



SPECIALISED ASSISTANCE SCHOOL FOR YOUTH

SASY Reconciliation Action Plan

February 2023 - February 2024



RECONCILIATION
ACTION PLAN

REFLECT

Acknowledgement

In the spirit of reconciliation, we acknowledge the Traditional Custodians of the Country that we educate our young people on, the Kurna people, and acknowledge and respect their connections to land, sea and community.

We pay our respect to Elders past, present and emerging and extend this respect to all Aboriginal and Torres Strait Islander peoples today.



Artwork by Mali Isabel (Arabana and Kokatha)

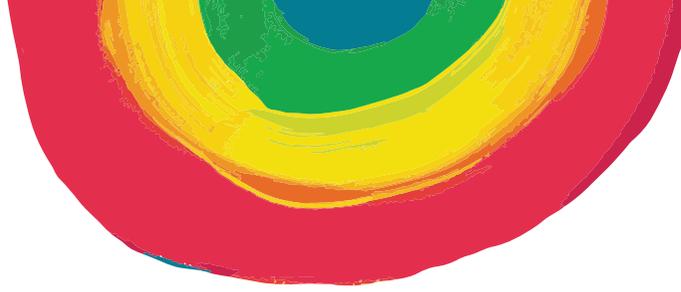
The artwork 'A beautiful life' is about remaining positive and persevering through the tricky times which can be school for some.

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 inaugural SASY Reflect Reconciliation Action Plan (RAP) Feb 2023 – Feb 2024.

This SASY Reflect RAP demonstrates our commitment to reconciliation and 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 reconciliation in action. Founded in respect, the RAP will engage staff, students and our broader community in meaningful reconciliation actions that will grow SASY into being a socially active and safe community for First Australians.

By working with disengaged and vulnerable young people, SASY understands the importance of individual voice and creating a safe, inclusive environment for students and staff.

As a school with strong connection to the Adelaide CBD on Kaurna land, SASY has built meaningful relationships with Aboriginal Elders and members of the Kaurna community to ensure that our young people have the opportunity to learn from and connect with the land and its custodians. With support from our dedicated Reconciliation Action Plan Committee and amazing community, SASY will continue to seek the voices and perspectives of Aboriginal and Torres Strait Islander peoples in our day-to-day work and future plans. Without these voices, SASY cannot hope to address the diverse needs of First Australians and acknowledges their significant and important input into SASY operations and education to date.

The history and culture of Aboriginal and Torres Strait Islander peoples is an integral part of the Australian identity. In the words of Reconciliation Australia, “we cannot begin to fix the problems of the future without accepting the truth of our history”. 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 on a path of reconciliation. SASY’s reconciliation journey has just begun, which is the most important step thus far.

Kind Regards

Rob Snowdon
SASY Chair

David Wild
Chief Executive



Left to Right: Katherine Goodrick, Kelly Chambers, Nathan Dalziel, Rebecca Hida, David Wild, Laura Prosser, Dylan Scully, Andrea Frullani & Absent: Helen Platell

What We Do

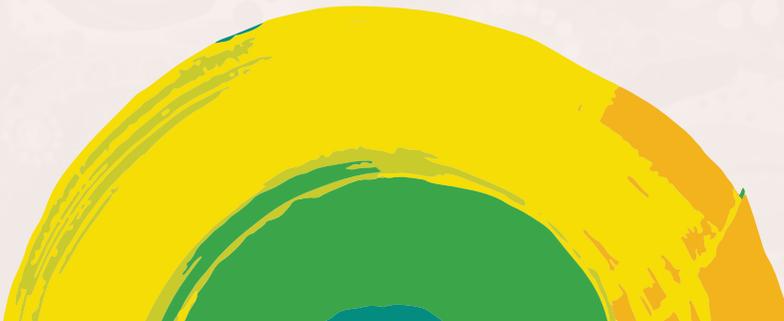
Specialised Assistance School for Youth (SASY) is a fee free independent secondary Specialised Assistance School (SAS) operating specifically for vulnerable and disengaged young people who have complex needs. We offer a safe place for young people to reignite their learning through holistic practices that help to rebuild young people's health and social emotional wellbeing as the precursor to personal growth and community engagement.

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 in re-engaging young people is made up of the following four components; 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. As such, wellbeing and learning is holistically intertwined throughout all programs, which are personalised and differentiated to encourage, support and maximise student development in emotional regulation, self-awareness and readiness to learn.

Across SASY's individual and collaborative learning, we support the development of what we call the SASY 5 Cs; character, culture, capacity, connection and celebration, which is specifically designed to develop young people at SASY into lifelong learners, who are reconnected, with a newfound meaning and purpose and increased holistic wellbeing.

We believe that all young people have the right to learn and be supported with personalised care, fair assessment, collaborative 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 the first for SASY. As such we acknowledge that we have a lot to learn, to reflect on, to commit to, and to do in relation to reconciliation. The commitment to this RAP marks an exciting future for the school. Over the first 6 years of SASY's operation, there has been some work towards reconciliation already, a couple key elements are listed below.

