct a comprehensive review to identify opportunities for increased visibility of First Nation flags on the SASY site. This may include exploring avenues such as staff ID cards, name badges, t-shirts, lanyards, the SASY van/car, and other relevant platforms. The objective is to enhance the visual representation of our commitment to reconciliation and acknowledgment of First Nations peoples throughout various aspects of the SASY community.	11/08/25	Dylan Scully

Action: Take Action Against Racism Commitment: 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.

Goal: Identify and prevent racism at SASY.

DELIVERABLES	TIMELINE	RESPONSIBILITY
SASY is committed to providing professional development opportunities aimed at enhancing awareness and skills in identifying and preventing racism within the SASY community and beyond. This initiative seeks to empower staff with the necessary tools to create an inclusive and respectful environment.	25/07/25	Karen Taylor
SASY will actively create learning opportunities for young people to develop a comprehensive understanding of the effects and negative impact of racism. These educational initiatives aim to foster empathy, awareness, and a commitment to combating racism among the student body.	26/05/25	Rebecca Hida

Opportunities



In the Classroom

Action: Curriculum Planning Commitment: 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.

Goal: Planning activities and excursions to authentically embed Aboriginal and Torres Strait Islanders culture within SASY for both senior and middle school.

DELIVERABLES	TIMELINE	RESPONSIBILITY
SASY program proposal documents will explicitly outline how First Nations perspectives are intricately woven into the learning framework for all programs. This inclusion aims to reflect the commitment of SASY to integrating diverse perspectives into the educational experience.	01/10/24	Rebecca Hida
SASY will embark on professional development initiatives for all staff, ensuring comprehensive training on incorporating First Nations perspectives across all programs.	31/03/25	Rebecca Hida
The Head of Student Outcomes at SASY will assume a role within the RAP Committee, responsible for reviewing planning alongside relevant parties. This review process will specifically emphasise the inclusion of First Nations perspectives, further aligning SASY's educational initiatives with principles of cultural diversity and inclusion.	28/10/24	Harvey Watson

Around the school

Action: Inclusive Policies Commitment: 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.

Goal: Create specific whole school policies to support reconciliation.

DELIVERABLES	TIMELINE	RESPONSIBILITY
SASY will undertake a thorough review of its current antiracism policy to assess its inclusivity with regard to First Nations people. This evaluation aims to identify and implement any necessary changes that will foster a more comprehensive and culturally sensitive approach to combating racism within the SASY community.	30/06/25	Karen Taylor
SASY will commit to reviewing the allocation of funding for First Nations students to explore ways in which it can be better utilized to support both the well-being and academic achievement of these students. This initiative underscores SASY's dedication to ensuring equitable opportunities and a supportive environment for all students, particularly those from First Nations backgrounds.	26/05/25	Dylan Scully

Action: Staff Engagement with RAP Commitment: 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.

Goal: Share the progress of SASY RAP within staff meetings and internal correspondence.

DELIVERABLES	TIMELINE	RESPONSIBILITY
In alignment with our commitment to inclusivity, SASY actively encourages young people, parents/caregivers, and the wider community to consider joining the RAP Committee and engaging in event planning related to First Nations. By fostering representation from these integral community members, SASY aims to enhance collaboration and ensure a holistic approach to reconciliation initiatives.	28/02/25	Aboriginal Education Support Officer
SASY will establish a dedicated subcommittee for Reconciliation Week and NAIDOC Week, tasked with the planning and implementation of activities and events. This specialized committee will work collaboratively to ensure thoughtful and meaningful initiatives during these important cultural celebrations. The subcommittee aims to enhance the SASY community's engagement and understanding of reconciliation and the significance of NAIDOC Week.	07/04/25	Linda Beard

Action: RAP Budget Allocation Commitment: 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.

Goal: To establish a fund to be used for specific reconciliation events and activities

DELIVERABLES	TIMELINE	RESPONSIBILITY
The RAP working group shall submit a precise budget allocation proposal to the SASY board intended for the facilitation of Reconciliation events	04/11/24	Karen Taylor

With the community

Action: Celebrate RAP Progress Commitment: 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.

Goal: Visibly celebrate SASY RAP.

DELIVERABLES	TIMELINE	RESPONSIBILITY
SASY will engage in the revision of the 2024 – 2025 Reconciliation Action Plan (RAP) document, with the intention of preparing it for PDF distribution. Concurrently, SASY is exploring the possibility of reprinting physical copies for the year 2024 – 2025. To facilitate awareness and understanding, SASY is considering a soft launch for the revised 2024 – 2025 RAP, providing an opportunity for the community to become acquainted with the updated initiatives and commitments outlined in the plan.	18/11/24	Rebecca Hida
SASY will organise an internal workshop to introduce the wider SASY community to the 2024 – 2025 Reconciliation Action Plan (RAP). This workshop will involve engaging participants in a collaborative session with brainstorming questions focused on exploring how SASY can effectively implement, embed, and foster the growth of the deliverables and actions outlined in the 2024 – 2025 RAP. The aim is to encourage active involvement and input from the community in shaping the successful execution of the reconciliation initiatives.	25/10/24	Dylan Scully

SPECIALISED ASSISTANCE SCHOOL FOR YOUTH

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