Cultural Capacity and Development Training

Since 2021 we have made a commitment that all staff at SASY receive cultural capacity and development training, and that this is repeated regularly as a commitment to ongoing learning. Additionally, extra trainings, exposure trips, and development opportunities related to Aboriginal and Torres Strait Islander community and culture is encouraged for staff and students alike.

Strategic Map 2022 – 2026

Early in 2022 the Board and Senior Leadership confirmed in the 2022 – 2026 Strategic Map that a core priority for the school is to develop cultural safety, making a clear and public commitment to the actions of: building cultural capacity, implementing a RAP, and increasing Aboriginal engagement.

Identified provision Aboriginal Engagement Youth Worker

In 2022 SASY created their first Aboriginal Identified role, the Aboriginal Engagement Youth Worker. This is a direct and clear action to prioritise Aboriginal engagement of students, parents/carers, community, stakeholders, and services. To date the role has settled into the SASY community, and we look forward to growing its impact over time.

Reconciliation Action Plan Working Group

The Reconciliation Action Plan Working Group was formed in 2021 with representation from each of the SASY work teams, Senior Leadership, and Board. Meeting monthly, the group worked hard to confirm our vision for reconciliation, clear deliverables, connections with community and Elders, as well as leading and inspiring the plan to be a whole school shared, co-created, and collaborative piece of work that we are all responsible for. To date their work has contributed to an increased knowledge, commitment, and action for reconciliation, and we look forward to the continued impact of their collaborative work.



Vision for Reconciliation

We value First Nations peoples and in particular wish to support truth telling, healing and a place to be heard.

At SASY our vision for Reconciliation is to:

- Acknowledge Aboriginal and Torres Strait Islander people of Australia and their enduring connection to and custodianship of the lands, seas, and waterways. We acknowledge people of the Kurna Nation and Elders past, present and emerging of the Adelaide plains on whose Land our school stands.
- Create a place of 'two-way' learning where people of all ages and backgrounds have opportunities to experience, build respect for, and proudly celebrate Aboriginal and Torres Strait Islander cultures.
- Respectfully engage with local Aboriginal and Torres Strait Islander people to develop trust and respect, build authentic partnerships and relationships through the cultivation of cultural understanding.
- Respectfully facilitate experiences of Aboriginal and Torres Strait Islander cultural education into our school, to promote understanding and appreciation of Aboriginal and Torres Strait Islander cultures, knowledge, wisdom, and spiritual perspectives.
- Incorporate Aboriginal and Torres Strait Islander histories into SASY learning to facilitate truth telling and continuing the reconciliation journey.
- Ensure that every person has an opportunity to be heard, to access education or employment and to feel safe and accepted at SASY. We value respect, trust and acceptance at SASY, and we want all of our community to feel this way.



RAP Working Group

Name	Position
Helen Platell	Board Director
David Wild	Chief Executive
Andrea Frullani	Youth Worker
Dylan Scully	Youth Worker Aboriginal Engagement
Katherine Goodrick	Teacher
Kelly Chambers	School Development Manager
Laura Prosser	Youth Worker
Nathan Dalziel	Chair of the Committee
Rebecca Hida	Teacher

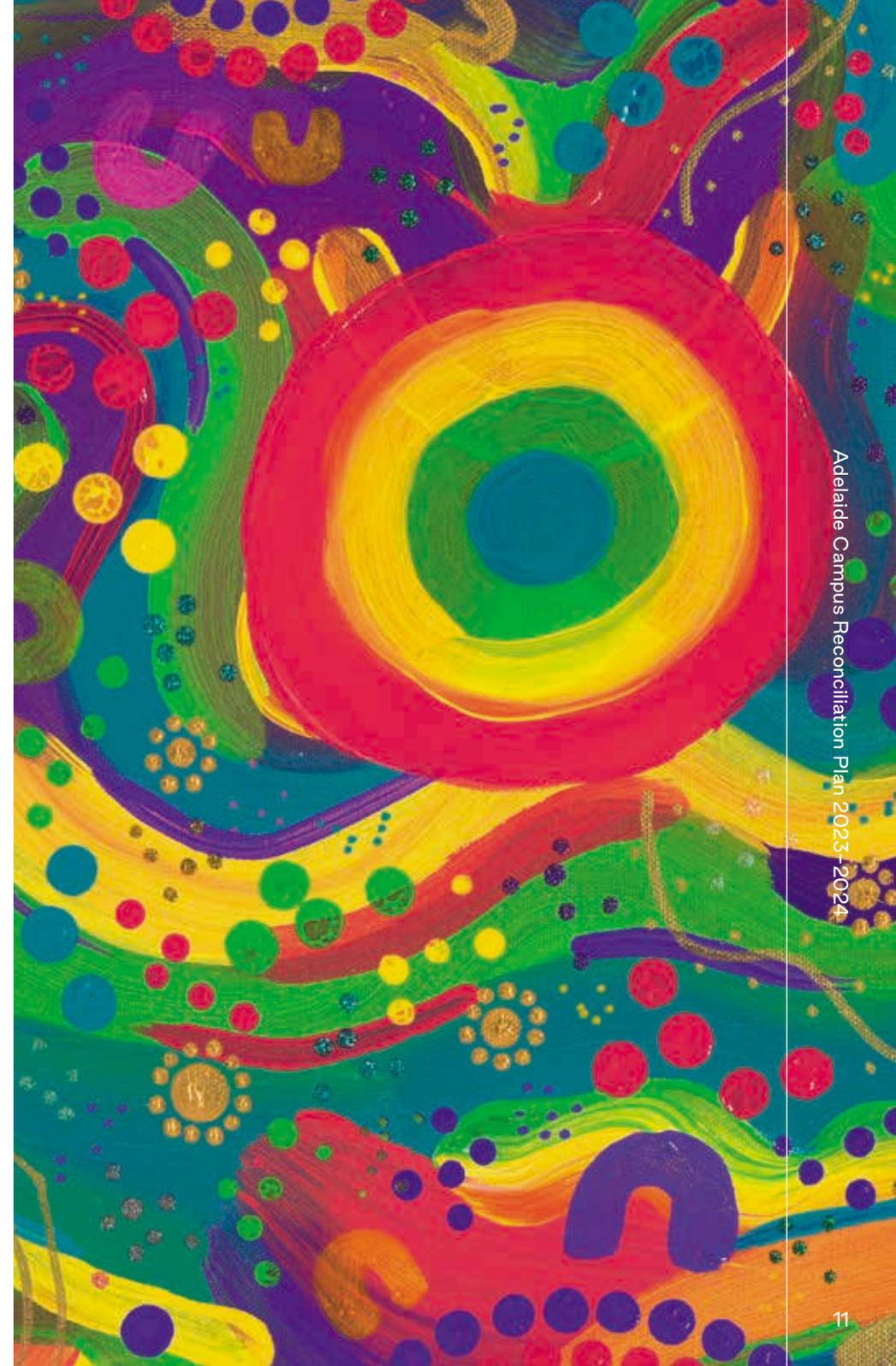
Previous working group members

Allira Sierke, Emma Brett, Lauren Deaves

Contributors

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

Name	Role/Organisation
Monica Williams	AISSA Consultant
Rob Snowdon	Board Chair
Uncle John Lochowiak	Elder



Relationships



In the Classroom

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms to work alongside our students and children in learning activities. Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.	Ongoing	David W, Katherine G

Around the School

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
Cultural Competence for Staff	We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures. We also commit to supporting staff to independently seek out and participate in a variety of cultural awareness experiences that assist them on their own journey of understanding.	Ongoing	Nathan D, Katherine G

With the Community

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
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 their Land.	Ongoing	Kelly C, Nathan D
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.	27/05/2022 - 03/06/2022	Nathan D, Laura P
Build Relationships with Community	We commit to building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non- Indigenous staff, students, children and community members.	Ongoing	Rebecca H, Dylan S

Respect



In the Classroom

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
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.	Ongoing	Rebecca H, Laura P
Explore Current Affairs and Issues	We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our school.	Ongoing	Andrea F, Katherine G

Around the School

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
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.	Ongoing	Nathan D

With the Community

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
Aboriginal and Torres Strait Islander Flags	Our school flies or displays the Aboriginal and Torres Strait Islander flags as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.	Ongoing	Kelly C, Nathan D
Take Action Against Racism	Racism can have serious negative consequences for the people who experience it, for those who witness it, and for wider society. When racism is properly understood it is easier to overcome. We commit to building awareness of what racism is, the impacts of racism and how to respond effectively when it occurs through an anti-racism strategy tailored to the needs of our school.	Ongoing	David W, Kelly C

Opportunities



In the Classroom

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
Curriculum Planning	Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.	Ongoing	Rebecca H, Andrea F

Around the School

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
Inclusive Policies	All staff in our school are aware of policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. We have a plan in place to ensure all staff comply with these policies in their daily practice. Our internal policies have been, or will be, amended to ensure they are also inclusive of Aboriginal and Torres Strait Islander peoples and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.	Ongoing	David W, Kelly C
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.	Ongoing	David W, Nathan D

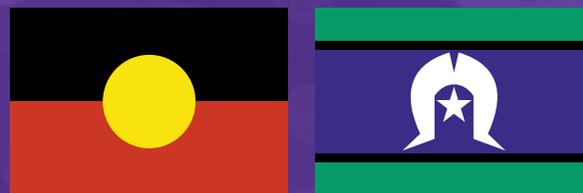
With the Community

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
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.	Ongoing	David W, Kelly C

Acknowledgement

In the spirit of reconciliation, we acknowledge the Traditional Custodians of the Country that we educate our young people on, the Kurna people, and acknowledge and respect their connections to land, sea and community.

We pay our respect to Elders past, present and emerging and extend this respect to all Aboriginal and Torres Strait Islander peoples today.





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